

Lesson Objective

Gruffalo:

To use different way of travelling and finding a space successfully

Lesson 1/6

Equipment Needed

Cones, markers, hoops, bean bags.

Success Criteria

Children can:

- Travel using – running, hopping, skipping, jumping, sidestepping
- Use imaginative way of moving – using animals
- Travel at different heights – tall, small, wide, thin
- Successfully know what a space is and how to find one

Warm Up

Visit To The Zoo:

What animals did you see? Grizzle Bear, Monkey, Horse, Rabbit, Lion, Cow, Giraffe, Hippopotamus, Penguins. Children will replicate the movements of the animals. Once students have copied they will then play a game to combine movement around the space, when teacher shouts the animal they copy the action.

Main Activity

Children walk around the area (deep dark wood). When the children hear the ROAR, they must sit down and hide from the Gruffalo in a tuck shape hiding their faces. Use the music from the forest to help children get into character. Use the cards below and show the class to change the movements around the deep dark wood (like the traffic light game).

Read the story:

Q – What animals do we have in the story? Can we move like a fox, owl, mouse, snake, Gruffalo?

Mouse – walk around with nuts (bean bags)

Tag Variation:

Using bibs - allow some children to be the 'catchers' in each game, allow the catching team to be the foxes, then the second game chose other children to be owls and then snakes. Introduce the Gruffalo (use a teacher or the children who have played fairly).

The children with a bean bag (the mouse) must try and get away from the catchers. Children catching, should tap each other's shoulder to tag them. The mouse then takes their nut themselves to a hoop and waits. Who is the last mouse to survive? Reinforce fair play.

PROGRESSION: Challenge the children to move differently around the deep dark wood, e.g. hopping, jumping etc.

Introduce different ways of travelling when playing the game. E.g., no running, just skipping.

Introduce movements for the 'catching' animals. They can only travel like their animal or within a certain space.

Advance – Owls vs Snakes – who can get the most nuts.

How do we catch a mouse? Discuss changing direction and pathway.

Switch Game – follow the story line of fox, owl, snake, Gruffalo. Introducing the children as catchers each time. Then shout switch and the children who are 'the mouse' can then go and try and get their nuts back from the hoops. Who will win?

Cooldown

Re-read they story and discuss the lesson.

Lesson Objective

Room On The Broom:

Lesson 2/6

To change direction quickly whilst using the fundamental movement skills

Equipment Needed

Hockey sticks, cones.

Success Criteria

Children can:

- Take turns when playing
- Move safely when using equipment
- Move imaginatively
- Move at different speeds
- Develop agility, speed and coordination

Warm Up

Zooming Broom Traffic Lights:

Children will pretend to be flying their broomsticks around the room and watching for the traffic light cone colours to 'stop', 'get ready' and 'go'. Children to use visual and listening skills to make movement choices, and to be able to find a good space within the room.

Main Activity

The Room On The Broom:

Read the story and complete activities as they arise:

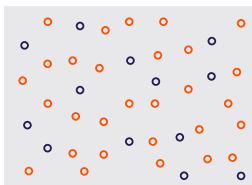
Children fly around the room on their broomsticks, as each animal arrives into the story, the children will do an activity based on that animal, then getting back onto the broom in between animals to fly around. (Cat: Crawling around the room, Dog: Bear crawling, Frog: squat jumps, Bird: tip toe walks with waving arms, Dragon: everybody run away, Monster: monster walks). PROGRESSION: children to find the biggest space in the room whilst flying on their brooms.

Collect The Broom:

Children to run to other side of room and collect a piece of equipment (wand) and then bring it back.

Collect The Treasure:

The witch has dropped all of their jewels on the floor. Spread lots of cones across the area, then split the children into groups of no more than five. One at a time they must run out and pick up a cone (which is a jewel). The team that gets the most jewels wins.



Cooldown

Re-read the story and discuss the lesson.

Lesson Objective

Going On A Bear Hunt:

To move around the area changing directions and avoiding obstacles

Lesson 3/6

Equipment Needed

Music player, parachute, hula hoops, cones, tunnels.

Success Criteria

Children can:

- Move freely avoiding different obstacles
- Move imaginatively using fundamental movement skills
- Negotiate the space when moving
- Copy different actions successfully

Warm Up

We're Going On A Bear Hunt:

Play the song, we're going on a Bear Hunt. Children to start session lying on the floor and when the music starts, they all jump up and complete the dance.

Main Activity

We're Going On A Bear Hunt:

Set up a circuit of activities around the room, read the story and complete activities as they arise.

Long Wavy Grass:

Put a sheet out and have children crawl under it. **River** – Hoops: Jump in and out of the hoops, shout splash every time they jump into a hoop. **Mud** – squelchy walks and tippy toe walks up and down the room! Ask the children to demonstrate how they think they would walk if they were stuck in the mud and other children copy. **Forest** – put cones in a line and get children to weave in and out of them using different movements. Walking, hopping, jumping, skipping.

Snowstorm:

Children run around the middle of room, and coach to throw cones (flying saucers) at feet, children have to avoid getting hit by the 'snowballs'. **Cave** – Tunnels – Children crawl through the tunnel and hide at the end.

When the coach shouts bear, children must work their way back through the circuit backwards, doing the activities quickly, and back to sleep where they started.

Teddy Bear, Teddy Bear Dance:

Put the music on and do the dance to finish the session.

Moving Obstacles:

Children will move around the hall/space, jumping over, walking along, and climbing through several obstacles. The children will practice jumping, crawling, and walking along a bench. (Encourage jumping with two feet and landing with two feet).

Cooldown

Re-read the story and discuss the lesson.

Lesson Objective

Little Blue Truck:

To develop different balancing skills using equipment and body

Lesson 4/6

Equipment Needed

Music player, parachute, hula hoops, cones, tunnels.

Success Criteria

Children can:

- Use balancing equipment and over around with increasing success
- Follow basic instructions and remember different instructions
- Move freely whilst balancing equipment on different body parts

Warm Up

Driver Island:

Use coloured cones to give instructions (Blue: Police station. Sent there for driving too fast, must do five jumps to get out, White: Petrol Station. Sent there to fill up. Run on the spot, Red: The Shop. Ask them what they are buying in turn, Yellow: Garage. Mechanic. If you bump into somebody or something, you have to go and fix your car = 3 star jumps.

Main Activity

The Little Blue Truck:

Read the story and complete activities as they arise:

Blue Truck/Yellow Truck:

Children to travel around area inside of a hula hoop and do different activities in accordance with the cone colour. (Blue cone: Walk around sensibly, yellow cone: Run around fast, red cone: stop, green cone: put your hoop on the floor and swap to a different hoop).

Rescue The Trucks:

Bean bags and cones at the end of the room. Children run to equipment, choose a piece and place on their bib on the floor. Drag piece of equipment back up to the top of the room. PROGRESSION: Children to attempt to make different floor patterns when travelling around the room, for example, diagonal lines, zig zag movements.

Yellow Truck/Blue Truck:

Revisit of the warmup game, but this time, children to choose a bean bag to balance on their heads. Put some music on that goes fast and slow, on the slow bits the children need to walk slowly on the fast bits, the children need to move fast.

Cooldown

Re-read the story and discuss the lesson.

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| Lesson Objective | The Snail & The Whale: To explore different ways of rolling and to look at different balancing techniques | Lesson 5/6 |
| Equipment Needed | Music player, parachute, hula hoops, cones, tunnels. | |
| Success Criteria | Children can: <ul style="list-style-type: none">• Balance on different body parts• Roll using different shapes – tall, small• Move freely using different fundamental movement styles | |
| Warm Up | Animals in the Ocean (the kibommsers). | |
| Main Activity | <p>How Can We Travel Like A Snail Or A Whale?:</p> <p>Using some mats, show the children some different rolls and ask them to attempt to demonstrate. Ask the children if they can think of any other ways that they could travel like a snail or a whale. Allow each child to think of a traveling move and allow other children to copy.</p> <p>Read the story, and complete activities as they arise.</p> <p>Carry The Snail Across The Ocean:</p> <p>Children to start at one side of the room, run to the other side, collect a beanbag, lie on their stomachs, and place the bean bag on their backs, the crawl/slither underneath the parachute and back to their starting point. Once back to their starting point, they can return to another snail.</p> <p>Find The Whale (After Speedboat Sections):</p> <p>Using the parachute, all sit down around the edge, children are to shake the parachute (to show the churned-up water from the speed boats), coach will roll a ball underneath.</p> <p>One child will be chosen to crawl on top of the parachute and try to find the ball underneath.</p> <p>Bean Bag Song:</p> <p>Balancing the 'snail' on top of your head, see if you can complete the actions to the song without dropping your snail.</p> | |
| Cooldown | Re-read they story and discuss the lesson. | |

Lesson Objective

The Dinosaur That Pooed A Planet:
To use 'big' and 'little' kicks with increasing control

Lesson 6/6

Equipment Needed

Cones, hoops, bean bags, tennis balls.

Success Criteria

Children can:

- Control the ball when moving around
- Have a degree of accuracy when kicking a ball
- Negotiate space when moving with a ball

Warm Up

Dino Tig:

Allow one or two children to be the 'dinosaur' and give them a bib to wear. They are to chase the other children and try to catch them. When children are caught, they must stand with their hands open wide, and other children can set them free by closing their hands together and shouting 'roar'. Play a couple of times, choosing different catchers each time.

Main Activity

Read some of the story, complete activities as they arise...

Dinosaurs Coming:

Using the footballs as planets, let the children kick them around the room using the 'tick tock' method. The coach will pretend to be asleep in the middle of the floor, and then jump up and shout, 'Dinosaurs coming' and pretend to try and catch the children to eat their planets. Children are to try and avoid the coach with their planets so as not to 'wake the dinosaur up'.

Feeding Time For Dino:

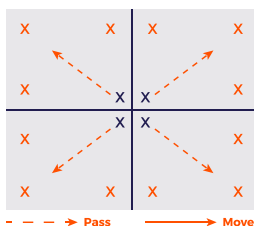
Ask children to come to the top of the room and put all of the footballs out in the middle of the room. Place a dinosaur teddy at the top of the room. Get children to kick their footballs to the dinosaur to feed him a planet, before returning to get another.

Flying Saucers:

Get children to run around with footballs, and the coach to throw flying saucers at their balls to try and hit them. If the ball gets hit, children will lose a point, they all start with five points.

Incoming:

Split the playing area into quarters (two areas needed for a full class), with four 'strikers' in the middle of the room - facing outwards. They then must underarm throw a ball into their quarter - where their team will be standing. If someone catches it first time (no bounce) 10 points, after one bounce - 5 points, 2 or more 1 point! Each striker gets 3 throws each, then rotate.



Cooldown

Re-read the story and discuss the lesson.