



# FREDDIE

**Character:** Fast Freddie

**Adventure 10:** It's time for School

**Keywords:** change direction, control, co-ordination, turning, awareness, safety, agility, speed

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

**Length of Session:** 45 minutes

**Resources Needed:** Balls, bibs, dodge balls, hoops, mats, small traffic cones and cones.

**Lesson Focus/ Learning Objective**

To challenge the children's random agility in fun games.

**Success Criteria**

- To be able to running skilfully avoiding others
- To demonstrate good signs of agility
- To be able to dodge effectively.

## 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 and what he will be looking for in our movements. Can children remember common themes throughout the Fast Freddie adventures (running, agility, finding space, balancing, jumping and landing etc.) Tell the children this is the final adventure for Fast Freddie and that they will all receive a certificate and stickers at the end of the day for helping Fast Freddie on his adventures. 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 day around our school! **As children are changed if you get them to pair and share and discuss what they have enjoyed most about all Fast Freddie's adventures.**

## In The Hall – Warm-Up

**Activity:** Firstly, children we've woken up for school, walk quickly making sure we high 5 all out friends along the way! Position the children in a space inside the hall; they must move around in and amongst others showing a good agility and spatial awareness. Children will be instructed to high 5 each other as they pass their friends and then move to find someone else. Once children are competent at this activity include other actions (e.g. low 5, jumping and clapping hands with partner). **Which children are demonstrating good examples of agility? When negotiating space who uses good co-ordination and timing whilst travelling?**

## Main Adventure

**Activity 1:** Children Grumpy Grizzly has forgotten his lunch and is trying to steal your lunches by freezing children. We need to dodge him! Children are positioned in a space in the hall with two children tagging (wearing brightly coloured bibs). The other children must avoid being caught and successfully negotiate space. If caught the children must stand in a 'T' shape until another child releases them by ducking underneath their arms. **Which children show good changes of direction with control? Do children show signs of good awareness? What skills are they using to avoid being tagged?**

**Activity 2:** The Grumpy Grizzly is still trying to find us, but we've now found a good place to hide in the school. The children will play a tagging game the same as above. But if you place three gym mats on the floor spread out in the hall and when the children are standing on the mat, it is a hiding place from the Grumpy Grizzly and he can't be tagged. They are only able to stay on a mat for 5 seconds then they have to find another mat (hiding place). Feedback to the children that are avoiding collision with other children. Running into space. Dodging in and out of other children and showing good random agility.

**Activity 3:** Children it is home time; Grumpy Grizzly bear is causing chaos in the playground by throwing a dodge ball. Be aware and try to dodge him! Divide the hall into a quadrant and split the children into each corner standing still in a space. Separate the hall into four using brightly coloured cones and place 4 – 5 dodge balls on the cones. The children must try to dodge and hit other teams to eliminate them. If a child is hit with the dodge ball they must sit on the floor with their leg cross. The last 5 children in the game win a point for their teams. **Feedback to the children about being ready to dodge and working off the ball of their feet, so they can react quickly. What is meant by the word dodge? How do we become good at dodging? When do we need to dodge?**

### Making The Tasks Easier

- Give the children more space to move around in.
- Reduce the number of children tagging.
- Reduce the number of balls in dodgeball

### Making The Tasks Harder

- Reduce the space the children have.
- Increase the number of taggers.
- Increase the number of balls in dodgeball.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan