

As they develop

Jumping Jade

Resources

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

Questions

- How many times can you jump over a spot without landing on it?
- What else could we jump over safely?
- How do you feel when you have been jumping for a while?

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 the 'Frog Hop' landing

Let's 'Play to Learn'

- Set out a range of playground markings and markers/small equipment for children to jump over in a variety of ways (i.e. ropes, imaginary puddles, rubber hands/feet/spots)
- Encourage children to show a variety of shapes in the air
- Add feet markers before and after to motivate the children to jump for distance by 'Frog Hopping'
- Use throw-down markers as lily pads, ropes as puddles, soft toys as hurdles, etc.



Opportunities to:

- gain increasing control of large body movements
- jump and land safely

Key words

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

Can you see the child?

- Gaining increasing control of large body movements
- Jumping and landing safely

most of the time

sometimes

Encourage the child to:

- choose what they could jump over
 - jump up and down on the spot
 - jump over a tiny step and a giant step.
How many jumps do they need to jump over a giant step?
 - practise jumping using Technical Skills Cards
- Use poetry, raps, rhymes and actions songs to encourage/practise jumping

Encourage the child to:

- set a target of how many lily pads they can jump over, or puddles they can jump into
- estimate how many lily pads they can jump over while another child writes their name, etc.
- combine lily pads and puddles, etc.

Use poetry, raps, rhymes and action songs to jump in rhythm

Rich opportunities

- PSD, WB&CD: Well-being – understand, recognise and describe the changes that happen to their bodies as they exercise
- MD: Estimate the size of a measure; measure using standard and non-standard measures and begin to understand the concepts of 'less' and 'more'