



# Physical Education

## Jumping Foundation

### Unit Purpose

The unit of work will **explore** jumping, in different directions, at different speeds, different levels, heights and distances.

Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.

### Inspire Me

The mens world record for the long jump (distance) is held by **Mike Powell**, who jumped 8.95m in 1991. The womens world record is held by **Galina Chistyakova**, who jumped 7.52m in 1988.



### Key Success Criteria

- P** Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.
- C** Pupils will explore their curiosity as they try jumping in a variety of different ways.
- S** Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.
- W** Pupils will show courage as they apply developing confidence while exploring their jumping skills.

### Vocabulary for Learning

**Jumping:** is a form of moving where we use our body to propel ourselves off a surface and into the air.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has jumped.

**Height:** is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped.

**Space:** is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

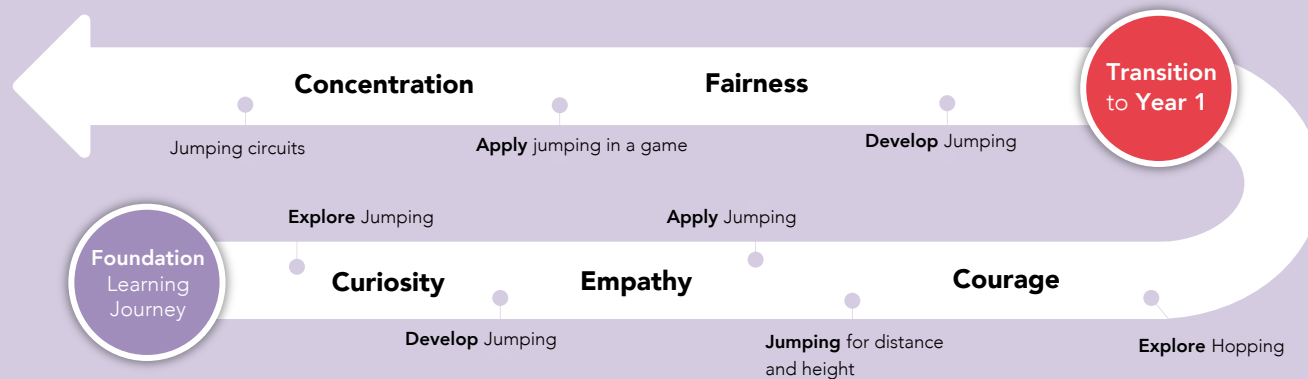


### Sport Specific Vocabulary

**Hopping:** is to continuously jump on one foot at the same time.

**Speed:** Is the ability to move all or part of the body as quickly as possible.

**Landing:** Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.





# Physical Education

## Jumping Year 1

### Unit Purpose

The unit of work will **develop** pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.

Pupils will begin to understand the different reasons when, where and why we jump in different ways

### Inspire Me

The mens world record for the high jump (height) is held by by **Javier Sotomayor**, who jumped 2.45m in 1993. The womens world record is held by **Stefka Kostadinova**, who jumped 2.09m in 1987.



### Key Success Criteria

- P** Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.
- C** Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.
- S** Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.
- W** Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.

### Vocabulary for Learning

**Jumping:** is a form of moving where we use our body to propel ourselves off a surface and into the air.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has jumped.

**Space:** is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

**Attacker:** We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

**Defender:** We are considered a 'defender' when we are are trying to catch an attacker.



### Sport Specific Vocabulary

**Skipping:** is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.

**Landing:** Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.





# Physical Education

## Jumping Year 2

### Unit Purpose

The unit of work will challenge pupils to apply their prior learning of how to jump and use this to **jump in combination** and **link jumps**.

Pupils will continue to develop their ability to apply jumping in games.

### Inspire Me

The mens world record for the triple jump (hop, skip and a jump) is held by by **Jonathan Edwards**, who jumped 18.29m in 1995. The womens world record is held by **Inessa Kravets**, who jumped 15.50m in 1995.



### Key Success Criteria

- P** Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.
- C** Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.
- S** Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.
- W** Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently.

### Vocabulary for Learning

**Jumping:** is a form of moving where we use our body to propel ourselves off a surface and into the air.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has jumped.

**Space:** is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

**Attacker:** We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

**Defender:** We are considered a 'defender' when we are trying to catch an attacker.



### Sport Specific Vocabulary

**Speed:** Is the ability to move all or part of the body as quickly as possible.

**Landing:** Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.

