

Year 1 Run Jump Throw Unit 1 Lesson 3

Learning Intentions

1. Experience a variety of jumps.
2. Perform a standing long jump.
3. Work in partnership, supporting each other to do well.

Skill Development: Taking off on two feet

Success Criteria

1. I can use arm swings to help myself jump farther.
2. I can jump in a variety of ways.
3. I can support my partner to jump and help them measure their distance.

National Curriculum Links

Mastering basic movements and skills.

Literacy and Numeracy Links

L Work with others in stations to practice jumping to improve distance.
N Count jumps need to cross the river and compare to previous attempts.

Starter Activity

Jumping Sequence

In pairs, players need to practise different ways to jump around the room. After they have experimented with their ideas, they need to try and come up with a jumping sequence that they can repeat and teach to others to get around the room. The sequence should not be too long as they must remember it and teach it to other children.

Sequences could include small jumps, big jumps, high jumps, leaps, small bounces or steps. When they have devised and learnt a sequence, join two pairs together, and they must now teach their sequence to each other.

Extension: Can you combine your sequences to make one more extended sequence?

Skill Development

Jump the River – Mark out a defined area which will be the river. Pair pupils up A and B, A works while B rests. Children line up against one side of the river in twos, one behind the other. Set challenges for the children to attempt to get across the river.

For example, who can get across in the fewest jumps? Who can jump across the quickest? Give children combinations to jump, such as one foot to one foot, one foot to the other foot, one foot to two feet, two feet to one foot, two feet to two feet.

Stations

Standing Long Jump

Jumping, in, out, over, across. Set up stations for children to work within. You could set up the same stations twice, so there are smaller numbers at each station, so children have more time participating in the activity. Pair children up to take turns on stations to practise the different types of jumping.

Station 1

With a short run up, children set up behind a line and aim to jump as far as possible. Children mark with a cone next to where they have landed so they can try to beat that next time. Place the cone at the heel of their landing foot.

We are learning...

to take off on two feet to jump for distance.

Teaching Points

Two footed jump

- Start with feet together.
- Swing arms to generate greater distance.
- Angle body slightly forward.
- Try not to step back once you land.

Key Questions

1. What can you do to help yourself jump further?
2. How do you stop yourself from overbalancing when you land?
3. Can you name some sports in which jumping skills are used?

Station 2

Children jump from inside a defined area to another designated area, e.g. from one hoop to another.

Challenge: Move the areas further apart

Development: Jump from the floor into a hoop or from a hoop to the floor

Station 3

Jump forward and backwards over a line using a two-footed jump. Remain facing the same way, attempt 10 jumps. Look to increase their speed and balance each time they practise.

Development: Try fewer jumps, e.g. 5

Challenge: Attempt more jumps, e.g. 15-20. Try jumping side to side over the line.

At the end of the Stations

Allow children an opportunity to practice Standing Long Jump

Children practice standing long jump, jumping from two feet landing on two feet.

Encourage children to use the teaching points above to jump as far as possible.

Children stand in a line across their playing area and try to jump as far as possible, then must try to beat their distance the next time. You can use cones to define, but markers need to be at the side of where they are jumping, so they do not jump onto the cones.