

Learning Intention: To develop balancing skills

Starter Activity
Read pages 1-5

Physical Development:

Negotiate space and obstacles safely; with consideration for themselves and others.

Demonstrate strength, balance and co-ordination.

Move energetically, such as running, jumping, hopping, and skipping

EQUIPMENT:

Throw-down spots, throw-down strips, cones, quoits, bean bags.

Warm up: Magic Shoes

 Negotiate Space

Teacher to refer to the book and ask: what did Freddy and Felicity's find on the doorstep?
Children to move around in a given space and pretend they have got Freddy's and Fliss's new trainers on. What do they think the trainers can do? Now get them to think of other shoes they can wear: e.g. football boots, ballet shoes, tap shoes, flip flops, high heels.
You could pretend you're on objects that move: e.g. roller blades, skate boards, bikes, ice skates.
You could make your own shoes such as jumping shoes, skipping shoes, hopping shoes ...

Activity 1: Balance

 Demonstrate balance

1. Teacher shows a balance.
2. Children copy teacher's balance.
3. Children show a balance of their own.
4. How many different parts of their body can they balance on?

Progress to game

- Children run, skip or hop in a given area.
- When whistle is blown children stop as quickly as possible and show a balance.



Activity 2: Pavement Balance

Q & A

Ask the children what do they need to do to balance? e.g. arms out, looking forward.

1. Children to space out and find a line on the floor. Can they pretend to balance along the pavement like Freddy? If they meet another child they need to turn around and find a different route.
2. Ask them to move along the lines in different ways: e.g. crawl, jump, use hands and feet, move sideways, backwards, pigeon steps etc.
3. If outside the children can draw their own pavement lines with chalk and balance on them.

 Demonstrate balance





Negotiate Space



Demonstrate balance

Activity 3: Buy a Hat

Ask children what the different hats were that Freddy saw in the shop?

Set out four/five different hat shops. (Put piles of equipment in areas around the room, e.g. cones, quoits, bean bags, spots, strips ... or use anything that they can balance on their head.)

1. Children have a go at skipping to each shop trying the different hats on. They walk around balancing the different hat (equipment) on their head.
2. Ask the children what their hat is and what they do to make it stay on their head.
3. Now ask them to go and get their favourite hat
 - Children to sit down with it on
 - Turn around with it on
 - Wave to each other
 - Balance on the lines
4. Children to explore different ways of moving and balancing the hats on their head?

More Able: Can they move at different levels?

Book reference:

Freddy is looking at the different hats in the fancy-dress shop.

Skipping guide for **Less able:**

1. March around.
2. Progress to marching with high knees. Each time one knee is in the air, hop on the other foot - step/hop, step/hop, step/hop.
3. Keep practising!



Negotiate Space

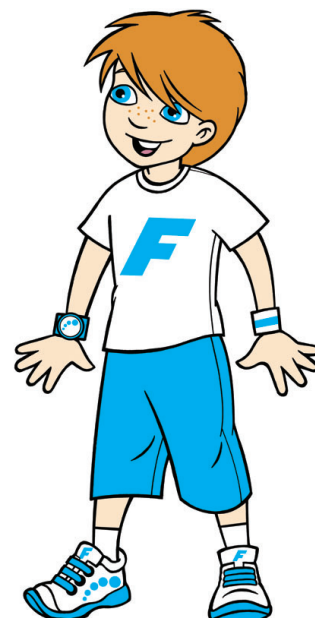


Demonstrate balance

Activity 4: 'Freddy Future says' ...

Play the game like 'Simon says. Some examples are:

- Freddy says ... "Take your hats back to the shop"
- Freddy says ... "Skip around"
- Freddy says ... "Balance on the pavement line" - **Progress check**
- Freddy says ... "Jump around"
- Freddy says ... "Jog around in different directions"...



Cool Down: Play 'Freddy Future says'... finish off with the children walking around slowly.

Plenary: What did you like about Freddy's adventure?
What did you and Freddy do when you were balancing?