

PE LKS2 Unit 18

Athletic activities 2

Lesson 5

Jumping skills



Lesson 5 Jumping skills

 **35-40 mins**

Learning objectives

Children should learn:

- to consolidate and improve the quality, range and consistency of the techniques they use for jumping;
- to develop their ability to choose and use simple tactics and strategies to improve the distance they can jump;
- to describe how the body reacts to different types of activity;
- to describe and evaluate the effectiveness of performances and identify areas that need improving.

Success criteria

Children:

- demonstrate different jumping techniques, showing control, coordination and consistency;
- recognise that there are different styles of jumping;
- recognise that their body works differently in different types of challenge and event;
- carry out warm-up activities safely;
- watch and describe specific aspects of jumping styles;
- suggest, with guidance, how an action can be improved.

National Curriculum Programme of Study

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination with each other.
- develop flexibility, strength, control and balance through the athletic sessions.
- compare own performance with previous ones and demonstrate improvement to achieve their personal best.

Vocabulary

accuracy, bend knees, compete, distance, land safely, lunge, standing jump, swing arms, take-off

Resources

- cones
- **Interactive CD Image Gallery: page 18, *Jumping***
- **Interactive CD Image Gallery: page 12, *Stretches***
- **Interactive Resource: *Standing jump***
- **Interactive Resource: *Long jump***

Warm-up

 **10 mins**

- Ask the children to run gently around the edge of the area that you are using without cutting corners and in single file. Explain to the children that there must be no overtaking and emphasise that this is not a race, but a warm-up.
- Instruct the children to perform exercises similar to those used in previous lessons or ask the children to suggest their own appropriate warm-up routines based on these:
 - high knee lifts while running
 - swing arms while running

- crouch and spring up every three paces
- perform lunges while walking
- circle shoulders forwards and backwards
- stretch arms and legs
- Ask the children to stop and stand still. Now ask the children the following questions:

Key questions ?

How did the exercises affect your body? (Think about breathing, heart rate, body temperature)
Why is it important to warm up? (Stretch muscles and mobilise limbs)
Which exercises were the most tiring?
Which exercises were most fun?

Skills and tasks

20-25 mins

- Ask the children to find a partner and then stand silently with their hands raised so you can see that they are ready.
- Give each child a cone. As you do this, remind the children of the previous lesson and the jumping exercises that they were doing. Ask them questions, such as:

Key questions ?

Can you describe how you were taking off and landing?
Did you use two feet or one foot?
Which part of the body were you working the hardest?

- Ask the children to line up in their pairs, one behind the other on a given line. Explain to the children that the first child in each pair is going to perform a standing jump and then mark where they landed with the cone you have given them. Their partner then does the same thing and marks their jump with their cone. Then the first child jumps again and marks the new distance with their cone. Remind them to bend their knees when landing.

- Allow the children three or four minutes to do this task and then ask them to stop and stand still. Ask the children:

What kind of actions were you doing to try to make your jump go further? (Look for answers that suggest deep knee bends and use of the arms to gain momentum.)

- Ask the children to try the task again, but this time they should really concentrate on bending their legs and swinging their arms to try to improve their jumps.
- Allow the children a further three to four minutes to practise their jumps, moving around the class to help those who are struggling with their technique.
- Ask the children to stop and stand still. Join the pairs together to make groups of four.
- Explain that each group of four will compete against another group of four in order to see who can put together the longest team jump.
- Explain that the first person from each team takes their jump and then marks with their cone where they land. The second person from each team then starts from this cone and performs their jump, again marking where they land with their cone. This continues until all four group members in each team have jumped and then there should be a winning team out of the two groups who has jumped the furthest.
- Explain that the groups must compete three times and the team that wins two out of the three must then go and challenge another winning team and the other groups rotate as well.
- Ask the children to stop and stand still. Ask them:
How do you think you could make your jumps even longer? (Look for answers that suggest gaining more momentum and using a run-up.)
- Explain to the children that they are going to practise a one-footed take-off. To start with, allow the children to jog around the area practising their take-off on one foot. Ask the children to try this with alternate feet so that

they are able to find out which foot feels more comfortable for them.

- Allow the children two minutes to try this and then ask them to stop, return to their pairs and stand still.
- Pick two or three children with good technique to demonstrate their take-off skills. Ask the others if they can describe why the technique is good quality. Ask them to look closely at the jumping action, position of the feet and use of the arms.
- Tell the children to get back into their pairs and stand one behind the other along a designated line. Explain that they are going to do something similar to the first exercise, but this time they will have a three-step run-up, taking off from one foot and landing on two feet.
- Allow them to practise this in their pairs, reminding them to make use of their arms to gain momentum when jumping. While they are doing this, move around the class to help the children to refine their techniques.
- Once the children have mastered this, allow them to have a five-step run-up followed by a ten-step run-up, each time reminding them to use their arms as well as their legs in the take-off and to bend their knees when landing.

Cool-down

5 mins

- Ask the children to stop and stand still.
- Ask them to jog sensibly and slowly around the area you have been working in, being careful not to bump into each other.
- Tell the children to 'stop'. Now ask them to suggest some stretching exercises they can do. See **Interactive CD Image Gallery: page 12, Stretches** for some ideas.
- Now ask them to collect their cone and put it away.