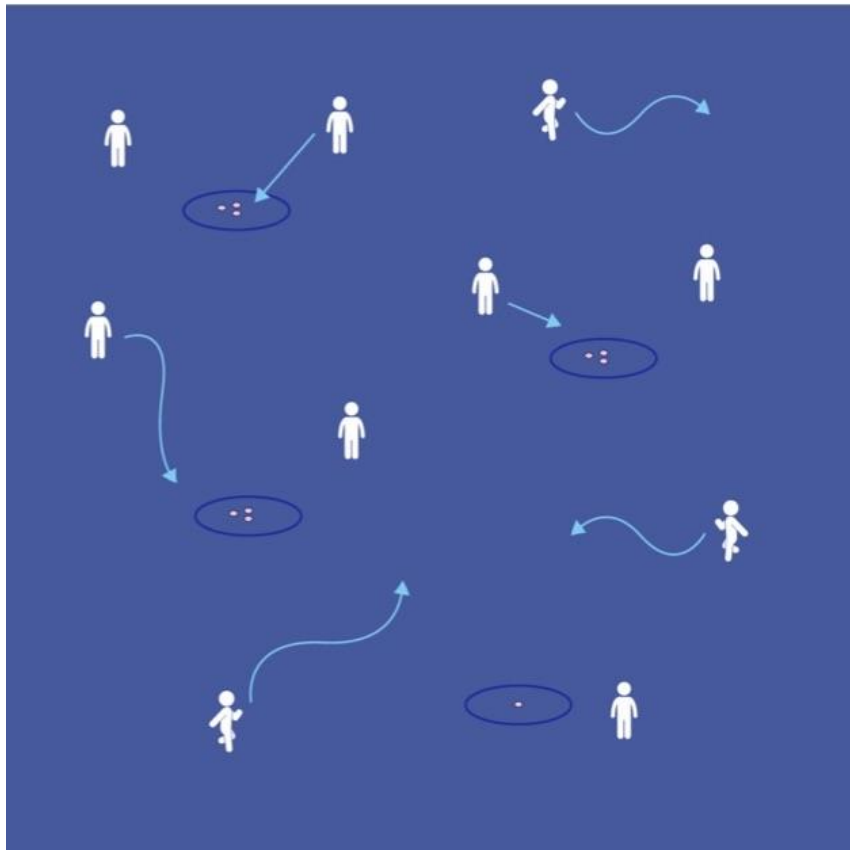


Topic: Three Happy Bunnies		Session No. 3	Early Years Foundation Stage
Learning Outcomes: Child will experiment with different ways of moving. Child will be able to control and carry a range of throwing equipment such as bean-bags, small balls and large soft balls. Child will be able to throw and catch with confidence.			
Equipment Required: Cones, Bibs, Speed Ladders, Speed Hurdles, Tennis Balls, Bean Bags, Soft Play Balls, Hoops			
Key Teaching Points: <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 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. • Encourage the children to work together, if throwing and catching, discuss how to aim by allowing fingers to point at their partner/target. 		Story Board: Bertie Bunny is a shy, hungry little Bunny, but today Bertie and his friends, Beatrix and Bree, are very, very, happy, they have made it back to the burrow, with more carrots than they have ever seen. The bunnies are so happy, they have forgotten all about eating their carrot feast, and instead want to play some games to celebrate. Let's join the party with the three bunnies by playing the party games in today's session. To join in, Children will need to run, jump, throw and catch as well as follow simple rules so that everyone can enjoy the party! Remember, In the distance we can hear the sounds of paws hitting the floor in the deep dark wood.... I wonder who that could be?	
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.	
Understanding the World		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.	
Expressive Arts and Design		Being imaginative.	

Starter: Set the scene, introduce the children to Bertie Bunny and his friends, remind the children that Bertie and his friends have been on a dangerous but great adventure to the carrot farm, and have returned to the burrow with lots and lots of carrots. All the bunnies want to do is play games to celebrate their safe return, let the children celebrate with the bunnies!! But remember, In the distance we can hear the sounds of paws hitting the floor in the deep dark wood!

Activity 1: The Carrot Dance..... Encourage the children to move around the area like Bertie Bunny and his friends,



Set Up: Place a number of cones or floor spots out in the hall and between 10 and 16 hoops. In each of the hoops place a bean bag or small ball. There should be enough bean-bags or balls for one each. These items will represent the carrots. Children should move around the area by running, jumping, skipping, hopping or walking,

Encourage the children to take a bean-bag from one hoop and place it into another, before repeating the process with different beanbags. The children receive a point for each bean bag they move so encourage the children to try and count.

If there is music available, play the game to music. However, encourage the children to move and dance to the music, and stopping still when the music stops.

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

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

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

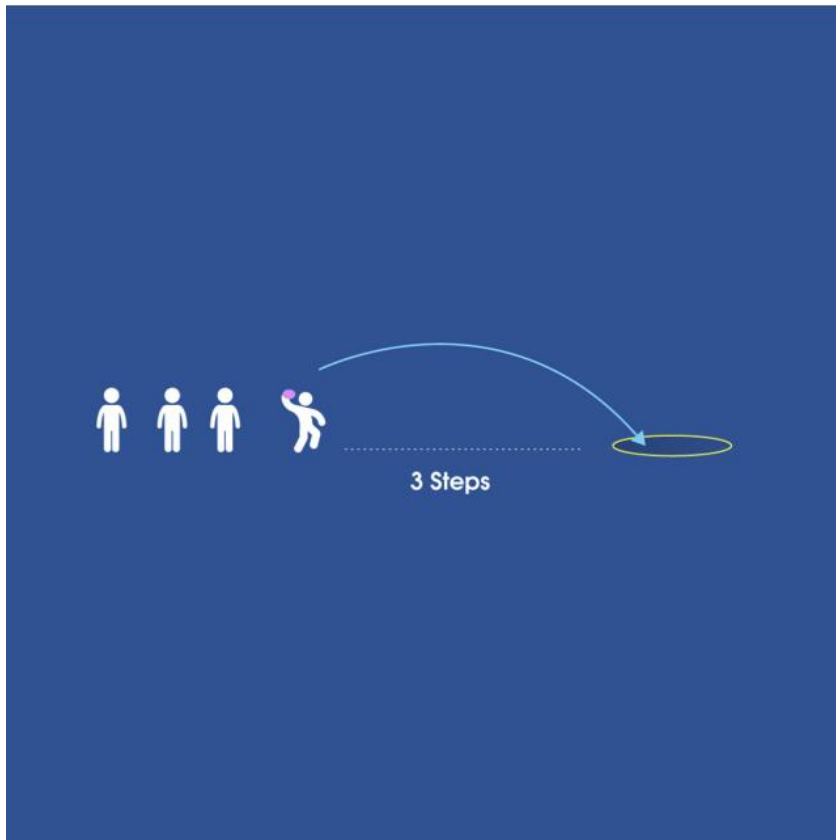
Timing: The faster the more control and challenging the activity will be. Going very slowly also sometimes be more challenging. Experiment with speed

Task: Children to move fast to fast music and slow to slow music. Ask the children to throw and catch the bean bag as they move through the area.

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 equipment such as benches for children to move over, along and around.

Activity 2: Carrot Throw Bertie Bunny, Beatrix and Bree had so much fun moving their carrots from hoop to hoop they have decided to see if they can throw and catch the carrots. They need to be very good at aiming though, they don't want to waste any of their carrots. As the bunnies play, and have so much fun, no one as noticed that the sound of the paws are getting closer and closer.... I wonder who it is?



Arrange the children into groups of three and four. Each group needs to have enough bean bags for three or four goes each. Children stand approximately three steps away from a large hoop. Taking it in turns the children will throw their "carrots" into the hoop. The team with the most bean bags in the hoop will win.

Progress to one of the bunnies standing in the hoop and trying to catch as many bean bags as possible either with their hands, or into a cone.

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

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

Activity/Movement: Children to experiment with ways to throw, i.e. underarm, sideways, overarm, etc.

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

Task: Encourage all children to catch.

Environment/Space: Can the distance of the throw be made bigger to give the children a harder challenge, or smaller to make it slightly easier.

Resources/Equipment: Introduce different equipment to throw into the hoops.

Activity 3: Bertie Bunnies Catching Challenge.... Even though Bertie is such a shy bunny, with the help of his friends he decides to show all the children and all the other bunnies how well he can bounce and catch. He tells everyone that he is going to try and catch his favourite carrot as many times as he can in 30seconds. Bertie does so well, he catches the carrot 2 times, how many can you do?

Children to complete the EYFS Bouncing and Catching Challenge

Or you can use one of the Cross-Curricular Activities.



Use a size 3 football

The challenge last 30 seconds, the aim of the challenge is to measure object control at a young age.

Each child should bounce the football from waist height to the floor and then attempt to catch the football. Every successful catch equals a point, if the child pats the ball instead of catching the ball this does not count as a point.

The child should remain in an athletic stance with their knees slightly bent and not leaning towards the floor

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

Continue to relate to the story.... Can you beat Bertie's score?

This challenge will allow you to identify if any children are behind the rest of the group and whether any require any further support.

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Debrief:

Focus on how the children have moved throughout the session. Focus on the dance/movement activities.

What did the bunnies do with the carrots? How did we throw and catch?

How did the bunnies feel throughout the party?
The bunnies can hear paw steps outside? Whose are these?

The session finishes with the bunnies feeling very tired after such a fun day. They decide it is time to eat some of their carrots and then go to bed. Bertie has had such a good day, but he is worried, he can still hear the paw-steps outside, they are getting closer and closer. He looks at Beatrix and Bree, but they are both fast asleep, unable to keep his eyes open any longer, Bertie falls asleep to!

Teachers Next Steps:

Complete the B Inspired Observation Sheet.

Continuous Provision Ideas:

Teaching Points	Activity	Success Criteria	Assessment
PESD: Circle Time: Discuss what things make the children happy. What activities do the children do with their families? What do they like doing in school?	Children to talk about what makes them happy. Ask children to share real experiences with their peers	Children will refer to their own experiences about what they like to do	Confident to talk to other children when playing, and will communicate freely about own home and activity.
Literacy; Reading: Give children the opportunity to read stories of a similar nature. Children should be able to pick the book they would like. What happens in the book? Why did they choose it?	Children choose and read from a selection of books.	Children will enjoy reading from a range of stories.	Looks at books independently.
EAD: Make a bunny (or dog) out of play dough. What did you use to make your animal? What does the animal look like?	Children develop their fine motor skills to make a play dough model using a range of other animals such as rice, pasta, pipe cleaners etc.	Children will be able to talk about their animal play dough and what they have used to make it and why?	Uses a range of construction methods and constructs with a purpose in mind.