



Rewarding Learning

# Developing Fundamental Movement Skills



**FOCUS: Jump for Distance**  
FOUNDATION STAGE • PHYSICAL DEVELOPMENT



## GENERAL OVERVIEW OF 'JUMP FOR DISTANCE'

The jump for distance is an important skill to assess a child's ability to co-ordinate the movement of arms and legs and to assess their sense of rhythm and timing.

It is essential to teach and to practise landing safely by bending ankles, knees and hips. This helps to absorb impact on landing. Body weight should be evenly distributed between both feet, with both feet landing at the same time.

The Jump for Distance skill is used in many playground games such as hopscotch, jump rope and elastics as well as in many dances and action songs. Similar skill criteria are important in athletic activities such as the standing broad jump, long jump and triple jump.



# Overview of Statutory Requirements



## Key Experiences

From .....

## Progress in Learning

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, 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 when 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.

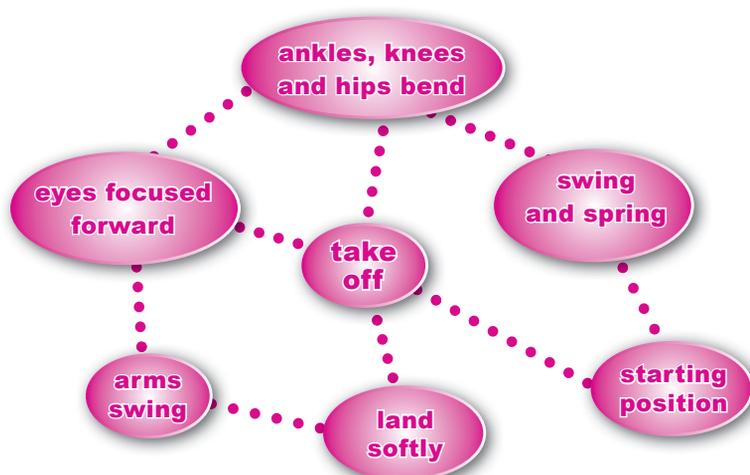


## Can I? (Self Evaluation)

- get into a good starting position?
- keep my eyes focused forwards as I jump?
- swing my arms forwards to help me jump further?
- take off and land on two feet?
- land softly like a fairy?
- land on my imaginary motorbike with quiet feet?
- explain how to do a good jump?
- listen to simple rules and instructions?
- try something first before asking for help?

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

## Key Vocabulary





# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## TEACHABLE POINTS

## CUES

Ankles, knees and hips bend.

*"Get into the 'ready' position".*

Eyes focused forward.

*"Head up, eyes forward".*

Arms swing behind body.

*"Ready to jump".*

Legs straighten.

Both feet leave the ground together.

*"Swing and spring".*

*"Reach for the sky".*

Arms swing forward and up.

Land on both feet at the same time.

*"Fairy landings".*

*"Heels off the floor".*

Ankles, knees and hips bend to absorb impact.

*"Quiet as a mouse".*



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## INTERVENE IF YOU SEE CUES

Arms not moving back behind body in preparation.

*"Arms back – 'ready' to jump".*

Taking off on one foot.

*"Imagine you have wrapped some magic sticky tape round your ankles". Give child a bean-bag to hold between their ankles. "Jump off two feet".*

Legs not extending completely on take-off.

Jumping up rather than out.

*"Strong take-off".*

Not flexing the ankles, knees and hips.

*"Lean and reach forward. Pick a spot on the floor and jump towards it".*

Overbalancing on landing.

*"Bend your knees for a soft, fairy landing".*

*"Land on your bicycle. Hold on to the handlebars".*



# Focus: Jump for Distance

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 Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 1 Year 1/2

## Activity: Athletics Unit of Work: Jump for Distance

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple jumping sequences;
- Jump and land safely (two feet to two feet); and
- Listen to 'The Teeny Weeny Tadpole' story (Sheridan Cain & Jack Tickle) and begin to understand appropriate vocabulary.

### TEACHING POINTS

Use verbal and visual cues:

- Rhyming words
- Action words
- Repetition
- Life cycle of the frog.

### INTRODUCTORY ACTIVITY

Use of sequencing spots as lily pads – (these could be placed on individual mats).

Walk 'in' and 'out' of all the spaces. Stop on command and bounce towards a 'lily pad' and perform a 'big bounce on to the spot'.

Repeat.

Bounce on the spot. Stop. Repeat.

Walk to new spaces, stop and bounce on the spot. Repeat. (Use tambourine or drum for bouncing).

Spots/mats away.

Sequencing spots can be their 'lily pads'.

Encourage good use of space. Quiet feet.

Bend knees for soft landings.

Bounce high into the air – head up to land safely on 'lily pad'.

Taking off on two feet and landing on two feet.

### SKILL DEVELOPMENT

Travel close to the floor, along the floor – 'Can you wiggle like the tadpole?' 'What other body parts can you wiggle on?'

Jump for Distance – (two feet to two feet) Find a line in the hall, put your feet to the line and swing your arms to help you jump forwards. Find a new line and try again.

Collect a small hoop each. Show all the different ways you can jump out, round and across your hoop.

Take care when jumping 'across' the hoop – hoops can be taped down using masking tape.

Use demonstration to show and discuss different ways of moving.

Bend knees to take off, use arms to help you gain height.

Ensure pupils are taking off and landing on two feet.

Don't be like the tadpole 'springity-sprong, landing with a bong'.

Soft, quiet landing – 'Land on your bicycle' Bend knees.

**Use of 'JUMP FOR DISTANCE' cue card.**

Variety of ideas. Quiet feet.

### FURTHER DEVELOPMENT

'Frog jump' onto your lily pad (hoop/spot) with two feet and two hands touching inside the hoop/landing on spot.

Show how you can travel along pathways. Try to find places where you can jump, wiggle, hop, bounce.

Use low spacers, cones, jumping rods across spacers, beanbags, skipping ropes, etc.

What will you do if you meet someone on your pathway?

Equipment away safely.

Variety of travelling methods.

Class can be divided into three or four different groups with identical work stations.

### COOL DOWN

"Jack the Tadpole jumps up like THIS!

He jumps high in the air

He lands back down with a quiet splash

Because he takes such care."

Say action rhyme aloud.

'Spring out of the water'.

Close eyes and curl up small to finish.

### EVALUATION

### RESOURCES

The Teeny Weeny Tadpole book.

Beanbags, hoops, sequencing spots, low cones,

jumping rods, skipping ropes, tambourine or drum.

**'JUMP FOR DISTANCE' cue card.**



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 2 Year 1/2

## Activity: Athletics Unit of Work: Jump for Distance

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Demonstrate how to perform bunny jumps safely;
- Jump for Distance in a controlled and safe manner;
- Perform simple two footed jumps; and
- Show control when jumping into a target area (pretend pond).

### TEACHING POINTS

Read through 'The Teeny Weeny Tadpole' book.  
"Today we will be practising our bunny jumps."

### INTRODUCTORY ACTIVITY

Bounce on the spot.

Bounce through the spaces. Stop on command. Repeat.

Bounce backwards, bounce sideways. Make up your own bouncing pattern, eg, two bounces forwards, two bounces backwards and finish with one big bounce to one side.

"What part of the feet do we land on?" Answer can be given as 'the front of the foot!'

Quiet landings.

Bend knees for soft landings.

Encourage good use of space.

### FLOORWORK

Bunny jumps – take weight on hands and bring feet to a new place. Repeat. Walk into a space, do a bunny jump, stand and repeat.

Jump for Distance:

- Practise jumping from a line in the hall/ in playground;
- Collect a hoop and set it on the ground. Stand in your hoop and jump out of it. Repeat.
- When you jump out of your hoop, travel to somebody else's hoop in a bouncy way and step inside it and jump out. Repeat.

Let a few children demonstrate their jumping for distance and discuss movements with others.

Strong straight arms, hands shoulder width apart, fingers and thumbs flat, soft landings, bounce feet to a new place – quietly repeat 'hands, feet, hands feet!'

Two feet to two feet, head up, looking ahead.

Swing arms forwards.

Soft landing – 'Land on your bicycle!'

Hips, knees and ankles bend on landing to absorb the impact.

Encourage a variety of ideas.

**Use of 'JUMP FOR DISTANCE' cue card.**

### FURTHER DEVELOPMENT

Travel along pathways. Find places to bounce, hop, jump, bunny jump, wiggle etc.

Collect two–three domes and spread them a little apart. Balance your hoop on top of the domes. Show all the different ways you can jump, hop, bounce and bunny jump in, out, over and round your hoop.

"Can you jump into your hoop and bunny jump out?" (place hands outside hoop, feet inside hoop, then bounce feet out).

Equipment away safely.

Group work.

Use illustrations in story book to explain where the tadpole could go and practise his jumps – a simple apparatus layout.

Variety of ideas/methods of travel.

Soft feet while travelling and landing.

"Jump as high as you can and use your arms to jump even higher – keep your head up."

Don't land like the tadpole "Jumpity-bump – he landed with a thump."

### 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

'The Teeny Weeny Tadpole' book.

Beanbags, spacers, jumping rods. low cones, hoops, skipping ropes and domes.

**'JUMP FOR DISTANCE' cue card.**



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 3

Year 1/2

## Activity: Athletics Unit of Work: Jump for Distance

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Hop on either leg – on the spot and while travelling;
- Jump and land safely (two feet to two feet);
- Perform hopping and bouncing movements; and
- Hop and change direction.

### TEACHING POINTS

*The Teeny Weeny Tadpole story.*  
*Read through story and talk about the 'grasshopper' with his 'spring legs'.*

### INTRODUCTORY ACTIVITY

Hop on the spot – five hops on each foot. Bend 'support' leg.  
Hop through the spaces. Stop on command. Repeat. Head held steady looking forward.  
Hop backwards, hop sideways.  
Change direction. Keep changing feet.  
Make up your own hopping pattern.

*Encourage good use of space. Quiet feet.*  
*Bend knees for soft landings.*  
*Flex the support leg at the ankle and knee to cushion the landing.*  
*Use of the 'swing leg,' knee drives forward in rhythm with the support leg to assist the movement.*

*Quiet landings.*

### FLOORWORK

Jump for Distance – (two feet to two feet). Find a line in the hall, put your feet to the line, get into ready position and swing your arms to help you jump forwards. Find a new line and try again.

Collect a hoop. Stand in your hoop and jump out of it. Repeat. Can you jump a little further each time?

*Ankles, knees and hips bent ready to jump. Use arms to swing forward and up. Land on both feet at the same time, bending knees, ankles and hips for a soft landing.*  
**Use of 'JUMP FOR DISTANCE' cue card.**  
*Variety of ideas.*

### FURTHER DEVELOPMENT

'Tadpoles'. Collect a rope or sequencing spot each. Place rope coming out of hoop/spot. Show all the different ways you can travel along the rope in a jumping way and how you can jump in, out, round and across your hoop/spot. Repeat and keep trying different ways of travelling and jumping.

Show how you can travel along pathways. Try to find places where you can jump, walk, hop, bounce and bunny jump.

Remember to jump 'high into the air' – keep head up and quiet landing. Create and practise a little jumping 'pattern' or 'sequence' using your apparatus.

Let children demonstrate their sequences to others and discuss the range of movements.

Equipment away safely.

*Variety of travelling methods.*  
*Quiet feet.*

*Discuss and demonstrate simple layouts using illustrations in the story.*  
*Change direction and level you are working.*

*Encourage jumping for distance by placing four or five small hoops/cones in a row etc, somewhere at their work station.*



*Sing aloud to the tune 'Frere Jacques'.*

### COOL DOWN

Move your body.  
Move your body.  
Bend your knees (x2).  
Put your arms behind you (x2).  
Focus and jump (x2).

### EVALUATION

### RESOURCES

*Hoops, ropes, beanbags, small cones sequencing spots and raised hoops etc.*  
**'JUMP FOR DISTANCE' cue card.**



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 4 Year 1/2

## Activity: Athletics Unit of Work: Jump for Distance

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Perform simple combinations of jumps;
- Show control in the manipulation of small equipment;
- Perform a safe two footed jump for distance;
- Travel in a 'small space' and a 'big space'; and
- Combine a 'jump' with travelling in a 'small space and a 'big space'.

### INTRODUCTORY ACTIVITY

Ask the children to:

Show you different stretches. Can they stretch their feet, knees, bottom, backs?

Walk (march) on the spot, then 'round' in a small space, then into general space.

Repeat bouncing – jumping up on the spot taking off on two feet and landing on two feet.

Run – show me little tiny running steps – short steps.

Run – show me giant running steps – long strides.

### SKILL DEVELOPMENT

#### Different ways of crossing the stream

- Small jumps and big jumps

#### Introduce combinations of jumps across the stream, eg:

- One foot to the same foot (hop);
- One foot to the other foot (leap);
- One foot to both feet;
- Two feet to two feet (bounce); and
- Two feet to one foot (hop-scotch).

"The big bad fish chased Tadpole up and down.

And in and out the weeds.....until Tadpole leapt high in the air....He leapt all the way home."

Show different combinations of jumps.

Practise the jumping sequence for hop – step – jump.

Encourage the children to describe the type of jump someone else is using, eg, one foot to same foot, one foot to other foot.

### FURTHER SKILL DEVELOPMENT

(Working in groups of two–four)

Children to set out the area with low obstacles to jump over:

- Taped or chalk lines marked on the floor;
- Flat sequencing spots;
- Plastic canes/jumping rods;
- Markers/spacers; and
- Skipping ropes.

### COOL DOWN

"Jumpers be nimble

Jumpers be quick

Jumpers jump over the candlestick"

### EVALUATION

### TEACHING POINTS

Read 'The Teeny Weeny Tadpole' story and talk about the changes in the tadpole and how much space is needed now for the 'Big Bad Fish'.

Highlight moving in 'small space' and then a 'big space'.

Encourage good spacial awareness.

Small, quick steps.

Quiet feet.

Use arms to help make long strides.

Use parallel lines, a short distance apart, eg use two skipping ropes/chalk lines.

Working in pairs copying each other.

Keep the head up, eyes focused forward. Arms to help swing body forward and up.

Take off and land safely on the balls of the feet.

**Use of 'JUMP FOR DISTANCE' cue card.**

Use/adapt extract from 'The Teeny Weeny Tadpole' story.

Jump continuously.

Combine the basic jumping actions to form simple combinations.

Place individual or larger mats by the higher obstacles and specify the direction of travel.

Safe, quiet landings.



Children to say aloud and complete the action rhyme a number of times.

### RESOURCES

Chalked or taped lines, markers and cones, canes, jumping rods, ropes, sequencing spots, mats.

**'JUMP FOR DISTANCE' cue card**



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Additional Activities

### TEACHER LED Learning Experiences

#### Obstacle Course

As part of a PE lesson, eg, jump off a bench onto a mat, jump over a raised cane, jump from hoop to hoop, and jump from sequencing spot to sequencing spot.

#### Circuits

Same activities as for obstacle course but practised separately.

#### Learning Centre

A collection of materials to enable children to engage in activities at their own level, at their own rate and in their own way to achieve learning outcomes, eg, 'jump to sequencing spot.' 'Look underneath it to find where to go next.' Practise skills as you jump from spot to spot.

#### Skill Practices

Jump to the music/drum or tambourine beat.  
Jump in and out of a hoop or away from and towards a sequencing spot.  
Bend knees when you land so that your landing is soft and quiet.

#### Problem Solving

How many jumps does it take to travel between two given points?  
How far can you jump?  
Can you find something to measure the distance?  
Can you jump in time to the music?

### CHILD LED Learning Experiences

#### Playground Play

Using playground markings, children jump in, out, round and along spots, activity lines and hopscotch.

Creative, exploratory and dramatic play, eg, jumping over lines, 'rivers', holes, waves – measuring, estimating length of jumps.

#### Invented Games

Eg, 'Lily pad leap' – jump from bank to bank across lily pads (use markers, sequencing spots as lily pads).

#### Movement to Music

Music to practise jumping to, eg, 'Jump' by The Pointer Sisters.

#### Dramatic Play

Props Box – make frog, rabbit, kangaroo, tiger, and leopard masks. 'Stalk prey and pounce' on tambourine beat.

Word Box – 'pounce, bound, leap, jump', etc and pictures. Match words and pictures. Say words aloud.

#### Simple Games

Sack race – children in sack, jump to marker and back.  
Lily pad leap/stepping stones.  
Jump rope.



# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Sample Outdoor Play Activity Planner

You may wish to lay out all or a number of the play stations below depending on space and time available.

### Play Stations

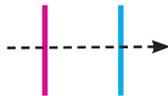
1. Jump round the roundabout



2. "Beanbag Leapfrog"  
"Five little speckled frogs" (number of jumping spots).

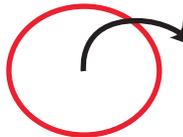


3. Jump across the River



(two ropes or chalk)

4. Jumping Out Of The Hoop



(place bean bag on landing)

5. Mr Wolf – Jump Not Walk (class)



6. Jump Scotch In The Park

7. Words/Letters/in Hoops. Jump to spell a word/sentence



8. Jump over Cones



9. Treasure hunt – How many jumps to reach the treasure?

10. Tambourine – child/children play tambourine for others to jump to the rhythm  
(2 jumps/3 jumps/4 jumps etc)





# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Rhymes and Action Songs



### Froggie, Froggie

Froggie, froggie  
Hoppity-hop!  
When you get to the sea  
You do not stop.  
Plop!



### Move your body (To tune of Frère Jacques)

Move your body  
Move your body  
Bend you knees (x2)  
Put you arms behind you (x2)  
Focus and jump (x2)



### Hey Diddle Diddle

### We're going on a Bear Hunt

### Five Little Speckled Frogs





# Focus: Jump for Distance

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Home Learning Links

In PE I have been practising jumping. Let me show you.

### Make sure I:

- Bend my ankles, knees and hips in preparation;
- Look forward;
- Swing my arms behind my body;
- Take off, with both feet leaving the ground at same time;
- Swing my arms forward and up;
- Land on both feet at same time; and
- Bend my ankles, knees and hips on landing.





# Connecting Learning

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

## THE ARTS

### Art & Design

- Design and create unique pictures which tell stories, for example, drawings to show 'me jumping on the trampoline'.
- Describe movements using art media for example, drawings/mono-printing to show ways of jumping.
- 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 jumping, eg: use plasticine to show starting position.
- Talk about their own and others work.

### Music

- Focus: Long and Short. Recognise long and short sounds and make longer and shorter sounds using voices and instruments.
- Listen to, join in and remember rhymes, songs and singing games using appropriate actions, eg, 'Jump' by The Pointer Sisters, 'Pick a Bale of Cotton', 'This is the way I jump to school'.

### Drama

- Take part in and enjoy a range of drama games.
- Discuss and act out possible scenarios, eg stories related to jumping.

## MATHEMATICS AND NUMERACY

- Understand and follow basic directional instructions, eg: jump forwards, backwards, across, beside and between.
- Count orally in 1s, forwards/backwards to/from 10 or 20 whilst jumping forwards/backwards along a number line marked on floor or playground.
- Recognise numerals to 10/20. Teacher holds up A4 card with a number on. Children have to jump to that number on the number line.
- Talk about what they are doing using appropriate mathematical language related to length and distance, eg, long, longer, longest.
- Compare two lengths and indicate which is longest/shortest, eg, length of jump needed to jump over gaps between two skipping ropes laid on ground.
- Create patterns using different jumps.

## PHYSICAL DEVELOPMENT

- Explore, refine and improve simple jumping movements and sequences.
- Jump over playground markings or lines in the PE hall, along sequencing spots or a rope, out of a hoop, over an agility ladder.
- Jump safely, with control and coordination.
- Develop confidence and sense of fun through participating in movement activities.
- 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, 'We're going on a Bear Hunt', 'Pop in Pop out', 'Five Little speckled Frogs', 'Hey Diddle Diddle'.
- Listen to, respond to and recall oral discussions.
- Understand, respond to and use positional language, eg, under, over, on, off, along, around, beside, to talk about the movements of themselves and others.
- Use a range of forms of writing to reinforce skill of jumping, eg, procedural, instructions, lists, sequences, labels, recounts.
- Recall events or experiences through oral and written forms, eg, jumping in the hall, outside, at home.

## PERSONAL DEVELOPMENT

- Similarities and differences: understand that everyone has different strengths, some are good at jumping, while others may need some help.
- Explore relationships with family and friends – know how to treat others fairly and be able to share equipment, making appropriate choices and decisions.
- Explore and discuss the importance of being healthy and create a class list on how to keep healthy.
- Develop self-confidence by setting and achieving simple challenges and by participating in and improving the skill of jumping.

## WORLD AROUND US

- Identify similarities and differences in living things. Sort and classify animals, insects and mammals that jump eg, frogs, fleas, kangaroos, rabbits, hares, crickets, locusts etc.
- Play and remember old playground games, eg, Tiddlywinks, Hopscotch.
- Look at different types of cats and their behaviours and habitats.
- Understand and use positional and directional language in relation to movement, eg, in front of/behind.

## HOME LEARNING

- Complete home learning activities.
- Send home two 'sticky spots' or beanbags/markers to jump between. Vary distance between them.

