

Upper KS2: Social Distancing

Jumping for distance: Standing Long Jump

Year 3	Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
Suggested Sequence of Learning Part 2	The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.	Why do we need to be able to jump in sport? What sports involve jumping? Which athletic events are jumping events? How do we jump? What should we do with our arms? Why? What should we do with our legs? Why? Can we jump further when we apply the correct technique? What is the consequence of falling backwards? Where are our jumps measured from?	Prior to the lesson commencing outside, discuss jumping with the class. What sports do we need a jumping skill for? What types of jumps can we do? Focus on athletics. What jumping events are there? Show what you know about jumping Working individually in their own space (ideally in a marked out square of their own) explore the different ways of jumping, How many different ways can we jump? How many different combinations of jumps can we do? Standing Long Jump Working in their own safe space, pupils should try to see how far they can jump, starting on 2 feet and landing balanced on 2 feet. Ask pupils where should we measure our jumps from? Exploring our Arms How can we use our arms to help us jump further? Explore jumping with our arms behind our back and above our head. What effect does this have on the distance we jump? What should we do with our arms when jumping and why? Encourage pupils to swing their arms up when we go up and swing them down when we land. Show HA examples. Exploring our Legs Explore jumping with our legs straight (locked knees) and really bent legs (crouched). What effect does this have on our speed and power? What effect does this have on the distance we jump? We must stand with our legs shoulder width apart and knees bent, driving our legs up to generate power. Show HA examples. Do pupils jump further if they apply the correct technique? If pupils do not apply the correct technique will this effect the distance they jump? Use cones to mark how far pupils have jumped. Can pupils peer assess each other by watching examples? Standing Long Jump Competition At the 2012 London Olympics Greg Rutherford jumped 8.31m to win the gold medal. Place a cone down at 8.31m and explain to the pupils that he can jump that distance in one jump. How many standing long jumps does it take to jump that distance? Pupils could do this in their own space.	(P) Can pupils execute a standing long jump, swinging their arms and bending their legs bend their legs? (P) Are pupils able to land on two feet and remain balanced? (C) Do pupils understand that with the right technique, they can jump further, compared to incorrect technique? Problem Solving (S) Can pupils listen to each others ideas and focus on the demonstrations? Respect (W) Do pupils continue to try and improve their own performance? Self Motivation
				(P) Are pupils able to apply the correct arm and leg technique to make themselves jump further consistently? (C) Are pupils able to evaluate their peers? Evaluation (S) Can pupils make suggestions that will improve their partners' performance? Respect / Cooperation (W) Can pupils strive to be able to jump as far as possible even if they are find it challenging? Integrity
Targets	KS1	Lower KS2	Upper KS2	Beyond KS2