



Rewarding Learning

Developing Fundamental Movement Skills



Focus: Jump for Height

FOUNDATION STAGE • PHYSICAL DEVELOPMENT



GENERAL OVERVIEW OF THE 'JUMP FOR HEIGHT'

The vertical jump involves getting as much height as possible from a standing position. The skill of jumping for height is used in gymnastics, dance and jumping over a rope or a bar in athletics.

It can also be seen in a number of games, such as basketball at the tip off and when rebounding and laying up, in volleyball when blocking and spiking, in rugby when jumping in the lineout, in netball and Gaelic football when jumping to catch the ball and in football when jumping to head the ball.

Children should be competent at jumping and landing on the floor before jumping for height. Mats should be provided when children jump for height.



Overview of Statutory Requirements



Key Experiences

From *Towards*

Progress in Learning

Children should have opportunities to:

- Experiment with different ways of moving and exploring personal and general space;
- Develop confidence, imagination and some understanding of safety through participation in a range of movement activities, including jumping and landing;
- Explore, refine and improve simple movements;
- Observe, describe and copy what others have done;
- Talk about what they are doing; and
- Take part in warm-up and cool-down activities.

Children should have opportunities to:

- Move with control and coordination in jumping;
- Show an awareness of general space;
- Move with some confidence, imagination and safety;
- Use appropriate language to talk about the movements of themselves and others;
- Begin to understand the importance of warm-up and cool-down activities before and after exercise; and
- Begin to understand the importance of physical activity for good health and the reasons that it is important to change for physical activity.

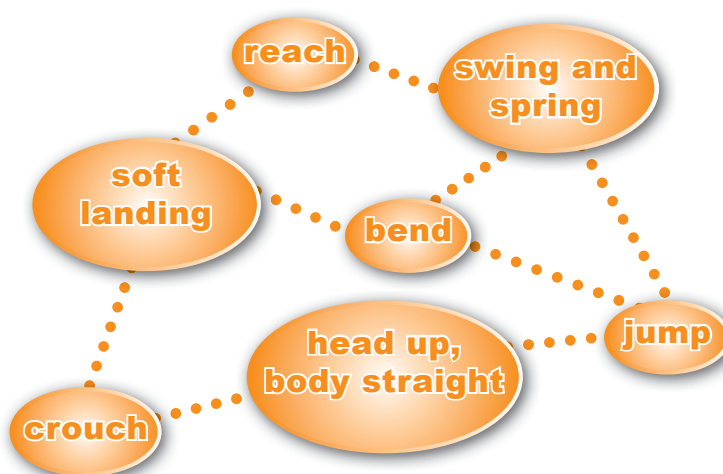


Can I? (Self Evaluation)

- get into a good starting position with my ankles, knees and hips slightly bent?
- keep my head up and my upper body straight?
- swing my arms behind ready to jump?
- straighten my legs from a crouched position as I spring upwards?
- bend my ankles, knees and hips for a soft, quiet landing?
- jump to touch a target on the wall?
- try something first before asking for help?
- listen to simple rules and instructions?
- try and help others?

I am good at ...
I need to practise ...

Key Vocabulary





Focus: Jump for Height

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

TEACHABLE POINTS

CUES

Feet slightly apart. Ankles, knees and hips slightly bent.

Heels raised. Weight on "balls" of feet.

(i) Arms reach out behind body.

Both hands reaching behind. Arms straight.

(ii) Arms swing behind ready to jump.

Head up, upper body straight.

Chest pushed forward and out. Eyes focused forward.

Legs forcefully extend – from a crouched position.

Spring up/Shoot up high.

Arms swing forward and up in time with leg action.

"Swing" and "Spring".

Ankles, knees and hips, bend on landing.

Quite soft landings "sink" into the floor.

Heels raised, land on both feet.

N.B Teach landings first:

- (i) On the floor/mat, over canes and domes or rope and chalk/marked lines.**
- (ii) From a low height, eg, benches.**
- (iii) Medium trestles.**



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

INTERVENE IF YOU SEE CUES

Legs straight.

"Bendy knees and hips".

Arms forward or down by sides.

"Arms back – ready to jump".

Bottom sticking out behind.
Head low to ground.

Don't let your body tip forward.

No height in jump. Too far forward.

"Jack in the box. Jump up like this".

Arms stay back or mistiming of arm swing, eg, forwards to backwards.

*"Explode" upwards. "Shoot your rocket into the sky".
"Reach for the stars".*

Landing flat-footed – not timing the arm action to match the leg action.

*Land in your Smartie tube.
Land on a "sponge" – ie, squashy landing. Always bend both knees on landing.*

Arms outstretched to aid balance.

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- (ii) **From a low height, eg, benches.**
- (iii) **Medium trestles.**



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Sample PE unit of work



This series of lessons is adapted from materials used in one of the pilot schools. It includes sample lessons and may be used as a guide.

SUGGESTED LEARNING INTENTIONS

The children will:

- Understand how to listen to and follow simple instructions/rules;
- Know how to move in a variety of ways to explore personal and general space;
- Understand and use the skills required to complete a simple task;
- Use a variety of skills to explore, refine and improve simple movements;
- Know how to move safely and confidently;
- Know how to use a variety of equipment and resources;
- Observe, describe and copy what others have done; and
- Talk about what they are doing using a range of appropriate movement vocabulary.

REMEMBER TO PLAN AND PROVIDE OPPORTUNITIES FOR **INCLUSION**



Some of the activities and graphics within the PE lessons have been adapted from the Youth Sport Trust 'Top Play' resource pack.





Focus: Jump for Height

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 1

Year 1

Activity: **Gymnastics** Unit of Work: **Jumping and Landing**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Jump from two feet to two feet – a kangaroo jump;
- Listen carefully and respond to instructions; and
- Bend different body parts.

TEACHING POINTS

Good posture – straight back, head up, arms swinging freely and heel-toe action.

Encourage use of all the spaces. Swing arms lightly as you walk.

'Raise the heels' off the floor as you run. Soft landing of feet on the floor. Pump the arms and lift the knees up in front as you run.

Use of 'Sprint Run' cue card.

Emphasise staying on balls of feet – dodging in and out of each other and tight strong muscles to hold the statue – repeat several times.

INTRODUCTORY ACTIVITY

Walk in and out of all the spaces. "Stop" on a signal.

Walk a little faster – changing direction.

Run lightly and stop on signal, (one foot in front of the other), – like 'statues'.

Sit on floor with legs straight and then:

- Wriggle toes;
- Move ankle joint through movement range; and
- Point (extend) ankle then pull foot up, (flex) ankle. Repeat with both feet.

FLOORWORK

Use of sequencing spots.

Stand ON a spot. Walk anywhere and on a signal, stand ON a different spot

Bending:

- Bend forwards, backwards, sideways
- Bend different body parts, eg head, elbows, wrists, fingers, ankles
- Sit down and bend different body parts
- Lie down and bend different body parts

Is it possible to travel about the hall on your feet in ways other than running? (Hop, skip, jump, gallop, etc).

Can you travel in directions other than forwards?

Bounce on the spot using your ankles, knees and hips to push off the floor.

Bounce higher off the floor.

Discuss the meaning of 'bend'.

Find out together where the body bends.

Naming different body parts. Go on a 'body tour'.

Let children demonstrate the different ways and then all try them.

(Practise specifically:

Hopping = one foot to one foot

Hopscotch = two feet to one foot to two feet etc.

Bouncing = two feet to two feet)



APPARATUS WORK

Use of individual mats

- Bouncing – on the mat, bend the knees and ankles and jump from two feet to land on two feet. Use of arms to help to jump higher.
- KANGAROO JUMPS – Springing from two feet to two feet – around, over, across, from corner to corner of mat.

Try jumping forwards, backwards and sideways. Feet, together, feet apart

– what other ways can you bounce? eg, ankles crossed, small jumps, big jumps. Change of direction. Jump on the spot to music or percussion. When music stops, sit **on** mat. Jump quickly – bending knees.

Always look where you are going.

Keep head up – swing arms to help take you into the air "give" in the ankles, knees and hips to land with a "squashy" landing.

Quiet feet on landings

Use of 'Jump for Height' cue card.

COOL DOWN

Stretch out, curl up, roll sideways and stretch out, curl up, roll sideways, then stretch out and relax.

Roll, curl and stretch slowly.

EVALUATION

RESOURCES

Sequencing spots

Individual mats

Lively music/Percussion instruments

'Jump for Height' cue card.



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 2

Year 1/2

Activity: **Gymnastics** Unit of Work: **Jumping and Landing**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple movement sequences; and
- Jump and land safely (two feet to two feet).

TEACHING POINTS

INTRODUCTORY ACTIVITY

Try small jumps, landing on the sequencing spot. Try light bouncy jumps anywhere, travelling in and out all the coloured spots on the floor. Pretend to be a bouncy ball.

POPCORN (In three groups in the hall) – two–three children as taggers – remainder of class do little bouncy jumps anywhere in their third of the room – trying to avoid being tagged. If tagged, join hands with main tagger who remains at the head of the line. Bounce on trying to tag a third person. Who can have the longest line when teacher says “stop?”
(Remind about keeping head up and using arms)

Resilient landings like a quiet bouncing ball. Slight give in the knees on landing and then body weight is reflected back up again. Remember ankles and knees working hard.

No running allowed, bouncy jumps only. Bounce from side to side, forwards and backwards. Restrict space children are working in.

FLOORWORK

Lie on back on the floor and stretch out long and thin – tight bodies. On the spot jump high into the air using arms to help you – stretch in the air and land softly with arms outstretched in front of you. Ask “Are you making a thin or a wide shape in the air?”
Try running a few steps – look for a space and then jump into the space showing this long thin shape in the air.

Think about this long thin shape. Squeeze your straight legs together and point your toes. Stretch your arms passed your ears and your fingers stretched. Make long thin shape in the air. Use of ‘Jump for Height’ cue card.

APPARATUS WORK

Set out the equipment with obstacles to jump over. Obstacles could be taped lines on the floor, flat rubber spots placed on the floor, plastic canes/ small hurdles, two cones with canes placed on top of them. Travel in different ways using all the apparatus. As you explore the apparatus, when you come to a clear piece, jump over it, showing a long straight jump in the air. Can you travel up to your apparatus and when you come to a clear piece, jump from the low part of it showing a thin shape in the air? Practise as many jumps they can think of and select the type of jump which gets them the highest. Discuss how they have improved and why? Apparatus away safely.

Make the jumps harder by raising the heights of the obstacles and by approaching the obstacles from different directions.

Use of ‘Jump for Height’ cue card.



COOL DOWN

“Jack in the box jumps up
Jack in the box squats down
Jack in the box goes stamp, stamp, stamp
As he turns around”.

Say aloud together and complete actions. ‘Jump out of your box and then squat back down again into your box.’

EVALUATION

RESOURCES

Sequencing spots. Plastic canes/small hurdles. Cones/Markers.
‘Jump for Height’ cue card.



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 3 Year 1/2

Activity: **Gymnastics** Unit of Work: **Jumping and Landing**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Show different two footed jumps;
- Jump landing with two feet together and knees bent; and
- Jump feet together/apart, sideways and forwards.

TEACHING POINTS

*Soft, quiet landings.
Good use of space.
Change direction.
Heels raised off the floor.
"Look where you are going".*

INTRODUCTORY ACTIVITY

'Can you move like animals?'

- Kangaroo = springing from two feet to two feet.
 - Mouse = taking small, fast steps.
 - Snake = slither in the 'long, tall grass on tummy'.
- Change on signal. Teacher calls the animal's name.

*Discuss what is meant by 'pattern' – a repeat of actions. Variety of jumps.
Light, bouncy jumps. Discuss good quiet landings.
If space is limited work in twos and take turns.
Finish with a high jump on to spot.*

FLOORWORK

Revise last week's two to two jumps and make up a jumping pattern 'ON' and 'OFF' the mat, 'ROUND' and 'ACROSS' the mat and 'AWAY' and 'HOME' again. Change of direction and level. Big jumps, small jumps. Feet together and feet apart, ankles crossed.

Jump along rope – feet together, feet apart or jump across ropes to arrive at spot – jump around sequencing spot and finish with a big jump to land 'ON' the spot. Repeat movement pattern.

Run and jump into a space then run and jump into another space.

Bunny jumps – take weight on hands and bring feet down to a new place. Practise and try to improve each time.

*Soft, quiet landings. Land on two feet with knees bent. Swing arms to help you into the air – 'give' in ankles, knees, and hips to land with soft landings.
Use of 'Jump for Height' cue card.*

Arms straight, shoulder width apart, ready to place hands flat on the floor in front of the body. Feet and knees together – transfer weight from feet to hands to feet. Feet tucked up under the body. Head looking out.

APPARATUS WORK

Explore the apparatus – travelling in and out, underneath, over and along it. Travel in a variety of jumping ways, changing direction and pathways.

Practise standing on a low piece of apparatus (bench) and mat, plank on a mat and jump off with care landing on two feet.

Travel between the apparatus in different ways, and when you come to a piece of clear apparatus use it or jump over it.

Make sure you have a clear spot on the mat for landing and carefully jump off the low apparatus landing on two feet and bending the knees. Arms outstretched to help you balance. "Land on your motor-bike".



COOL DOWN

Curl up really tightly on the floor, then very slowly uncurl into a long thin shape, then curl up again. Repeat, uncurling into a wide shape.

Squeeze all parts of your body when you curl up and then really stretch out all body parts.

EVALUATION

RESOURCES

*Benches. Planks.
Small climbing frames/trestles.
Sequencing spots.
Mats (small and large).
'Jump for Height' cue card.*



Focus: Jump for Height

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 4 Year 1/2

Activity: **Gymnastics** Unit of Work: **Jumping and Landing**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Bounce, hop, spring and jump using a variety of take-offs and landings;
- Link together two or more actions with some control and be able to repeat them; and
- Describe what they and others are doing using appropriate movement vocabulary.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Run in and out of each other using all the spaces.

Look for the spaces. Look where you are running.

“As I count slowly to ‘five’ run in and out of all the spaces to find a clear space to curl up small”.

Listen carefully.

“Every time I begin counting, uncurl, get up and run to find another space”.

FLOORWORK

Can you curl up small on the spot on your two feet?

Don't keep the children bouncing too long.

Can you bend your knees and squat low? Can you bounce in and out of all the spaces like that?

Remember to bounce sideways, backwards and forwards. Keep looking where you are going.

Is there any other way you could bounce close to the floor? (Demonstrations and try ideas eg, bunny jumps or hands and feet with legs astride.)

APPARATUS WORK

Explore your apparatus by travelling over, under, around and along it.

Use verbal and visual prompts, if necessary, to help children remember the pattern (sequence) of actions.

Use the floor and the apparatus to travel on feet, or hands and feet in a bouncing way. Use your apparatus, then jump for height from a low part of it.

Key words can be written and displayed or pictures can be used to help children.

Tell me about your ‘pattern’ / ‘sequence’

Observe other children and describe what they are doing – practise, remember and repeat their ‘pattern’.

COOL DOWN

Sit in a hoop.

Encourage good variety of stretches using different body parts.

Slowly stretch different parts of the body outside the hoop.

Return the hoop to their colour corner and ask children to describe the ways in which they travelled today.

EVALUATION

RESOURCES

Apparatus layout prepared using low apparatus. Hoops and sequencing spots.



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Additional Activities

TEACHER LED Learning Experiences

Obstacle Course

Jump over raised cane, jump from hoop to hoop, jump off the bench, jump to touch a mark on the wall.

Circuits

A series of stations for one or more FMS, eg, jump rope, jump over low raised canes, jump over cones. Heel lifts – rise up on toes and lower.

Skill Practices

Jump as high as you can.
Jump to the drum/tambourine beat or to the music.
Bend your knees when you land so that your landings are very quiet.
Jump over raised canes.

Problem Solving

Examples of problem solving questions:

1. How many times can you jump over the raised canes in 30 seconds?
2. Can you jump to touch the blue/red zone on the wall?
3. What is Sam doing to jump really high?

CHILD LED Learning Experiences

Playground Play

Use wall markings, eg mark off scoring zones on a blank wall and children jump to touch or make a mark.
Jump rope.

Invented Games

As above where children make up own games/rules eg, best score after five jumps.

Simple Games

Sack race.
Leap frog.
Jump rope to traditional playground skipping rhymes and songs.

Movement to Music

'Star Wars' theme.
'Jump' by Girls Aloud – travel through hall, listen to music and 'jump' to the music.



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

Baby Kangaroo

Jump, jump, jump goes the big kangaroo
I thought there was one but I see there are two
The mother takes her young one along in a pouch
Where he can nap like a child on a couch.



Bunny Movement

See the little bunnies sleeping till it's
nearly noon

Come and let us gently wake them

With a merry tune

Oh, so still? Are they ill?

Jump little bunnies, jump, jump, jump

Jump little bunnies, jump, jump, jump

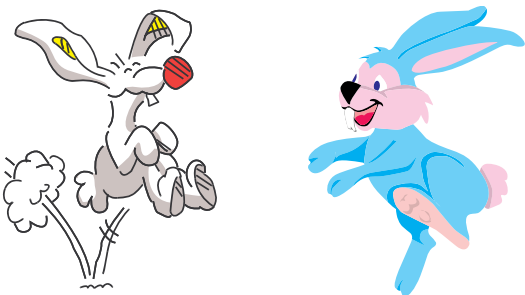
Jump little bunnies, jump, jump, jump

Jump little bunnies, jump and stop!

Did You Ever See A Bunny?

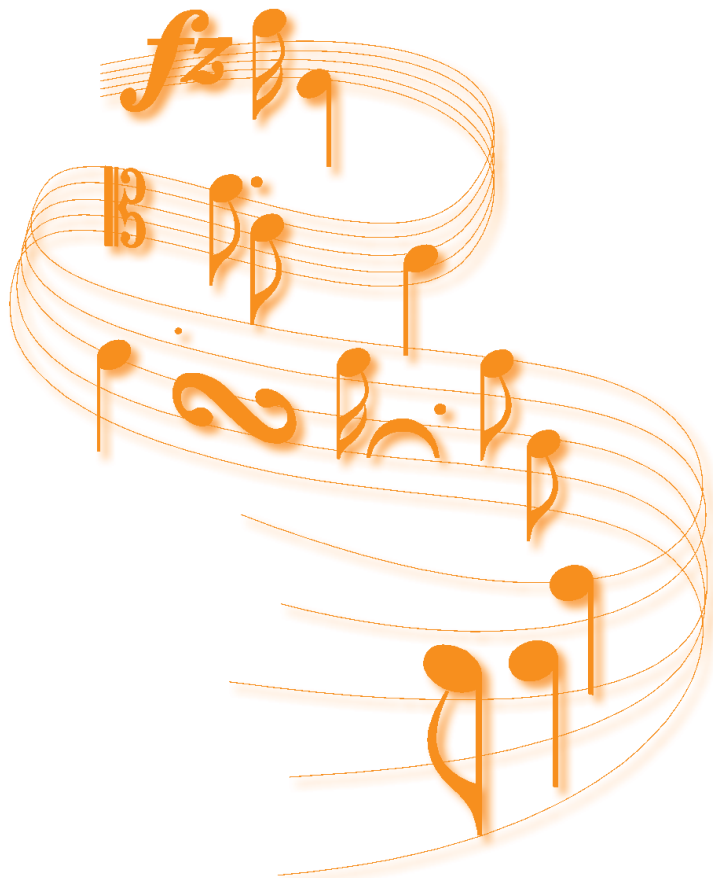
(Tune of Did You Ever See a Lassie?)

Did you ever see a bunny, a bunny, a bunny?
Did you ever see a bunny that jumps so slow?
He jumps and jumps and jumps and jumps.
Did you ever see a bunny that jumps so slow?
That jumps so fast...
That jumps backwards...
That jumps on one foot...



Jumping

Feet together, standing still.
I can jump, I will, I will!
Feet together, here I go.
Jumping fast, jumping slow!





Focus: Jump for Height

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

Jumping

Jumping, jumping, on the spot.
Jumping, jumping, makes me hot.
Jumping, jumping, nowhere to go.
Where am I going? I don't know!



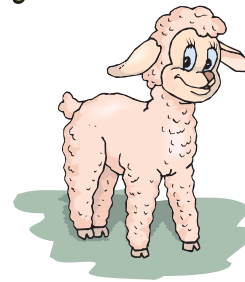
The Frog is in the Pond

(Tune of 'The Farmer's in his Den')

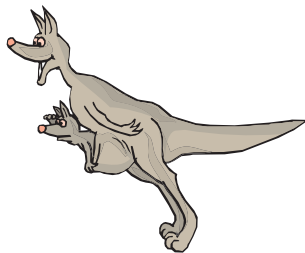
The frog is in the pond, the frog is in the pond,
With a leap and a leapity leap
The frog is in the pond.



The lamb is in the field, the lamb is in the field,
With a spring and a springity sprong
The lamb is in the field.



The kangaroo is in the park,
The kangaroo is in the park
With a bong and a bongity bong
The kangaroo is in the park.



Jack in the Box

I'm Jack in the box,
I'm Jack in the box,
I crouch so very low.
Turn the handle, round and round,
And up I go.
I'm Jack in the box.
I'm Jack in the box.
Just turn the handle,
And up I pop.

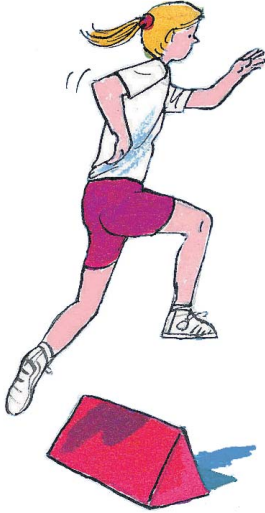




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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Home Learning Links



Our teacher has been showing us how to jump up really high.

She says we need to practise it at home so we can jump higher than she can!

**You need to help me practise how to jump high.
Please check that I'm doing everything right.**

When I'm getting ready:

- Are my arms reaching out behind my body?
- Are my ankles, knees and hips bent?
- Is my head up and my body straight?

When I'm jumping:

- Do my arms swing forward and up?
- Do my legs straighten out?

When I land:

- Do my ankles, knees and hips bend?
- Do I land on both feet?
- Is my landing quiet?



Focus: Jump for Height

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Home Learning Links

Jumping Challenge

This week's challenges are all about jumping!
Have a go at some of them!

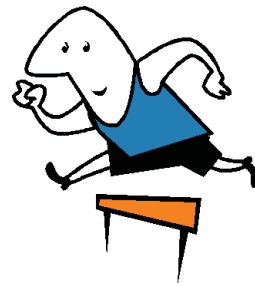
Your challenge for today is:

Can you jump up high to touch a target which mum has marked on the wall?



Your challenge for today is:

Can you jump up and over a low hurdle which mum has set up?



Your challenge for today is:

Have a go at skipping with a rope.



Your challenge for today is:

Can you do 10 really high jumps?
Try to jump higher each time?





Connecting Learning

The purpose of this section is to highlight and reinforce the FMS in a range of contexts

THE ARTS

Art & Design

- Model making – design and make a 'Jack in the Box'.
- Drawings, collages, paintings can all tell stories of everyday life and adventure. Depict the body in action, eg, jumping, falling down.
- Design and create unique pictures which tell stories, for example, drawings to show, 'me jumping on the trampoline'.

Music

- Focus: High and Low.
- Perform actions to match high and low sounds within a song, eg, 'Jack in the Box', 'Pop goes the Weasel', 'Jack in the Box', 'Five Speckled Frogs'.

Drama

- Take part in and enjoy a range of drama games, role plays and stories related to the theme of movement and jumping.
- Explore the use of puppets, eg, pretend the puppet is teaching others how to jump up and touch something.

MATHEMATICS AND NUMERACY

- Talk about what they are doing using appropriate mathematical language related to length and distance eg, high, higher, highest.
- Count orally in 1s forwards/backwards to/from 10 or 20 whilst jumping for height.
- Count orally in ones forwards/backwards from a given number within 10 (count three jumps, have a rest, then continue counting from three).
- With a partner, count how many jumps each can do in 30 seconds.
- Jump to mark height on wall. Measure using standard and non-standard units.
- Compare three heights and indicate which is shortest/ tallest and 'in between'.
- Understand the difference in jumping for distance and jumping for height.

PHYSICAL DEVELOPMENT

- Jump safely, with control and coordination.
- Explore, refine and improve simple jumping movements and sequences.
- Pretend to be 'Jack in the Box'.
- Jump high over cones, over/out of canes/hoops set on cones, etc.
- Jump to touch balloons suspended at different heights, wall targets.
- Respond to a stimuli – as you travel through the hall jump high when you hear the drum/ cymbals /tambourine.
- Begin to understand the importance of physical activity for good health.

LANGUAGE AND LITERACY

- Listen, read and respond to a range of stories, rhymes and media texts, eg, 'Teeny Weeny Tadpole', 'Hey Diddle Diddle', 'Dingle Dangle Scarecrow', 'Humpty Dumpty', stories about frogs, grasshoppers, rabbits, kangaroos.
- Understand, respond to and use positional language, eg, under, over, on, off, along, around, beside, and be able to talk about the movements of themselves and others.
- Use a range of forms of writing to reinforce skill of jumping for height eg, procedural, simple instructions, captions, sequences, labels, recounts.
- Use appropriate vocabulary, eg, leap, spring, bounce.
- Listen to, respond to and recall oral discussions, eg, oral sequencing of jump for height.

PERSONAL DEVELOPMENT

- Explore relationships with family and friends: cooperate with others, know how to treat others fairly and be able to share equipment.
- Make appropriate choices and decisions.
- Develop self-confidence by setting and achieving simple challenges and by participating in and improving the skill of jumping .
- Similarities and differences: understand that everyone has different strengths, abilities and needs.
- Explore and discuss the importance of being healthy.

WORLD AROUND US

- Name body parts that we use for jumping.
- Jumping trail – follow signs and directions around school.
- Explore springs and slinkies.
- Identify similarities and differences in living things. Sort and classify animals, insects and mammals that jump/don't jump.
- Play simple jumping games that have not changed over time, eg, Hopscotch.

HOME LEARNING

- Play Simon says... "jump up high two times, five times," etc.
- Complete home learning activities to reinforce skill of jump for height.

