


| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---|----------|---|---|
| Pupils should be taught to: <u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Jumping | Jumping is a form of moving where we use our body to propel ourselves off a surface and into the air. | Space | Space is an open area on the pitch/court that is unoccupied . | Maths—Can you measure your jump using steps? Science—Forces; combining horizontal and vertical forces when jumping. English—vocabulary. Specific words and phrases used. Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map. PSHE—team work, social skills,, leadership, health and wellbeing. |
| | Landing | 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. | Skipping | Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce. | |

| Lessons Sequence | Substantive knowledge/Key knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| 1. To begin to say what jumping is. 2. To explore jumping in a variety of ways. | Pupils will explore jumping, in different directions, at different speeds and different levels. | Pupils can jump and land safely. Pupils can move into spaces avoiding other pupils. Pupils can adjust their speed and change direction to avoid other pupils. Pupils can jump. Pupils can experiment moving in different ways. |
| 1. To begin to say how to jump efficiently. . 2. To explore jumping efficiently. | Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. | Pupils can jump and land safely. Pupils can experiment moving in different ways. |
| 1. To begin to say how jumping can be used in games. 2. To explore jumping efficiently in games. | Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique in games. | Pupils can jump and land safely. Pupils can move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils. |
| 1. To begin to say how to jump for distance. 2. To explore jumping for distance. | Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique, for distance. | Pupils can jump and land safely. Pupils can experiment in different ways. |
| 1. To begin to say how to jump for height.. 2. To explore jumping for height. | Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique, for height. | Pupils can jump and land safely. Pupils can experiment moving in different ways. |
| 1. To begin to say how to hop in a variety of ways (directions, speeds etc) 2. To explore hopping in a variety of ways; in different directions, at different speeds and different levels. | The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament. | Pupils jump and land safely. Pupils can move into spaces avoiding other pupils and the markers. Pupils can adjust their speed and change direction to avoid other pupils and the markers. Pupils can experiment moving in different ways. |

| Themes | | Diversity in the Curriculum |
|------------|---|---|
| Jumping | Pupils explore how to jump and land safely. Pupils can explore how to jump for distance and height. To explore hopping. | Shara Proctor—Born in Anguilla and represented Britain, winning Silver at The World Championships at Beijing in 2015. She also became the first British female to jump over 7m (7.07m) |
| Evaluation | To express what they have done. | |

| Outcome | Character Traits | Stickability | WOW |
|---|------------------------|--------------|-------------------------------------|
| Children to learn the fundamental movements of jumping. | Articulate Kindness | Experience | Experience Equipment Outdoors |



| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---|----------|---|---|
| Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | Jumping | Jumping is a form of moving where we use our body to propel ourselves off a surface and into the air. | Space | Space is an open area on the pitch/court that is unoccupied . | Maths—Can you measure your jump using steps? Science—Forces; combining horizontal and vertical forces when jumping. English—vocabulary. Specific words and phrases used. Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map. PSHE—team work, social skills,, leadership, health and wellbeing. |
| | Landing | 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. | Skipping | Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce. | |

| Lessons Sequence | Substantive knowledge/Key knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. To know how to jump in different directions, at different speeds and different levels. 2. To begin to demonstrate how to jump in different directions, at different speeds and different levels. | Pupils will begin to understand the different reasons when, where and why we jump in different ways. Pupils can jump and land safely. | Pupils can change direction to avoid other pupils and markers. Pupils can experiment with moving in different ways. |
| 1. To know how to jump to jump efficiently. 2. To begin to demonstrate how to jump efficiently. | The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently. Pupils will recap how we jump applying the most effective technique using our head, arms and feet. | Pupils jump using their arm. Pupils jump bending their knees. |
| 1. To know how to apply jumping skills to a game. 2. To begin to demonstrate how to apply jumping skills to a game. | The focus of learning is to explore how jumping affects our bodies and to apply jumping learning to games. | Pupils encourage the other pupils in their group. Pupils understand why we may need to jump, hop or leap as far as possible. |
| 1. To know how to skip. 2. To begin to demonstrate how to skip. | Explore different ways of skipping. Pupils can skip forwards, backwards or sideways Pupils can skip high, low, fast and slow. How many other ways can pupils skip? | Pupils can skip with a step-hop action, smoothly. Pupils keep their head up when they skip. |
| 1. To know how to apply jumping and skipping to a game. 2. To begin to demonstrate jumping and skipping in a game. | Develop pupils understanding of why we need to skip and jump in space. Reinforce the importance of staying in a space when we move particu- | Pupils bend their knees when they skip. Pupils understand the consequence in a game. |
| 1. To know how to apply their knowledge of jumping into intra-school competitions. 2. To begin to demonstrate their knowledge of jumping into intra-school competitions. | The focus of learning is to bring together the suggested sequence of learning into a intra-school jumping competition. | Pupils understand why we may need to jump quickly in a game. Pupils show all taught skills like, bent knees, head up, swinging arms. |


| Themes | | Diversity in the Curriculum |
|------------|--|---|
| Jumping | Pupils begin to demonstrate they can jump effectively by swinging arms, bending knees and keeping head up. Using the correct technique, pupils begin to jump for distance and height. Pupils are beginning to hop and skip, forwards, backwards and sideways. Pupils beginning to understand why using the correct | Shara Proctor—Born in Anguilla and represented Britain, winning Silver at The World Championships at Beijing in 2015. She also became the first British female to jump over 7m (7.07m) |
| Evaluation | To express what they have learnt and what they've done well. | |

| Outcome | Character Traits | Stickability | WOW |
|---|------------------------|--------------|-------------------------------------|
| Children to learn the fundamental movements of jumping. | Articulate Kindness | Experience | Experience Equipment Outdoors |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
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| Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | Jumping | Jumping is a form of moving where we use our body to propel ourselves off a surface and into the air. | Space | Space is an open area on the pitch/court that is unoccupied . | Maths —Can you measure your jump using steps? Science —Forces; combining horizontal and vertical forces when jumping. English —vocabulary. Specific words and phrases used. Science —functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map. |
| | Landing | 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. | Skipping | Skipping is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce. | |

| Lessons Sequence | Substantive knowledge/key knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. To know and begin to understand how to apply an effective jumping technique. 2. To demonstrate how to apply an effective jumping technique. | Ask pupils to show you all the different ways they can jump and hop. What do pupils remember from year 1? Pupils can jump and land safely. | Pupils jump, hop or leap using their arms, keeping knees bent while their head is up. |
| 1. To know and begin to understand how to apply an effective jumping technique in games. 2. To demonstrate how to apply an effective jumping technique in games. | The focus of learning is to consolidate pupils knowledge of how, where and why we jump in a game. | Pupils keep playing by the rules and accept when they are tagged. Pupils jump, hop or leap using their arms, keeping knees bent while their head is up. |
| 1. To know and begin to understand how to jump and how to jump in combination, into their own ideas for linking jumps. 2. To demonstrate how to jump and how to jump in combination, into their own ideas for linking jumps. | Pupils know why they need to jump, hop or leap with their heads focused forwards. Pupils know how swinging their arms help them jump, hop or leap. Pupils can land with their knees bent. Pupils link jumps together. | Pupils are able to link two jumps together. Pupils can jump in different directions. |
| 1. To know and begin to understand how to jump using different combinations when jumping for distance and speed. 2. To demonstrate how to understand how to jump using different combinations when jumping for distance and speed. | The focus of the learning is to develop pupils' application of jumping. | Pupils are able to link two jumps together. Pupils can jump in different directions. Pupils can link different jumps together at different speeds and distances. |
| 1. To know and begin to understand how to jump using different combinations when jumping for distance and speed during games. 2. To demonstrate how to understand how to jump using different combinations when jumping for distance and speed during games. | The focus of the learning is to develop pupils' application of linking jumps together. | Pupils can link the hop, the step and the jump together. |
| 1. To know and begin to understand how to apply their knowledge of jumping into competitions. 2. To demonstrate how to apply their knowledge of jumping into competitions.. | The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament | Pupils apply previously taught skills to learning. |

| Themes | | | |
|---|---|--------------|-------------------------|
| Jumping | Pupils demonstrate that they can jump effectively by swinging arms, bending knees and keeping head up. Using the correct technique, pupils jump for distance and height. Pupils demonstrate that they can hop and skip, forwards, backwards and sideways. Pupils are able to link jumps together. Pupils understand why using the correct jumping technique is important. | | |
| Evaluation | To express what they have learnt and what they've done well. | | |
| Outcome | Character Traits | Stickability | WOW |
| Children to learn the fundamental movements of jumping. | Articulate Kindness | Experience | Experience Equipment |

| Diversity in the Curriculum |
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| Stef Reid is a British Paralympic long jumper and sprinter. She is a world champion, triple Paralympic medallist and five-time world record holder. Stef also has a degree in biochemistry as well as being the first amputee to walk The London Fashion Week Catwalk. |
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