

# Old MacDonald Had a Fitness Farm - Levels F-3

STAY ACTIVE

Old MacDonald Had a Fitness Farm for Levels 1-3 blends fitness and storytelling to keep students engaged, imaginative, and active. It promotes physical health, creativity, and social connection through playful movement.

## Learning Intentions

### Movement & Fitness:

To join in physical activities that help me stay active and healthy.

### Listening & Following:

To listen carefully and follow the story with the correct movements.

### Imagination & Creativity:

To use my imagination to act like different farm animals.

## Success Criteria

Students can copy and join in with the movements linked to the story.

Students can listen and follow along with the correct timing.

Students can demonstrate creativity and enthusiasm by acting out animals with movements, sounds, and expressions.



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Duration: 8-12 minutes

## What You Need

- A printed story script of *Old MacDonald Had a Fitness Farm* or the video resource.
- An open space for movement.

## Setup

- The teacher explains that the story includes actions and fitness moves.
- Students spread out so they have a safe space to move.
- The teacher models a few animal actions before starting the game.

## Gameplay

### Round One – Warm Up

- Begin with “Old MacDonald had a farm” → Students do **star jumps**.
- “E-I-E-I-O” → students twist side to side in rhythm.

### Round Two – Add Animals

- Cow → Squats with “moo” sounds.
- Horse → Galloping in place.
- Pig → High knees with swinging arms.
- Duck → Flap arms like wings.
- Sheep → Small jumps with “baa” sounds.

### Round Three – Build the Story

- The teacher continues adding animals with matching actions.
- Please encourage students to add their own animal movements and sounds.

### Round Four – Cool Down

- Gentle stretches to finish (e.g., big stretch like a tall tree, then curl up like a sleeping cat).

## Variations

- **Classroom Edition:** Use smaller, quieter actions like clapping, seated stomps, or hand flaps.
- **Outdoor Edition:** Use large actions with running, galloping, or skipping.
- **Family Edition:** Parents and children join in together for fun bonding.



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## For Wheelchair Users / Accessibility

- Swap leg-based moves with upper-body alternatives (arm flaps, clapping, reaching, twisting).
- Use large visual cards with animals and actions.
- Pair students for modelling and encouragement.
- Emphasise rhythm, imagination, and effort.

## Notes for Inclusion

- Allow students to choose their favourite animals or actions.
- Give both verbal and visual cues to support all learners.
- Please encourage students to go at their own pace.
- Celebrate effort, creativity, and participation.
- Add sound effects or music for extra engagement.

## Additional Notes

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