

## Learning Objective

**Theme: Into the woods**  
**To explore different ways to travel using equipment.**

### Success Criteria

- Bend your knees when jumping and landing.
- Crawl using your hands and feet.
- March with high knees.
- Slide using different body parts.

### Whole Child Objectives

Social: I can take turns and share equipment with others.  
Thinking: I can explore different ways to travel.

## Equipment



**BASE STATIONS**  
x 5



**BEANBAGS**  
x 10



**BENCHES**

*x 1*



**CONES**

*x 10*



**HOOPS**

*x 4*



**SKIPPING ROPES**

*x 2*



**TUNNELS**

*x 1*

**10**

*Mins*

# Warm Up and Introduction

## Into the woods:

Show the children the resource card and ask the children what they might see in the woods. Include different animals and trees, streams etc. Ask the children to begin standing in their own space. Place the cones, hoops and base stations around the teaching space. Ask the children to jog around the teaching space avoiding the objects. Introduce the following instructions. Children continue to complete the action until the teacher says 'let's see what else is in the woods', then children continue jogging.

- The squirrels are hungry: travel to a cone and pretend to be a squirrel eating nuts from the cone.
- Trees grow tall: travel to a hoop and stand tall with one foot inside the hoop. **Make sure you only place one foot in the hoop so that other children can share it with you.**
- Rabbits go down the rabbit hole: travel to a base station and sit in a circle with the other children who come to the same base station. **Make this easier by allowing the children to sit in any formation next to the base station. Encourage a good use of space and clear actions.**

**25**  
Mins

## Skill Development

### Woodland circuit:

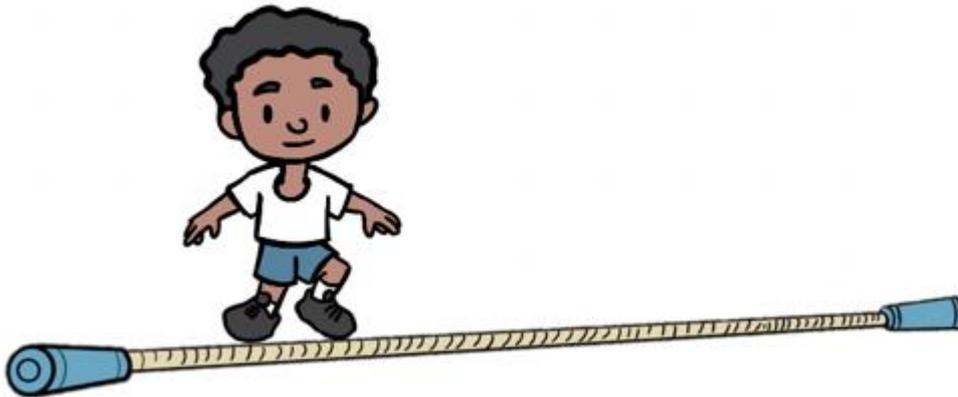
Set out five stations that allow the children to explore different ways to travel.

Discuss with the children the different actions they might use to travel at each station. Split the children into five groups, one group at each station and allow them a few minutes to explore their station. Rotate the children around each station. **Highlight and demonstrate interesting examples.**

Stations could include:

**A** Across the stream. Equipment: 2 x skipping ropes: Children balance and walk along the first rope. Be careful not to fall in the stream! Then jump side to side over the next skipping rope. **Hold your arms out to help you balance as you travel along the rope. Make this harder by walking sideways or**

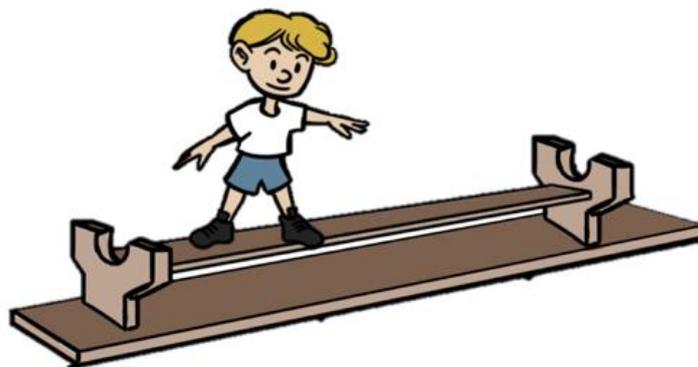
backwards along the rope.



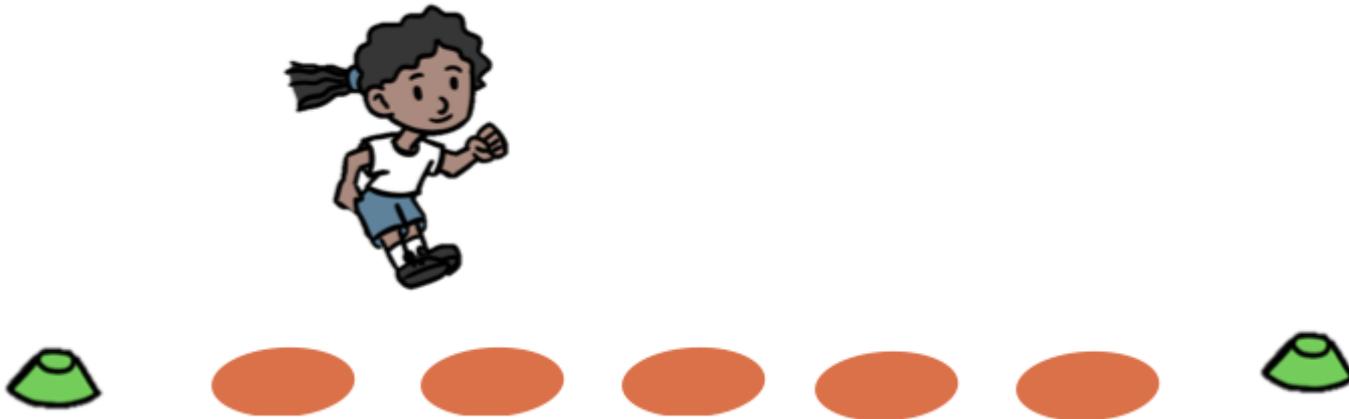
**B**Toadstools. Equipment 4 x hoops, 1 x cone. Children explore different ways to travel across the toadstools. This could include jumping, hopping and bunny hopping from one to the other using their hands and feet. Share examples of creative ideas. [Encourage the children to explore a different way to travel each time. They might see some ideas from their classmates that they want to try.](#) Make this harder by travelling in different directions or by placing the hoops in a zig zag formation.



**C**Across the fallen tree: Equipment: 1 x bench. Children explore different ways to travel along the fallen tree this could include sliding on tummy or back, crawling, bunny hopping etc. [If walking on an upturned bench be sure to step onto the centre beam not the feet of the bench.](#) Make this harder by turning the bench over and using the smaller beam to walk along.



**D**Collecting squirrel nuts: Equipment: 5 x base stations, 2 x cones, 10 x beanbags. Children jump or hop across the base stations to retrieve one nut and bring it back to their team. [Be sure to only collect one beanbag each time.](#)



**E**Down the rabbit hole. Equipment: 1 x tunnel, 2 x cones. Children jump up to the tunnel like a bunny rabbit, then crawl through the tunnel and jump all the way back. [Encourage the children to sit behind their team once they have had a turn so that the next child can begin.](#) [Make this harder by asking the children to create their own travelling action up to the rabbit hole.](#)

**5**

*Mins*

## Plenary

What different ways of travelling did you use in the lesson?

Which was the hardest way to travel? Which was your favourite way to travel?

Ask the children to place their hands on the head if they felt they were good at taking turns today.