

As they progress

Jumping Jade

Resources

- Throw-down markers, feet markers
- Measuring sticks, tape measures, chalk

Questions

- How did you decide where to put your marker at first?
- What did you do to your marker after one or two jumps?
- What helps you to jump further?



Let's 'Play to Learn'

- Set out a 'river' for the children to jump over
- Encourage the children to predict where they can jump over the 'river' without landing in the water or where they can jump from one side to the other in two jumps, using a stepping stone, etc.
- Allow the children to adjust their predictions based on experience
- Leave a mark to record the children's best jumps

Key words

- control, coordination, balance
- jump and land
- frog hop
- predict

Opportunities to:

- jump over progressively longer distances
- follow simple rules

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- the jumping surface can absorb landing, e.g. gymnastics mats or grass areas
- children bend their knees on landing using 'Frog Hop' landing

Can you see the child?

- Jumping over progressively longer distances
- Following simple rules

most of the time

sometimes

Encourage the child to:

- draw their own 'river' with chalk
- count how many jumps it takes to clear the river and try to reduce this number
- run and jump
- practise jumping using Technical Skills Cards
- record their jumps in tiny steps or giant steps

Encourage the child to:

- set their own jumping targets
- create their own scoring system
- create an imaginary journey with lots of things to jump over, as in 'Super Mario', the video platform game character

Rich opportunities

- PSD, WB&CD: Social – understand that rules are essential in an ordered community, take turns, fair and unfair
- MD: Estimate the size of a measure; measure using standard and non-standard measures, developing mapping skills