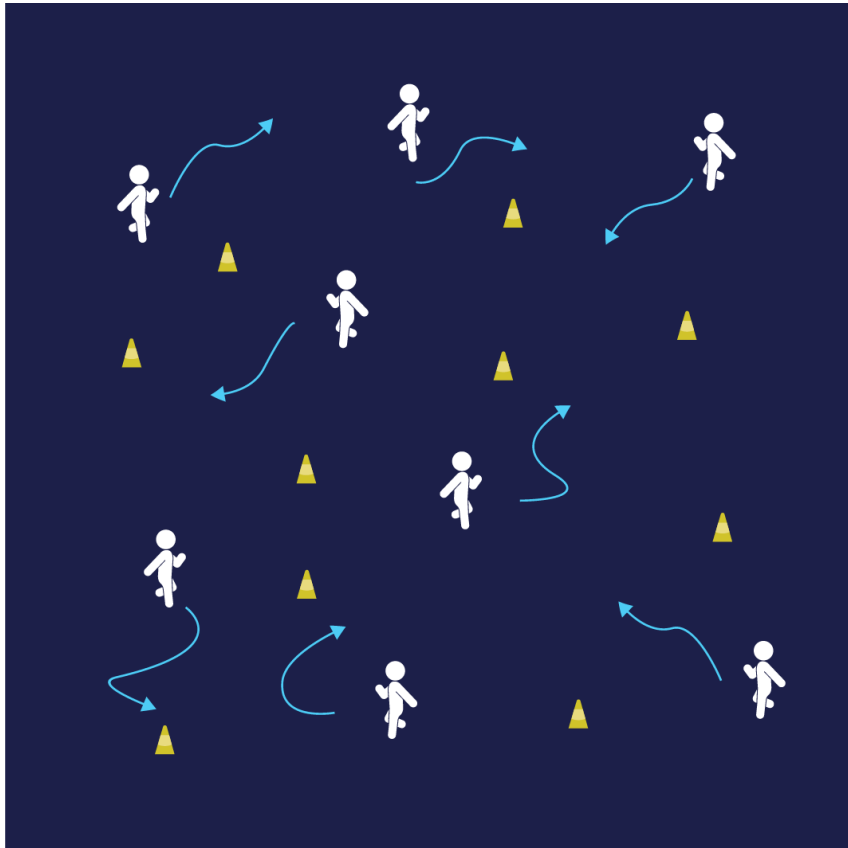


Topic: Bertie Bunny Bounces		Session No. 1	Early Years Foundation Stage
<p>Learning Outcomes: Pupils will experiment with different ways of moving. Pupils will be able to travel around, through, over and under equipment. Pupils will be able to mount stairs, climb and balance on equipment. (Depending on equipment available)</p>			
<p>Equipment Required: Cones, Bibs, Speed Ladders, Speed Hurdles. (Soft Play Equipment such as tunnels, boxes etc is recommended but not vital)</p>			
<p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Ensure children are encouraged to change direction and speed as often as possible. • Show/Explain different movements to children but allow them to move as they see fit. • Encourage children to work as independently as possible following basic rules through short sentences • Encourage the children to work together. 		<p>Story Board: Bertie Bunny is a shy, hungry little Bunny, he desperately needs to venture out of his burrow in search of food. Bertie knows that going through the deep dark wood can be scary, but just past the final tree is a carrot farm, with more food than Bertie could even imagine. Bertie Bunny decides its now time to be brave, he is going to travel through the deep dark wood to the carrot farm, but he doesn't want to go alone, his friends, Beatrix and Bree decide to go with Bertie to help him on his adventure.</p> <p>The three brave bunnies will need to find their way through the wood and will meet other animals along the way, will they get to the carrot farm in time?</p>	
Framework Areas Developed			
Physical Development		Moving and Handling: Control of gross movements. Health and Self Care: Children know the importance of good health, physical exercise and start to recognise healthy vegetables	
Communication and Language		Listening and Attention, Speaking and Understanding of basic instructions and concepts.	
Personal Social and Emotional Development		Self Confidence and Self Awareness: Trying new activities and skills. Making Relationships: Children learn to play cooperatively with others. Managing Feelings and Behaviour: Working as part of a group and understand rules. Children will talk about their own, others, or characters feelings and emotions.	
Literacy		Reading: Activities are supported by the stories of Bertie Bunny.	
Mathematics		Numbers: Children can recognise number and count reliably from 1-20. Children can count objects and/or steps etc. Use the Rhyming version of the story from the resources for a counting theme of the story.	
Understanding the World		Children know about living things and the environment.	
Expressive Arts and Design		Being imaginative.	

Starter: Set the scene, introduce the children to Bertie Bunny and his friends, explain the adventure that the Bunnies are about to go on. Ask the children about their feelings about going on an adventure, ask the children who they would take on an adventure, explain to the children that today, they are going to be Bertie, Beatrix and Bree.

Activity 1: Bertie Bunny comes out of the Burrow..... Encourage the children to move around the area like Bertie Bunny and his friends



Set Up: At random place cones or floor spots, speed ladders and hurdles, and any soft play equipment, each piece of equipment will represent a tree in the woods. As the children enter the hall they should find a space and sit in it.

Each of the children will be the bunnies from the story. They should go for a hop in the deep dark wood, being careful not to bump into trees. Encourage the children to move the way that bunnies would move bunny hops, however encourage the children to explore different ways of moving, and in particular hopping, for example off one foot, on to two feet, off two feet and one two one foot, hopping on their left, and hooping on their right.

When confident teachers can encourage the children to speed up.

Space, Task, Equipment, People (STEP)
Differentiation Ideas:

Space: Can the area/space be made bigger to give the children more space and an easier challenge, or smaller to make it more challenging. This can be achieved in the hall by the removal or addition of more equipment.

Task: Children to work in small groups and attempt to copy the movements of their friends.

Equipment: Introduce SAQ equipment and ask the children to move through ladders, hurdles and floor spots

People: Teacher and TA support by be required for some children.

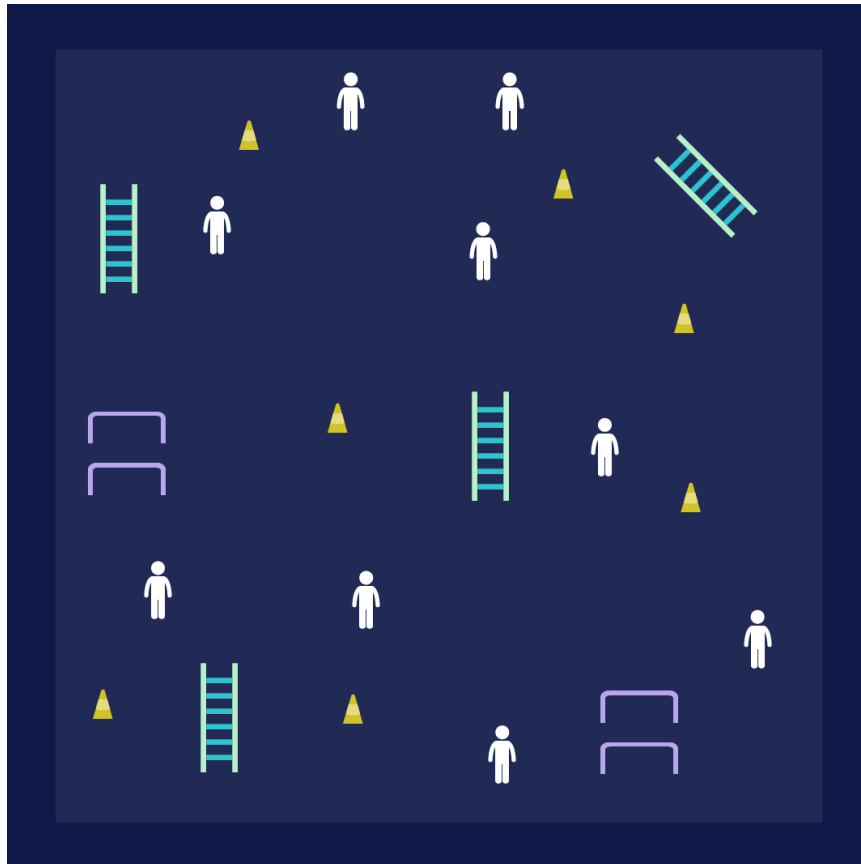
Further Ideas:

What other animals might you see in the woods, ask the children to identify those animals and move like that animal.

Encourage the children to do the following as appropriate:

- Slither
- Shuffle
- Crawl
- Walk
- Run
- Jump
- Skip
- Slide (down equipment)

Activity 2: Bertie Bunny and the dark, dark wood..... Bertie Bunny and his friends have entered the darkest part of the woods, and there is logs, rocks, and trees in the way of the bunnies, they will have to bounce over and through the equipment to get to the carrot farm.



Children now start to experiment with the equipment as they hop through the wood.

Encourage the children to move through the equipment at random to increase confidence and to allow you to establish movement patterns.

Encourage the children to try every piece of equipment at different speeds. As the children develop their confidence, teach the children to use different types of jumps in with different pieces of equipment, relating them back to the story

Encourage the children to be patient and to take it in turns.

Ideas for using the equipment:

Cones: Avoid all cones on the floor

Speed Ladders: Run through the ladders, Jump through the ladders, hop through the ladders, jump over the ladders.

Speed Hurdles: Run over the hurdles, Jump over the hurdles, hop through the hurdles, jump over the hurdles.

Activity 3: Bertie Bunny and the brown, bubbly bog.... As Bertie Bunny, Beatrix Bunny and Bree Bunny all hop out of the wood they can see the carrot farm in the distance, but just as they think that they have made it..... SPLAT, straight into the big, brown, bubbly bog! The bunnies must make one final giant jump to free themselves and to continue on their adventure.

Children to complete the Amaven Broad Jump and Stick Landing Challenge.



The pupil starts with their toes on the starting line

The pupil should have their feet shoulder width apart

The pupil should use a two-foot-takeoff, bending their hips and knees

The pupil can also use their arms to create momentum that will help with balance and forward drive

The pupil attempts to jump as far as possible, sticking their landing with both feet (without falling or stepping forwards or backwards).

As part of the assessment process no differentiation should occur, but ensure that all children understand the challenge.

Continue to relate to the story.... Bertie, Beatrix and Bree need one big jump to get out of the big, brown, bubbly bog and over to the carrot farm.

Debrief:

Focus on how the children have moved throughout the session. How did the Bunnies move, did they see any other animals, if they did how did they move?

The bunnies have made it to the carrot farm, how do they feel? Help the children to consider their whole journey.

Tell the children that we are leaving the bunnies safe at the carrot farm, the bunnies will need to think about how to get as many carrots back to the burrow as possible and we will be back to help them during the next session.

Teachers Next Steps:			
Complete Amaven Observation Sheet, this session should provide an opportunity to consider the following criteria.			
Continuous Provision Ideas:			
Teaching Points	Activity	Success Criteria	Assessment
PESD: Circle Time: Discuss Animals. What animals do they have at home, what animals do the children like, what do they not.	Children to talk about which animals are their favourites and which ones they are not sure about. They may also discuss their pets.	Children can refer to their own experiences about why they like certain animals.	Confident to talk to other children when playing, and will communicate freely about own home and activity.
CL&L: Children talk about the Bunnies, where were they going? Why were they going? What animals did they meet along the way, what did they see?	Read the story to small groups, encourage the children to be an active part. Use Story board to put pictures in order.	Children will listen to the story and can recall key information.	Listens to stories with increasing attention and recall
EAD: Children to cut and colour templates of the bunnies or the dog. Children will need to recall parts of the story. What colour are the bunnies/dog etc.	Children to use paper templates to colour in. Use a variety of resources such as paint, pencils, and crayons. Adult supervision with scissors	Children will be in charge of their own work and use their knowledge of the story to make their own bunnies/dog	Uses various construction methods.