



Rewarding Learning

Developing Fundamental Movement Skills



Focus: **Hop**

FOUNDATION STAGE • PHYSICAL DEVELOPMENT



GENERAL OVERVIEW OF 'HOP'

The hop is a continuous skill and involves taking off and landing on the same foot. Only one foot is used to lift the body and a smaller base of support is involved. Therefore, greater leg strength and dynamic balance is required for hopping than jumping.

It is an important skill to develop and acquire for safe body management, for example when you are pushed off balance or 'lose your footing'.

Jumping and landing when catching the ball in netball, completing a basketball lay up, playing the many forms of hopscotch, performing the triple jump and doing many dances all require the skill of hopping.



Overview of Statutory Requirements



Key Experiences

From **Towards**

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;
- Develop body awareness through varying body movements, eg change of speed, direction;
- Explore and refine simple movements; and
- Talk about what they are doing.

Progress in Learning

Towards

Children should have opportunities to:

- Move with control and coordination;
- Move with some confidence, imagination and safety;
- Show an awareness of general space;
- Travel showing change of speed and direction;
- Use appropriate language to talk about their ideas, feelings and movements; and
- Be aware of the effects of exercise on the body.



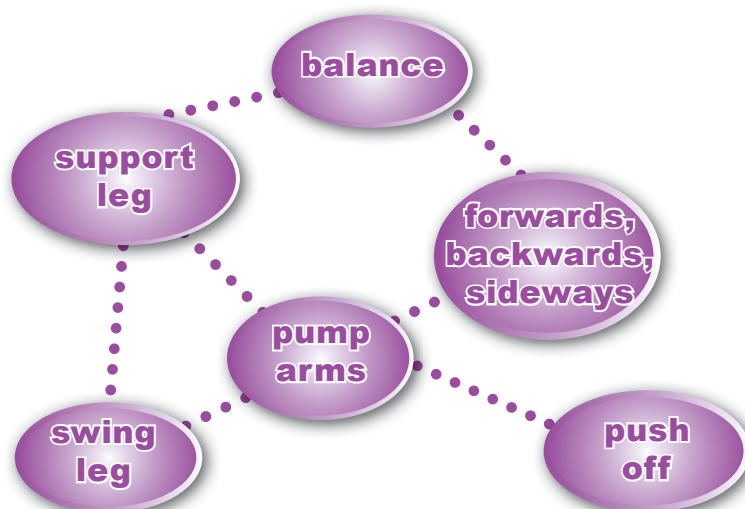
Can I? (Self Evaluation)

- balance on one foot?
- hop on the spot?
- hop on my left and right foot or alternate feet?
- hop along a line or between two ropes?
- hop over a small piece of equipment? For example: beanbag or spacer.
- hop round a hoop?
- hop quickly towards a line?
- use my arms to help me balance?
- hop in different directions – forwards, backwards, sideways?
- play hopscotch?
- let others play with me?
- listen to simple rules and instructions?

I am good at ...

I need to practise ...

Key Vocabulary





Focus: Hopping

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

TEACHABLE POINTS

CUES

Support leg bends on landing – cushioning the impact.

Flex ankle, knee and hip.

Leg straightens to push off.

Extend support leg support.

Push from the ball of the foot.

Heel off the ground.

Take off and land on same foot.

Same foot.

Swing leg moves in rhythm with support leg.

Drive swing leg forward in rhythm with support leg. Maintains balance knee drives forward.

Swing leg bends on landing, straightens to push off.

Look where you're going. Look forward.

Eyes focused forward.

Head held steady. Slight forward lean. Eyes focused forward.

Head and trunk stable.

Helps balance left body. Arm opposite the swing leg works harder.

Arms bent at the elbows and work forwards with the swing leg.

Able to hop on both right and left legs.

Versatility.



Focus: Hopping

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

INTERVENE IF YOU SEE **CUES**

Landing with stiff ankle, knee, hip. Landing very flat footed.

Flex and bend support leg.

Holding swing leg stiffly to the front, side, back.

Swing leg moves.

Arms not moving to assist action.

Arms move, not stiff.

Eyes looking down.

Look forward.



Focus: Hop

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 use a variety of equipment /resources;
- Understand and use the skills required to complete a simple task;
- Recognise the importance of working individually, in pairs or in small groups;
- Know how to move safely and confidently;
- Observe, describe and copy what others are doing; 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.





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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 1

Year 1

Activity: **Gymnastics** Unit of Work: **Travelling**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple movement sequences;
- Travel using walking and hopping;
- Travel away from, towards, along, over and around apparatus; and
- Lift, carry and place apparatus safely.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Walk to new spaces. Stop on command. Repeat.
 Hop on spot. Stop. Repeat.
 Walk to new spaces, stop and hop on the spot. Repeat.
 (Use tambourine or drum for hopping).

Encourage good use of space.
Quiet feet.
Bend knees for soft landings.

FLOORWORK

Collect a beanbag. Set it on the floor.
 Walk through all the spaces without touching the beanbags.
 On 'Home' command, hop home to your own beanbag.
 Run through the spaces and hop home.
 Can you hop away from your beanbag and hop back to it?
 (Hop forwards)
 Show all the different ways you can hop and run around, over, across,
 away from and towards your beanbag.

Support leg bends on landing.
Swing leg moves in rhythm with support leg.
Eyes focused forwards.
Use of 'HOP' cue card.
Variety of ideas. Soft feet.

APPARATUS WORK

Show how you can travel along pathways. Try to find places where
 you can jump, crawl, hop, bounce, balance.
 What will you do if you meet someone on your pathway?

 Equipment away safely.

Variety of travelling methods.
Quiet feet.
Solve the problem.



COOL DOWN

Sleeping Lions

Lie perfectly still – eyes closed – teacher touches children – they
 stand up one at a time and walk very quietly to the door to line up.

EVALUATION

RESOURCES

Beanbags, benches, mats, low tables, hoops.
and raised hoops.
'HOP' cue card.



Focus: Hop

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 2 Year 1

Activity: **Gymnastics** Unit of Work: **Travelling**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple movement sequences;
- Travel using jumping and hopping;
- Travel away from, towards, along, over and round apparatus; and
- Lift, carry and place apparatus safely.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Stand on one leg for 15 seconds and balance. Change leg and repeat.
Hop on the spot.
Hop forwards through the spaces. Stop on command. Repeat.
Hop backwards, hop sideways.
Make up your own hopping pattern.

*No wobbling.
Use arms for balance.
Quiet feet.
Bend knees for soft landings.
Encourage good use of space.*



FLOORWORK

Collect a hoop. Hop away sideways from your hoop and then hop sideways back to it. Can you hop around your hoop?
Can you hop on the other leg?

'Tadpoles': Collect a rope each. Place rope coming out of hoop. Show all the different ways you can travel along the rope and how you can jump or hop in, out, around and across your hoop. Repeat.

*Support leg bends on landing.
Swing leg moves in rhythm with support leg.
Eyes focused forwards.
Use of 'HOP' cue card.
Variety of ideas.
Soft feet.*

APPARATUS WORK

Show how you can travel along pathways. Try to find places where you can hop, crawl, jump, bounce and balance.
What will you do if you meet someone on your pathway?

Equipment away safely.

*Variety of travelling methods.
Quiet feet.
Solve the problem.*

COOL DOWN

Find a BIG space and stand in it. How BIG can you make yourself?
Stand up and take 'GIANT STRIDES' (big slow strides) through the spaces.
Stand on one leg for 15 seconds and balance.

*No wobbling.
Use arms to help you balance.*

EVALUATION

RESOURCES

*Benches, mats, low tables, hoops, ropes and raised hoops.
'HOP' cue card.*



Activity: **Gymnastics** Unit of Work: **Travelling**

CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple movement sequences;
- Travel using walking and hopping;
- Travel away from, towards, along, over and round apparatus; and
- Lift, carry and place apparatus safely.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Stand on one leg for 15 seconds and balance. Change leg and repeat. Hop through the spaces in a curvy pathway. Stop on command and balance on one foot. Repeat

*No wobbling. Use arms to help you balance.
Can you hop on either leg?
Quiet feet.
Bend knees for soft landings.
Encourage good use of space.*

FLOORWORK

Walk through the spaces in straight lines. Make sharp turns. Stop on command. Explore various methods of travelling on foot, eg, jog, hop, skip, gallop, jump, bounce, walk. Can you make your own walking, hopping and balancing pattern?

*Support leg bends on landing.
Swing leg moves in rhythm with support leg.
Eyes focused forwards.
Arms bend and move to assist leg action.
Use of 'HOP' cue card.*

Collect two domes and a hoop. Balance your hoop on top of the domes. Show all the different ways you can jump, hop, bounce in, out, over, away from, towards and around your hoop.

*Variety of ideas.
Soft feet.*

APPARATUS WORK

Travel along pathways. Find places to bounce, hop, jump, bunny jump, balance, crawl, etc. What will you do if you meet somebody on your pathway? How will you get around each other?

*Interesting routes.
Variety of ideas/methods of travel.
Soft feet.*

Equipment away safely.

COOL DOWN

Bounce on the spot, sometimes high bounces, sometimes low bounces. Bounce low to the ground, curl up small.

*Encourage good spacing.
Soft landings.*

EVALUATION

RESOURCES

*Benches, mats, low trestles, hoops and domes.
'HOP' cue card.*



Focus: Hop

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Additional Activities

TEACHER LED Learning Experiences

Obstacle Course

'Rivers and Puddles' – set up an obstacle course where children have to hop over 'rivers' (ropes) and hop over/around 'puddles' (sequencing spots). Hop into, out of, over and around hoops or sequencing spots.
Link with balance/line walk.

Play stations

Beginning – Hop in a straight line between two given spots, pick up a beanbag and hop back.
Developing – Hop in and out through cones in a zigzag course. Increase distance between hops using markers.
Consolidating – Hop to these patterns: RRR, LLL, or RLRRLL (R = right foot, L = left foot).
Design your own hopping pattern.
Design a hopping game using junk and/or commercial resources.

Movement to Music

Hop to slow/fast music.
Hop to a rhythm using a tambourine.
Hopping action songs, eg, 'This is the way we hop to school', 'Dance of the Sugar Plum Fairy', 'Bananas in Pyjamas', 'A spoonful of sugar'.

CHILD LED Learning Experiences

Playground Play

Use playground markings for hopscotch and own variations.
Hop in 'hopping circles', eg, five hops, ten hops.
Hop along activity lines/follow the leader.
Move about hopping – hop on spot – freeze on one foot (balance on one foot).

Invented Games

Toy games played while hopping, eg hop like a rag doll.
Children's own ideas using playground markings and/or basic equipment, such as spacers, low cones, ropes, sequencing spots. Can you hop over rope four times? Hop from one hoop to another. Invent a hopping pattern along, between, over or around equipment.
Hop to spell your name on alphabet snake/lettered cones or beanbags.
'Incy Wincy Spider' – hop along an agility ladder (or chalk).
Hop around the 'roundabout' (hoop).

Movement to Music

Pretend to be rabbits, frogs, kangaroos. Include props if available, eg bunny tails, frog masks, etc.

Dramatic Play

Provide a 'Hop activity box' (include sequencing spots, sticky feet, ropes, numbered stepping stones, beanbags, etc), for use during play.



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Sample Activity Planner

The Fundamental Movement Skill HOPPING: A Locomotor Skill



LEARNING OUTCOMES:

Physical Education

- Display awareness of when and why they hop.
- Describe how to hop using relevant language.

Skills for Physical Activity

- Demonstrates body management skill of balancing in preparation for hopping.
- Demonstrates locomotive skill of hopping.

Learning Experiences

Weekly Learning Outcomes

1

- Respond to teacher led questioning about occasions when the children hop.
- Record hopping experiences through word and picture.
- Attempt to hop on the spot.
- Hop between two given markers.

2

- Watch a video of various children hopping.
- Discuss and identify which children they thought were performing well and those who performed not so well.
- Each child will perform a given number of hops within his/her hoop.

1

- Discuss when they hop.
- Produce pictures of hopping experiences.
- Perform stationary hops.
- Hop to travel.

2

- Experience examples of proficient and weak hopping.
- Identify the important elements of hopping, ie, swings leg in rhythm, arms bent and swinging, eyes ahead, support leg bending on landing, stable head and trunk.
- Hop within a given space.

3

- Bouncing on the spot.
- "Hoop hop" hopping from one hoop to another.
- Playing "Hoop Hopscotch".

4

- Hopping to music: "One Potato...", on the spot and subsequently moving through space.
- "Beanbag Hop": children will hop from hoop to hoop, transferring beanbags from one hoop to another, seeing who can gather the most beanbags in a given time.

3

- Revise and consolidate important elements of the skill of hopping.
- Develop and practise these elements through play station games, "Hoop Hop" and "Hopscotch".

4

- Develop rhythm in hopping through listening and moving to music.
- Practice hopping skill through game play.

5

- Hopping on the spot.
- Hopping over a given obstacle, eg, a rope.
- "Stepping Stones" game: hopping from one marker to reach another.

6

- "Rivers and Puddles" game, children hop over puddles and into puddles.
- Observe each other as they perform hopping game.
- Discuss what they have seen and done and comment on how they can improve and develop this.

5

- Develop the ability to hop for distance.
- Refine hopping skills.

6

- Consolidate the skill of hopping through game play.
- Consolidate the children's understanding and knowledge of how their hopping can be improved.

Resources:

- Crayons
- Paper
- V.C.R.
- Hoops
- Beanbags
- Ropes
- Tape Recorder
- Markers

Comments:



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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

Hopping Rhyme

Can you hop like a big green frog?
If you can then hop with me.

Can you hop like a bunny rabbit?
If you can then hop with me.

Can you hop like a kangaroo?
If you can then hop with me.

Can you hop like a blackbird?
If you can then hop with me.

(Adapted from 'Helping Young Children with Steady Beat')

Obadiah

Hop, hop Obadiah
Get into the groove!

Hop, hop Obadiah
Show us how you move!

Hop, hop Obadiah
Hopping all the way!

Hop, hop Obadiah
Have a lovely day!

(Adapted from 'Helping Young Children with Steady Beat')

The Kangaroo

Old Jumpety – Bumpety – Hop - and – Go – one
Was lying asleep on his side in the sun.
This old kangaroo he was whisking the flies
With his long glossy tail from his ears and his eyes.
Jumpety – Bumpety – Hop – and - Go – one
Was lying asleep on his side in the sun,
Jumpety – Bumpety – Hop!

Anon

(Reference – 'Macmillan Treasury of Nursery Rhymes and Poems')





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DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

Hop around on One Leg

(Tune of 'She'll be coming round the mountain')

I can hop around on one leg
Watch me hop
I can hop around on one leg
Watch me hop
I can hop around on one leg, hop around on one leg
Hop around on one leg
Watch me hop!



Can you hop on one leg?

(Tune: 'Aiken Drum')

Oh, can you hop on one leg
On one leg, on one leg?
Oh can you hop on one leg
And hop around the room?

Yes I can hop on one leg
On one leg, on one leg
Yes I can hop on one leg
Watch me hop!

(Adapted from 'Bobby Shaftoe')

A Puppet Said To Me

(Tune of Princess Long Ago)

I went to see a puppet show
Puppet show, puppet show
I went to see a puppet show
And the puppet said to me.

Can you hop on one leg,
On one leg, on one leg?
Can you hop on one leg?
That's what he said to me.





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Home Learning Links

My homework tonight is to practise hopping.
This is how you can help me.

- 1 Check that my support leg bends on landing.
- 2 Check that my head and body are still.
- 3 Check that I keep my eyes looking forward.
- 4 Check that my swing leg is moving in rhythm with my support leg.





Connecting Learning

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

THE ARTS

Art & Design

- Describe movements using art media for example, drawings/ mono-printing to show hopping in the playground, the hall, etc.
- Use real experiences, memory and imagination to observe and respond to tasks.
- Experiment using a wide range of media, materials and processes, eg: pencils, chalks and paints, dough and plasticine to depict skill of hopping.
- Talk about their own and others work.

Music

- Develop a sense of steady beat by listening to, joining in and remembering rhymes and singing games using appropriate actions, eg, 'This is the way I hop to school'.

Drama

- Take part in and enjoy a range of drama games.
- Discuss and act out possible scenarios, eg, whilst playing a game of hopscotch with friends, someone falls and gets hurt, how would you help them?

MATHEMATICS AND NUMERACY

- Count forwards/backwards in 1s to/from 10 or 20 whilst hopping between two markers, apparatus, or playground.
- Copy or create and continue a simple pattern, eg, hop for count of five, run for count of five, then hop for count of five.
- Compare two lengths and indicate which is shortest/longest (length of hop needed to hop between two skipping ropes laid on the ground).
- How many hops can you do in ten seconds?
- Hop along number line, whilst counting.
- Understand positional language, eg, hop forwards, backwards, across, beside and between.
- Hop from square to circle to triangle.
- Talk about what they are doing using appropriate mathematical language.

PHYSICAL DEVELOPMENT

- Use of playground markings and games to explore, reinforce and enjoy skill of hopping.
- Hop over, round and along various objects/apparatus.
- Beanbag hop – hop from hoop to hoop transferring beanbags from one hoop to another. Who can collect the most?
- Develop confidence and sense of fun through participating in movement activities.
- Explore, refine and improve simple hopping movements and sequences.
- Talk about what they and others are doing.

LANGUAGE AND LITERACY

- Listen, read and respond to a range of stories, rhymes and media texts.
- Recall a story and repeat a rhyme, eg, 'Hopping rhyme', 'Obadiah', 'On a log', 'The kangaroo', 'One potato, two potato'.
- Understand and use new vocabulary, eg, 'swing support leg, balance'.
- Recall sequence of movements related to the skill of hopping.
- Comparing and contrasting, eg, different animals hopping, what makes a good hop?
- Use of a variety of forms to record observations and experiences related to hopping, eg, drawings, lists, labels, captions and sentences.

PERSONAL DEVELOPMENT

- Explore relationships with family and friends – know how to treat others fairly and be able to share equipment.
- Similarities and differences: understand that everyone has different strengths, some are good at hopping, while others may need some help.
- Be able to make choices and decisions.
- Explore and discuss the importance of being healthy and share ideas on how to keep healthy.
- Develop self-confidence by setting and achieving simple challenges and by participating in and improving the skill of hopping.
- Learn to focus attention, concentrate and remember by taking part in activities and games.

WORLD AROUND US

- Identify similarities and differences in living things. Sort and classify animals, insects and mammals that hop, eg, bunnies, lambs, frogs, kangaroos.
- Understand and use positional and directional language in relation to movement.
- Know that physical activity is good for the body.

HOME LEARNING

- Complete home learning activities.
- Send home 'sticky spot' to hop on or 2 beanbags/markers to hop between. Vary distance between them.

