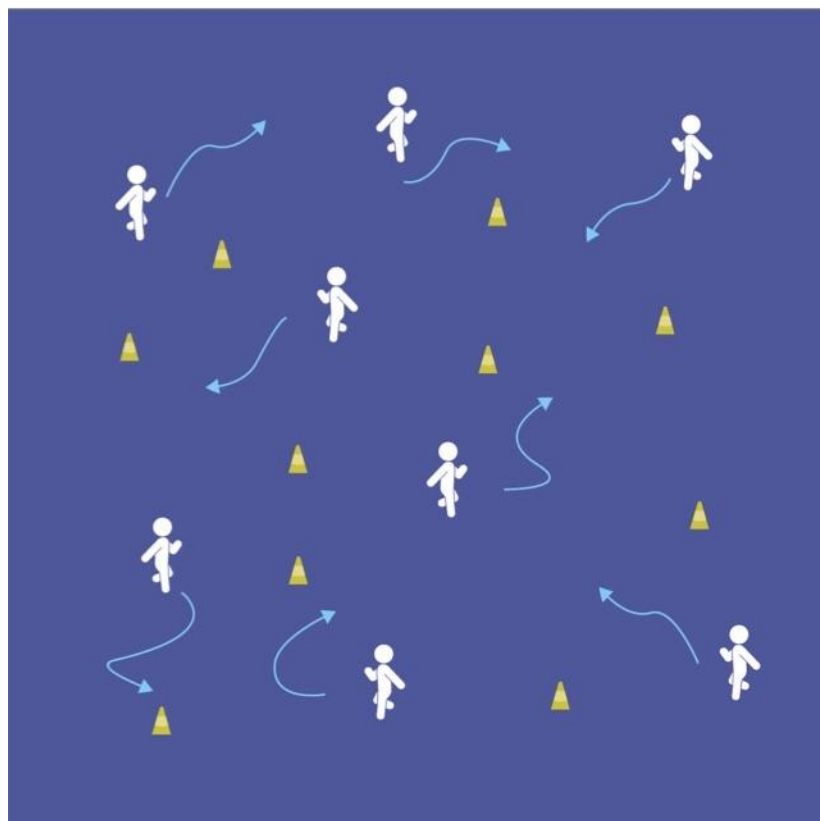


<b>Topic:</b> Bertie Bunny Collects Countless Carrots		<b>Session No. 2</b>	<b>Early Years Foundation Stage</b>
<b>Learning Outcomes:</b> Children will experiment with different ways of moving. Children will be able to control and carry a range of throwing equipment such as bean-bags, small balls and large soft balls. Children will be able to travel around, through, over and under equipment.			
<b>Equipment Required:</b> Cones, Bibs, Speed Ladders, Speed Hurdles, Tennis Balls, Bean Bags, Soft Play Balls			
<b>Key Teaching Points:</b> <ul style="list-style-type: none"> <li>• Ensure children are encouraged to change direction and speed as often as possible.</li> <li>• Show/Explain different movements to children but allow them to move as they see fit.</li> <li>• Encourage children to carry, throw and catch equipment. Ask children to make a cup shape with their hands to catch and throw straight up to head height or just above.</li> <li>• Encourage the children to work together, if throwing and catching, discuss how to aim by allowing fingers to point at their partner/target.</li> </ul>		<b>Story Board:</b> Bertie Bunny is a shy, hungry little Bunny. Bertie and his friends Beatrix and Bree have made it through the deep dark wood, by going around the trees, over the logs, through the tunnels and jumping out of the big, brown, bubbling bog, and have made it to the carrot farm. They are all very hungry but very excited..... until Bree Bunny sees a sign, <i>"Beware of the dog!"</i> The bunnies must bounce over the fence and collect the countless carrots and make it back into the deep dark wood, without Detective Dexter Dog seeing them.  Let's follow the next part of the adventure of the three bunnies with the activities in today's session. Children will need to run, jump, throw and catch as well as follow simple rules to help the bunnies escape with as many carrots as possible.	
<b>Framework Areas Developed</b>			
<b>Physical Development</b>		<b>Moving and Handling:</b> Control of gross movements. <b>Health and Self Care:</b> Children know the importance of good health, physical exercise and start to recognise healthy vegetables.	
<b>Communication and Language</b>		Listening and Attention, Speaking and Understanding of basic instructions and concepts.	
<b>Personal Social and Emotional Development</b>		<b>Self Confidence and Self Awareness:</b> Trying new activities and skills. <b>Making Relationships:</b> Children learn to play cooperatively with others. <b>Managing Feelings and Behaviour:</b> Working as part of a group and understand rules. Children will talk about their own, others, or characters feelings and emotions.	
<b>Literacy</b>		<b>Reading:</b> Activities are supported by the stories of Bertie Bunny.	
<b>Mathematics</b>		<b>Numbers:</b> Children can recognise number and count reliably from 1-20. Children can count objects and/or steps etc. <b>Use the Rhyming version of the story from the resources for a counting theme of the story.</b>	
<b>Understanding the World</b>		Children know about living things and the environment and can talk about their immediate environment. Children can talk about Pets and their family and draw on real life experience.	
<b>Expressive Arts and Design</b>		Being imaginative.	

**Starter:** Set the scene, introduce the children to Bertie Bunny and his friends, explain the next adventure that the Bunnies are about to go on by using the story board. Ask the children about their feelings about going on the adventure, ask the children how the bunnies might feel about Detective Dexter Dog, ask the children if they like dogs and do they have any pets at home, 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 ask the children to hop around the area using the equipment to practice the bunnies hopping over the fence and into the carrot farm. Encourage the children to experiment with their movement to see how high and far they can jump, also start encouraging the children to move quickly, the faster the children can be, the better. The bunnies are going to need to be quick for their adventure.

Ask the children to teach each other how to jump over the equipment and share ways to jump far, high and fast.

If the children are excelling, ask them to think about how other animals could get over the fence. E.g. Birds might fly over the fence, monkeys might climb etc. Children to show

**People, Activity/Movement, Timing, Task, Environment/Space, Resource / Equipment (PATTER) Differentiation Ideas:**

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

**Activity/Movement:** Children to experiment with ways to jump, i.e. sideways, backwards, etc.

**Timing:** The faster the more control and challenging the activity will be.

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

**Environment/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.

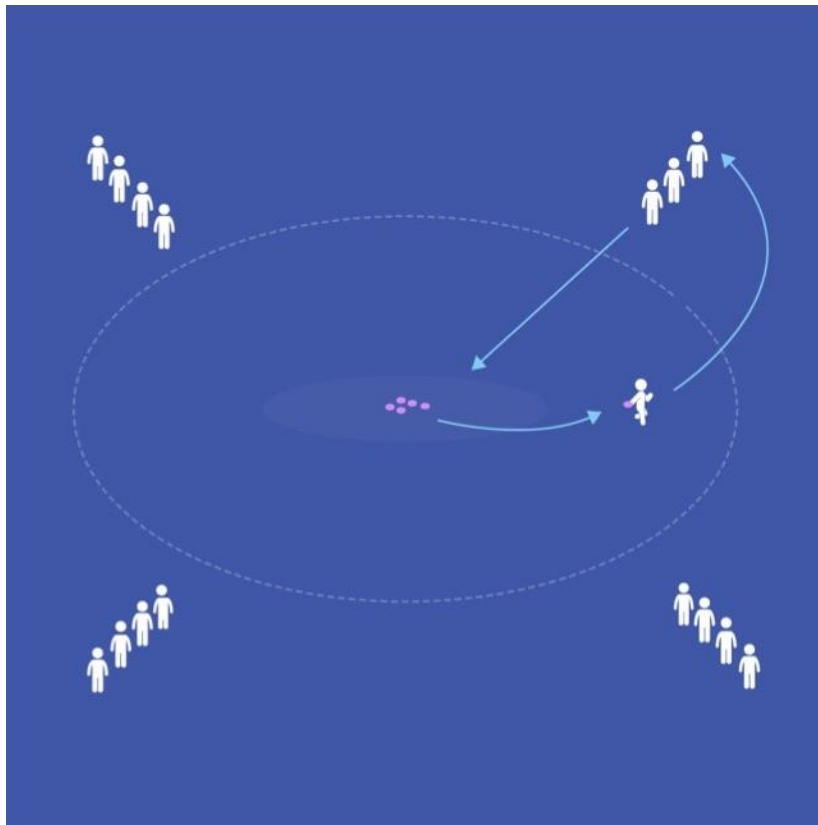
**Resources/Equipment:** Increase the complexity of the SAQ set up, multiple hurdles, ladders used in different directions, higher hurdles etc.

**Further Ideas:**

Children to move like the other animals over equipment. Children to add to the story. Use equipment to help the children climb over the fence.

Bunny's Burrow! Children may look at going under equipment. Can the children go under the fence?

**Activity 2: The Great Carrot Run** Bertie Bunny, Beatrix Bree have made it on to the farm, and now must collect as many carrots as they can before Detective Dexter Dog sees them and chases them out of the farm. The three brilliant bunnies come up with a plan, they make a basket out of sticks, twigs and leaves, and decide that their best chance is to run, one at a time, collect one, or two carrots and return back to the other bunnies quickly.



Organise the children into small teams, ideally of no more than three as this will link to the story. The children will sit around the edge of the hall in their groups, like the bunnies at the fence. In the centre of the hall place a large number of beanbags, small and large balls. The children will take it in turns to collect one or two carrots and will run back to the group. The children continue until all of the carrots have gone. The team with the most carrots wins the game!

Encourage the children to run, jump and skip. Children should move like the bunnies and the other animals discussed.

**People, Activity/Movement, Timing, Task, Environment/Space, Resource / Equipment (PATTER) Differentiation Ideas:**

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

**Activity/Movement:** Once all the objects have been collected children can attempt to throw or roll the object back into the middle.

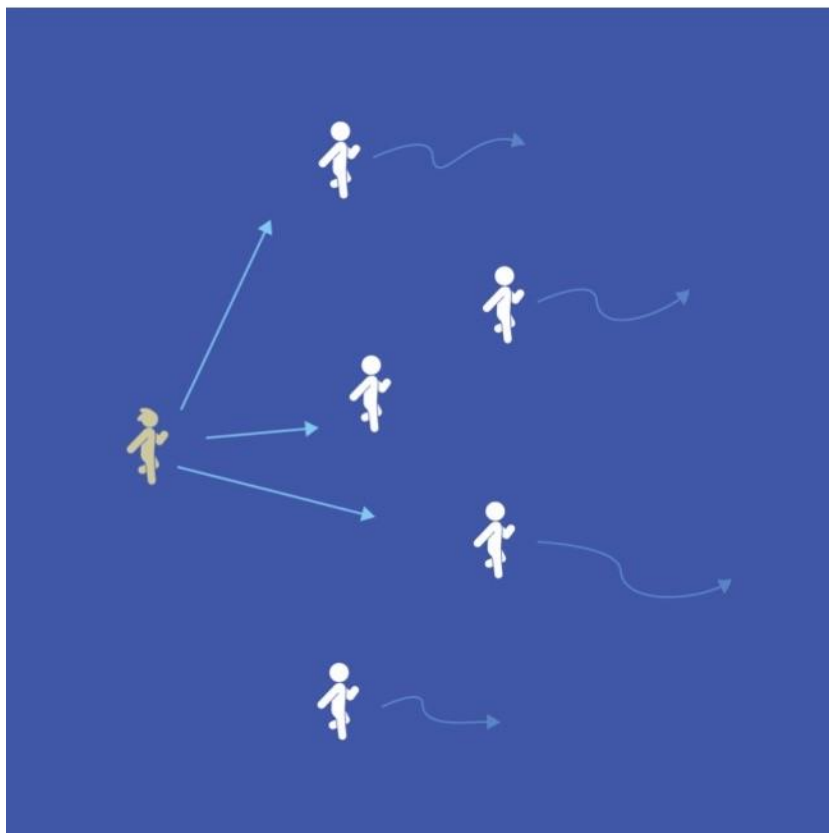
**Timing:** Going faster can make it more challenging to keep control.

**Task:** Children to work in small groups and attempt to copy the movements of their friends. Children could also be encouraged to throw or roll the carrots back to their teams.

**Environment/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.

**Resources/Equipment:** Introduce SAQ equipment for the children to negotiate before getting to the balls.

**Activity 3: Bertie Bunny goes back to the burrow....** As the last carrot is picked, Detective Dexter Dog, spots the three brave, brilliant bunnies escaping with the carrots. With a big, bellowing, bark Dexter runs to save his Carrots, but Bertie, Beatrix and Bree move quickly to the fence, being very careful not to lose any of the delicious treats. **“Can you help the bunnies by carrying, throwing, catching and bouncing the carrots to safety?”**



Each of the children choose a bean bag, a small or large ball and attempt to carry it around the area without dropping it.

Once the children show that they can successful manage this they should be encouraged to throw and catch whilst standing still and to throw and catch whilst on the move.

If the children continue to succeed choose one child to act as Detective Dexter Dog, and to chase the other children attempting to “tag” them. If a child is “tagged” that child must stand still, count to five and then continue with the game.

**People, Activity/Movement, Timing, Task, Environment/Space, Resource / Equipment (PATTER) Differentiation Ideas:**

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

**Activity/Movement:** Introduce patterns, i.e. jump forward twice and then throw, hop on the spot three times and then throw, etc.

**Timing:** Going faster can make it more challenging to keep control.

**Task:** Children to work in small groups and attempt to throw and catch by passing to each other.

**Environment/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.

**Resources/Equipment:** Introduce different size and shape balls.

**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?

How did the bunnies carry the carrots, what skills did we learn?

How did the bunnies feel about Detective Dexter Dog? How did Dexter feel about the bunnies?

The session finishes with the bunnies back at the burrow, with all the carrots, it is time for a rest, and a snack.... In the distance we can hear the sounds of paws hitting the floor in the deep dark wood.... I wonder who that could be?

**Teachers Next Steps:**

Complete the Observation Sheet.

**Continuous Provision Ideas:**

Teaching Points	Activity	Success Criteria	Assessment
<b>PESD:</b> Circle Time: Discuss what foods the children like to eat. Discuss that rabbits like carrots. Attempt to discuss healthy food options.	Children to talk about what their favourite food is/isn't. Ask children to share meal time experiences with their peers	Children will refer to their own experiences about their food likes and dislikes	Confident to talk to other children when playing, and will communicate freely about own home and activity.
<b>Maths:</b> Numeral recognition. What number is it? How many carrots do you need? What does the number ____ look like?	Children to roll a dice, children to use their knowledge to name and count that number and collect that number of carrots (or counters) to add to their basket for the bunnies.	Children will demonstrate their number recognition and counting abilities	Sometimes matches numeral and quantity together.
<b>EAD (and ICT):</b> Children to use the whiteboard to draw the features of the bunnies and the dog. What colour are the bunnies? Does the dog have a collar? Do any of the animals have clothes	Use the whiteboard and its programmes to draw.	Children will attempt to interact with technology and experiment with mark making	Acquire basic skills in using and operating ICT equipment.