

Startwell Active Stories



Keep Running Gingerbread Man

by Steve Smallman and Neil Price

Keep running gingerbread man is from the mixed-up fairy tales range. It is a fantastic spin on the traditional Gingerbread man story. Throughout the book there are lots of opportunities to explore Fundamental Movement Skills which enable us to turn this into an active story.

Creating an active story time provides an opportunity to link in the three physical Startwell Characters – Active Azra: will enable children to explore whole body movement, Sammy Skills: will focus on developing FMS, and 180 Katie: will focus on incorporating bursts of high intensity physical activity. As well as developing language ability, imagination, concentration and understanding. Staff are the most important resource and Suzy Startwell is the key character to use here.

Keep Running Gingerbread Man

Step 1

Reading the story

- Read the story in a traditional way as you usually would.

Step 2

Priming Phase

- Show the children a page of the story to see if they can re-call who the characters are and any key points/words
- Read set number of pages to the children and ask children specific questions about what has been read
- Introduce Sammy Skills to the children – let them know that Sammy Skills wants them to move their bodies and develop their skills.
- Focus on each of the characters in turn and talk about how they might be moving. Take on board the children's suggestions and have some fun with trying out a range of moves – remember to use Suzy Startwell.
- *Remember to differentiate as you know your children best. Not every page has to be physical you could try focussing on just 1 or 2 movements and ensuring they are mastered before adding more in.*

Character	Key physical movements	Fundamental Movement linked skills
Gingerbread man	Running	Stability and locomotor (Postural strength and stability)
Cow	Plodding	Stability and locomotor skills
Horse	Trotting	Stability and locomotor
Fox	Swimming	Locomotor
All characters	Zumba keep fit session	Locomotor skills

Step 3

Development phase

- Read the story again and encourage the children to start moving their bodies – as they meet the different characters, introduce a new skill linked to the character (shown in the table below) Demonstrate the skill using Suzy Startwell ask the children to copy you and complete the movement that goes with the character
- Focus on each of the story characters in turn and talk about how they might be moving. Take on board the children's suggestions and expand on their suggestions using a range of descriptive language to expand their vocabulary.

Character	Key physical movements	Teaching support	Fundamental Movement linked skills
Gingerbread Man 	Running at speed on the spot Bouncing	Role model going up onto the balls of your feet and back down. Slowly do an on-the-spot walking action and then increase the speed and add in arms.	Stability and locomotor
Cow 	Slow plodding	Get down on all fours and role model slow crawling - emphasise the movement as the arms and legs move. This can also be done standing as you slowly plod around the room.	Stability and locomotor skills

Horse 	Trotting	Role model walking with the front leg leading/ bend the knee at the front and the back leg coming to meet it with a small space in-between. Slowing increase the speed.	Stability and locomotor
Fox 	Swimming	Role model front crawl arms as you move quickly around the room with little footsteps.	locomotor
All Characters 	Zumba keep fit session	Use a range of locomotor skills such as running, jumping, hopping, dancing, trotting, swimming action, bouncing, crawling and plodding. - Move to the music.	Locomotor skills

Key Vocabulary:

When introducing the key words talk to the children about what they mean and show them physical prompts or pictures to help them visualise the word. You don't have to use all the key words why not focus on one or two and make sure your children are confident with these before focussing on others. Whilst reading the story they will be exposed to the words so you can pick which ones you want to focus on depending on the needs and abilities of your group.

Gingerbread	Flowers	Fox	Horse	Cow	Eyes	Ears
Bouncing	Trotting	Keep Fit	Angry	Running	Curlers	Paws
Zumba	Plodding	Swimming	Rabbit	Fields	Oven gloves	Nose
Somersaulted	Sunset	Soared	River	Tail	Grass	Water
Angry	Cheeky	Soggy	Climb	Jump	Moaned	Sweat bands
Baked	Happy	Worried				

- When focusing on the key words talk to the children about what they mean and show them physical prompts or pictures to help them visualise the word.
- Use word /picture hunts where they need to go and find the picture/object of the..... which are hidden/placed in the room. Try to use a physical action to go with each of the words to help them remember it.

Step 4

Consolidation and embedding Phase

- Now the skill has been practised and consolidation has begun to occur, it is important to start developing the skills into more complex movement patterns to master full physical literacy e.g. increasing the speed, varying the size of the movement, increasing the tempo, more directional changes etc (see table below).
- *Following on from the Active Story session - each day you could focus on one or two characters and the way that they move or a focus time on the key movement and key language that you are embedding. Play a range of games to use the character and movements to ensure they master the basic movements. Below we have added some extension and teaching points to help you develop and extend the skills.*
- *Remember to - ask questions, develop understanding, consolidate skills etc.*
- You don't have to use all the key words why not focus on one or two and make sure your children are confident with these before focussing on others. Whilst reading the story they will be exposed to the words so you can pick which ones you want to focus on depending on the needs and abilities of your group.
- Once you've introduced the visual picture of the word, start to ask questions about those key words.
- You could extend the words into other areas of the setting by creating areas or adding it to existing areas.
- Hearing, speaking, learning and undertaking new skills and words should be exciting but again you know your children best so utilise this resource to meet the needs of your children.

Movement Skill	Skill Components	Development ideas/ Teaching points
Running - Gingerbread Man 	- Can land on the ball of feet. - Knee lift is high, and arms are forward. - Eyes are tracking forward. - Stride is a good length, and the rhythm is seen	- Role Model running on the spot then they copy. - Role model slow running across the room then they copy (then faster). - High knees on the spot - Swing your arms forwards and backwards. - Try different ways including – slow and fast running, running round obstacles, tip toe running etc.
Bouncing - Gingerbread Man 	- Can bounce on the balls of feet with heels lifted at a steady pace. - Eyes are tracking forward. - Arms are swinging forwards and backwards as bounce takes place to develop stability	- Role model how to bounce on the spot, which builds strength in the feet, ankles and calves. - Heels lift up at a steady pace to maintain momentum. - Try lifting heels faster or slower and talking about how that feels
Plodding - Cow 	- Slow walking but making heavy steps - slow and steady. - Have a wide gait to encourage the plod. - Eyes are tracking forward. - Upper body sways slightly side to side as you plod	- Role model walking at a slow pace with a wide gait - Then emphasise the stomp/plod as feet contact the ground. - Emphasise the body sway as you move. - Try undertaking slow plodding races or games where they have to plod. - Talk about how we plod through water as its difficult to walk fast in water without losing balance.

Trotting - Horse (faster than a walk but slower than a run) 	• Can move quickly from one spot to another with one foot slightly leading. • Feet move up onto the balls of the foot in small movements with feet close together. • Eyes tracking forward. • Arms held up in a bent position and making slow shoulder rolls as you trot.	• Role Model trotting on the spot then they copy. • Role model slow trotting across the room then they copy (then faster). • Fast feet on the spot • Arm rolls on the spot forwards and backwards. • Try different ways including – slow and fast trotting, trotting round obstacles, etc.
Swimming - Fox 	• Walking in circles • Arms move in semi-circle movements at shoulder height. • Arms move in a co-ordinated movement as legs move	• Demonstrate strength, balance and coordination. • Role model moving the arms in semi circles and the importance of keeping elbows as high as the shoulders to help build strength and muscle. • If they find it easy or go to fast give them a bean bag to hold to make it more difficult and to slow down the movement. • Role model arms and legs together and explain it's a bi-lateral movement/ improves co-ordination.
Zumba - All Characters (Needs a warm up, movement section then a cool down) 	• The cardiovascular system needs fast movements so use a mixture from above - running, bouncing, trotting. • All muscle groups are used, but focus on posture - use stomping, plodding and pretend swimming. • Use a range of movements to create agility and flexibility - side stepping, forwards and backwards stepping, wiggling, clapping, arm rolls and hip swaying alongside the above movements.	• Role model the movements and encourage the children to copy slow and then fast. • Use a range of music with different tempos to challenge the children to change their movement pace. • All muscle groups can be incorporated so include arm, leg and core movements - role modelling and having fun.

Conclusion

Remember that physical skills need to be taught so that children learn to master them.

Our physical skills sheet can help you: <https://startwellbirmingham.co.uk/wp-content/uploads/2020/09/PHYSICAL-SKILLS-SHEET.pdf>

The more that you do them the more confident children become, and this develops their physical literacy <https://www.youtube.com/watch?v=R8PIXqp3JpA>

Questions

- Can children now use all of the movements from the story as you read it without the need for your role modelling?
- Have you extended the movements to make them more challenging?
- Has confidence and movement skills been improved?
- Are the children more confident with the new vocabulary?

Enhancements can be made by incorporating basic zumba sessions weekly into the setting, taking the children on walks where they must go up and down hills like the characters, setting up tuff trays with the animals from the story. Setting up a baking area, playdough gingerbread area making healthier biscuits with the children. The most important thing to remember is have fun as being Physical should be fun.

Character Links



Suzy Startwell - Role model the movements and key vocabulary

Sammy Skill - Focus on the FMS that the children are learning

Active Azra - Keep those belly buttons on the move. Move more and sit less.

180 Katie - Use story time as active minutes towards the 180 minutes guidelines/targets.

