



FREDDIE

Character: Fast Freddie

Adventure 6: Off to the Racetrack

Keywords: change direction, control, space, co-ordination, turning, awareness, dodge, agility, speed

Link to ELG: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60+ months).

Length of Session: 45 minutes

Resources Needed: Balls, bibs, cones.

Lesson Focus/ Learning Objective

To be able to run skilfully at varying speeds and avoid obstacles.

Success Criteria

- To be able to adjust speed whilst running.
- To be able to change direction with control.
- To be able to follow different pathways to avoid obstacles.

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 know what Fast Freddie's super- powers are what point they can remember to stay safe whilst travelling around in the hall; (finding space, avoiding children, and keeping our head up looking forwards, changing speed and direction). Describe the learning objective and the success criteria. Describe the adventure setting. Today we are going to help Fast Freddie by learning how to drive in the little red car! Now we are on the on the racetrack we must help him become a better race driver by listening to the instructor's commands. **As children are changed ask them to think about what parts of the body we need to warm up for today's adventure at the racetrack.**

In The Hall – Warm-Up

Activity: One sunny summer afternoon the racing car went for a vroom around the racetrack. The little racing car is having a good time but there is a sharp turn coming up ahead. Children use your space to race and avoid any crashes. Children are positioned in a space in the hall and must move around weaving in and out of one and other. The teacher demonstrates travelling at different speeds, 'gears' in the race car; (e.g. 1st gear - walking, 2nd gear - power walking, 3rd gear - jogging, 4th gear - sprinting). Children must also listen for other instruction such as reversing - walking backwards, in the pits - stand still, safety car - follow a partner). **Feedback to children that are clearly showing control over the different speeds they're moving. How do the children feel after they have sprinted? How long can you sprint for before you get out of breath?**

Main Adventure

Activity 1: Children it is the morning of the next day and all of the racing cars are at the starting line. This time the cars are split into four teams and must race to the finishing line using their **quick speed and reactions**. Position the children in four teams with the hall split equally. Red corner, blue corner, green corner, yellow corner. The teacher will call two groups out that must change places as fast as possible. You can start off with one child going at a time, but then eventually have the whole group go, as this will challenge the children to avoid collision. **How do we get up to speed quickly? What do we do with our arms? Do we take small or big steps to start? If there is somebody in front of us, how do we avoid collision?**

Activity 2: Children the little red car is very sad, "I tried so hard" he said to the big blue car as he lost the race. "I'm going to watch you practice" said the little racing car **stubbornly**. Children are placed into pairs, one person is the red car and other the blue car. First the red car leads and then they swap around. With the red car leading first, the blue car has to follow and keep up with the red car, and the red car is trying hard to lose the blue car by varying speeds and changing direction. **Feedback to children that are changing direction and varying their speed to get away. How did you use your speed to get away from the other car? When you were following what did you find difficult?**

Activity 3: Children the little red car tried and tried so hard but couldn't beat the big blue car in the race. **CRASH!!!** The Grumpy Grizzly bear has escaped in his race car onto the track. This time the big blue car and the little red car must work together to escape being caught. Position children in a space in the hall except 1 or 2 children who have initially to walk around the perimeter of the racetrack. These 2 children are Grumpy Grizzly bears, and they patrol around the racetrack. When the teacher calls 'on your marks, get set, go!' The children on the outside go in and start catching (tagging) the cars. When the car gets caught they must run to a highlighted traffic cone twice and return to the game. **What skills have you learnt to help you to avoid getting tagged? How can you use these skills?**

Making The Tasks Easier

- Increase the amount of space children have to move.
- Put children with similar ability together.
- Reduce the number of children tagging.

Making The Tasks Harder

- Reduce the amount of space the children have to move in.
- Get the children to sprint for longer
- Increase the number of tagging players.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

| Names/ Group | Reason | Learning Plan |
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