



**FREDDIE**

**Character:** Fast Freddie

**Adventure 5:** Fairy Tale Adventure

**Keywords:** balance, shape, tension, control, co-ordination, strength, movement, point balances, strong, stretch.

**Link to ELG:** Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60+ months).

**Length of Session:** 45 minutes

**Resources Needed:** balls, bibs, hoops, domes, beanbags and cones.

**Lesson Focus/ Learning Objective**

To improve our ability to balance successfully.

**Success Criteria**

- To use our arms to help us gain balance.
- To focus their eyes on a point.
- To be able to move controlled with effort, and begin to use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense', and 'floppy'.

## In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Freddie. See if the children can remember the learning focus from last week and that we will be re-capping that during today's adventure. Ask the children if they remember the success criteria? as this is vital for improving balance. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Fast Freddie by joining him on a magical fairy tale adventure! Now we've landed in the enchanted forest we must help Fast Freddie get there by listening to the Fairy Godmother's instructions. **As children are changed allow them to stand on one leg holding still with balance using tension whilst waiting for the rest to change.**

## In The Hall – Warm-Up

**Activity:** Children we're deep in the enchanted forest and must use the hoops in order to find the magical cottage. Follow the correct in instructions and don't get lost!

Position the children along the perimeter of the hall standing in a brightly coloured spot. Create a path using the non-slip spots around the outside of the hall for children to travel along. Instruct each child to jump from spot to spot as the music is playing (use track with contrasting tempo so children must travel both fast and slow). When the music stops children must hold a compromised balance (i.e. one point, two points, three point and four points), hold shape whilst maintaining body tension and balance. **(Child's name) demonstrates balance holding their bodies still with tension. (Child's name) shows good understanding good understanding of vocabulary such as stretch; reach; tense; floppy etc.** Next using brightly coloured cones create a square in the middle of the hall, place non-slip spots in the middle. When the music is playing children must walk around the outside of the cones. When the music stop children must react quickly and hold a balance on a spot. **Explain to the children that each spot represents their personal space and explain the benefits of maintaining good personal space.**

## Main Adventure

**Activity 1:** Children now must walk across the forgotten bridge leading us to the Grumpy Grizzly bear's cave. Step carefully and try not to fall into the water. If you randomly spread out domes in a line (which represent the bridge, about 5 in a row) and spread them out throughout the hall. Children then have to walk across the domes without falling off. If they make it across the domes without falling, then they can grab a beanbag. They can see how many beanbags they can grab in a set time period. **How can using your arms help you to balance?**

**Activity 2:** Children we've now crossed the bridge and we're now inside of the Grumpy Grizzly bears cave. He is sitting on lots and lots of gold. Retrieve one item at a time and make it back across the forgotten bridge without him waking up. Position all the beanbags in the middle of the hall inside a hoop and put the children into small groups sitting behind a hoop on one side of the hall. The children must retrieve a beanbag and drop it back into their team's hoop. Once the child has the beanbag they must balance and travel with it on a different part of the body (e.g. Head, shoulder, back of the neck and arm). **Which children show the understanding the rules of the game and can work well with partners or as a team? Give feedback to children that are showing good balance.**

### Making The Tasks Easier

- The TA can help children as they attempt to balance across the domes.
- Children can use their hand to help balance the bean bag on their head.
- The children could balance across lines rather than domes.

### Making The Tasks Harder

- Challenge the children to balance the bean bag on different parts of their body
- Increase the number of domes the children have to walk over.
- You can put more pressure on the children as they are balancing the beanbag. Maybe add in a tagger.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan