

Learning Intention: How can you perform a straight Jump with a turn?

Year 3

I can perform straight jump with 1/4 turn in a sequence showing some control and body tension
I can perform a straight jump 1/4 and 1/2 turn in a sequence with control and body tension
I can perform a straight jump with 1/2 and full turn in a sequence with control, body tension and pointed toes

EQUIPMENT:

Resource cards, spots, clocks (to go on the wall).

Linking Learning:

When you perform your jump with a turn, what jump are you using? Its a Straight jump.

Warm up: Jumps

Children to find a space and listen to the teacher's instructions. Children to hop, skip or jump around with pointed toes. **Note:** Teacher to put out spots to use as visual for children to jump over

1. If teacher calls '**Leap**' children pretend they are jumping craters. Encourage children to jump over the 'spots' in different ways - e.g. two feet to two feet, one foot to the other (leap) one foot to two feet.
2. If teacher calls '**Straight Jump**' children perform a Straight Jump.
3. If teacher calls '**Star Jump**' children perform what they think is a Star Jump.
4. If teacher calls '**Tuck Jump**' children perform a Tuck Jump

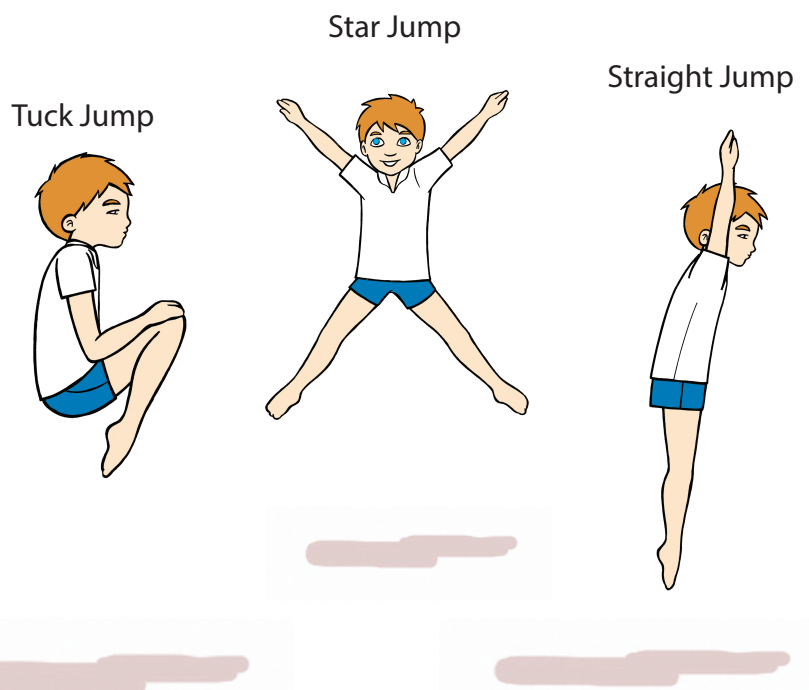
Progress check of jumps

Activity 1: Recap Jumps

Teacher to recap jumps:

1. Straight jump
2. Star Jump
3. Tuck Jump

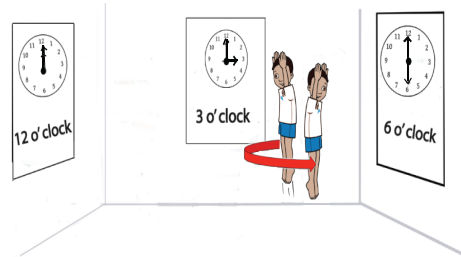
See video/ resource card.



Note: If the children have not learned these jumps before you may need to spend a lesson learning them.

Activity 2 Jump with a turn ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and Full Turn)

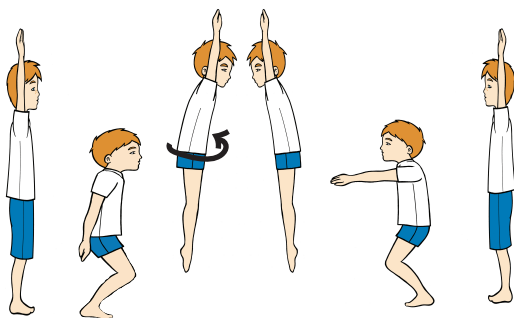
1. Teacher to place the clocks around the hall at head height: 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock. See Video
2. Teach Rocket Jump with a $\frac{1}{4}$ turn. Use the clock face as a focus: e.g. jump from 12 o'clock to 3 o'clock.
3. Can they jump around to each time on the wall?
4. Can they do it clockwise?
5. Can they do it anti-clockwise?
6. Now progress onto: $\frac{1}{2}$, $\frac{3}{4}$



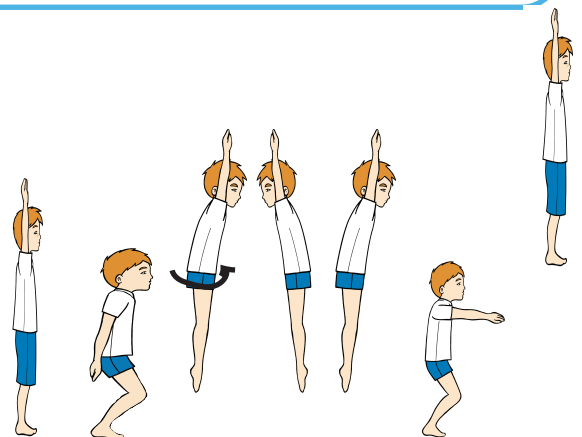
Challenge: Try a FULL turn

Make it harder: To perform a full turn with pointed toes.

Make it easier: Use a throw-down spot to encourage children to jump and land on the same spot.



Half turn



Challenge: Full Turn

Linking Learning: What other sports could you use these jumping and landing skills in?
E.g a turn when catch the ball in netball/basketball.

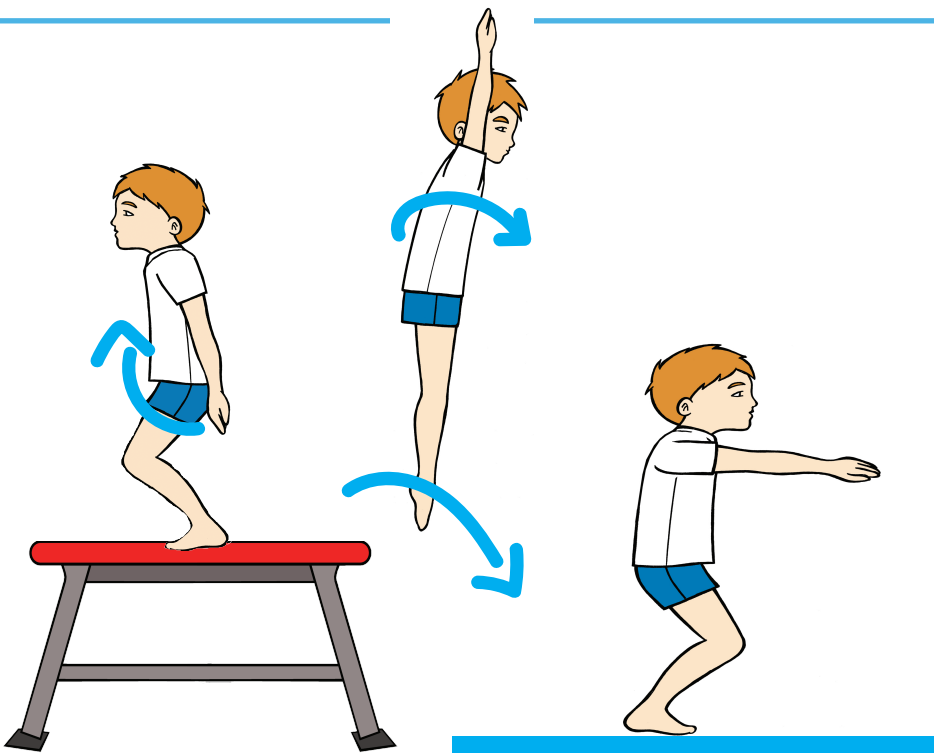
Activity 3: Sequence Fun

Key words:
Sequence,
Start, Middle, Finish.

1. Children to make up a short sequence in pairs. Can they link **two jumps** and **one shape** together? Can they do this on **apparatus** e.g. a bench/table and a mat?

Make it harder: To add more advanced Jumps and Shapes to their sequence.

2. Children to perform to another group or the rest of the class
- Children observing to give feedback
on sequence. Teacher to Q & A key points of straight Jumps with turns.



Cool Down: Repeat the warm up, this time walking around slowly with pointed toes.

Plenary: Ask the children which turn they liked doing best.
Tell a partner what they thought was important when performing a jump with a turn?

Linking Learning: What other sports would you use these jumping and landing skills in?