

PE UKS2 Unit 29


Athletic activities 3

Lesson 4

Long jump



Lesson 4 Long jump

 **45 mins**

Learning objectives

Children should learn:

- to develop the consistency of their actions in the long jump;
- to increase the number of techniques they use for jumping;
- to choose appropriate techniques for specific events;
- to understand the basic principles of warming up;
- to understand why exercise is good for fitness, health and well-being;
- to describe and evaluate the effectiveness of performances;
- to suggest ways to improve their own and others' work.

Success criteria

Children:

- demonstrate different jumps showing power, control and consistency at take-off and landing;
- practise different styles of jumping, i.e. standing jump and long jump;
- organise themselves in small groups safely and take turns at jumping;
- identify how warming up affects the body and explain how it prepares them for athletic activities;
- note that some athletics activities can improve strength, suppleness or stamina;
- watch a partner's athletic performance and identify the main strengths;
- suggest targets for improving and refining their action.

National Curriculum Attainment Targets

Pupils should be taught to:

- continue to apply and develop a boarder range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement;
- use running and jumping in isolation and in combination;
- develop flexibility, strength, technique, control and balance, for example through athletics;
- compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Vocabulary

accuracy, bend the knees, compete, distance, exercise, fitness, land safely, long jump, momentum, power, run-up, stamina, standing jump, strength, stretch, suppleness, take-off

Resources

- cones
- **Interactive Resource:** *Long jump*

Warm-up

 5 mins

- Ask the children to jog around the edge of the playing area in order to warm up. Call out different styles so that they change their method of travel every so often (e.g. running, high knee lifts, walking, swinging the arms, crouching down like a frog and jumping into the air, lunges).
- Ask the children to stop in a space and gently circle their shoulders forwards and backwards. Tell them to rotate their arms forwards and then backwards. Ask them to stretch each leg by bending one knee forwards and keeping the back leg straight (calf stretches).
- Now ask some questions about fitness and health, for example:

Key questions ?

*How does your body feel after the warm-up?
Why is it important to warm up before doing PE?
(e.g. to mobilise the limbs, raise body temperature gradually, stretch the muscles)
Why is exercise good for fitness and health?
What type of fitness can athletics activities help with?
(e.g. improving stamina, increasing strength and suppleness of the body)*

Jumping skills

 35 mins

- Ask the children to find a partner then stand silently with their hands raised so you can see that they are ready.
- Give each child a cone. Ask the children to line up in their pairs, one behind the other on a given line. Explain to the children that the first child in each pair is going to perform a standing jump and then mark where they landed with the cone you have given them. Their partner then does the same thing and marks their jump with their cone. Then the first child jumps again and marks the new distance with their cone. Remind them to bend their knees when landing.

- Allow the children three or four minutes to do this task and then ask them to stop and stand still. Ask the children:

Key questions ?

What kind of actions were you doing to try to make your jump go further? (Look for answers that suggest deep knee bends and use of the arms to gain momentum.)

- Ask the children to try the task again but, this time, they should really concentrate on bending their legs and swinging their arms to try to improve their jumps.
- Allow the children a further three to four minutes to practise their jumps, moving around the class to help those who are struggling with their technique.
- Ask the children to stop and stand still. Join the pairs together to make groups of four.
- Now explain that each group of four will compete against another group of four to see which team can put together the longest team jump.
- Explain that the first person from each team takes their jump and then marks with their cone where they land. The second person from each team then starts from this cone and performs their jump, again marking where they land with their cone. This continues until all four group members have jumped and then there should be a winning team who has jumped the furthest.
- Explain that the groups must compete three times and the team that wins two out of the three must then go and challenge another winning team and the other groups rotate as well.
- Ask the children to stop and stand still. Ask them:

Key questions ?

How do you think you could make your jumps even longer? (Look for answers that suggest gaining more momentum and by using a run-up.)

- Explain to the children that they are going to practise a one-footed take-off. To start with, allow the children to jog around the area practising their take-off on one foot. Ask the children to try this with alternate feet so that they are able to find out which foot feels more comfortable to take off from.
- Allow the children two minutes to try this and then ask them to stop, return to their pairs and stand still.
- Pick two or three children that show good technique to demonstrate their take-off skills and jumping skills. Ask the others to watch the performance and identify the main strengths (e.g. good use of the arms, controlled jumping action, powerful take-off, bending knees on landing). Encourage them to use these suggestions to improve their own performance.
- Ask the children to get back into their pairs and stand one behind the other along a designated line. Explain that they are going to practise the long jump and try to improve their distance.
- They can take it in turns to jump and mark their distance with a cone as before. They should take a three-step run-up, taking off from one foot and landing on two feet.
- Remind the children to make use of their arms to gain momentum when jumping. Move around the class to help the children to refine their techniques.
- Once the children have mastered this, allow them to have a five-step run-up followed by a ten-step run-up, each time reminding them to use their arms as well as their legs in the take-off and to bend their knees when landing.

Cool-down

5 mins

- Ask the children to stop and stand still.
- Explain to the children to jog gently in and out of the cones.
- Explain to them that when you call their name, they are to pick up a cone and put it away then go and stand where you tell them.