

Year 3 - Athletic Lesson 1 - Page 1

We are learning to perform jumps in isolation and combination for distance



Warm-up - Jumping jacks

- Students should ensure they have enough space to avoid collisions with their peers.
- Students should set round rubber spots and lines in their space to act as obstacles for the students to dodge when the activity commences.
- The teacher should clap twice, and the students should respond by picking a spot or a line and performing 5-speed bounces.
- Once the 5-speed bounces are complete, the students should move around in their space again.
- The teacher should add variation by asking the students to change how they jump, for example, forwards and backwards jumps or jumping to each side.
- The teacher should also add variation in how students move around their space. For example, they could skip, jump, move backwards etc.

Activity 1 - Standing Long jump

- Students should work individually and at their own pace to work on their technique of performing a two-footed to two-footed standing long jump.
- Students should explore their ideas on what technique is required to jump for a long distance. For example, it may be that swinging their arms helps or bending their knees.
- After the students have had time to think about their task, they should practice the jump and see how far they can travel and what they could do better to achieve maximum distance.

Activity 2 - Jump the canyon

- Students should work in groups of three (if possible) and use cones to mark out two lines that eventually get further away from each other. This acts as the canyon that the students will need to jump across!
- The students should start at the end of the canyon that is the most narrow and perform the two-footed to two-footed long jump, landing on both feet as practised in the previous activity.
- Students should aim to jump beyond the canyon. If this is achieved, they can progress on jumping across a wider part of the canyon until they can no longer clear the canyon. (With the help of their peers, students should be coached and motivated to do their best).
- Suppose students cannot clear the canyon at a particular point. In that case, they should listen to their peers' suggestions on how they could improve their technique.

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Activity 3 - How few jumps (record breaker)

- Students should work in groups of 2,3 or 4 and use their cones to mark the distance of the world record long jump (8.95 for men and 7.52 for women).
- Allow the students to observe and compare the distance between the marked-out zones.
- Individually students should practice their long jump, aiming to complete the world record distance in as many jumps as needed.
- Once they have achieved the world record distance, in as many jumps as needed, students should get back into their groups and work as a team to see how many attempts it takes to meet the record distance, with the next jumper starting where the previous jumper had landed.
- The other group of students should offer motivation and tips on how the jumper could better their technique, so fewer jumps are needed between the team to reach the record.
- Teachers should ask the class how many jumps each group performed to meet the record distance, the 'winning' group being the one with the fewest hops.

Reflection

Good Luck! Healthy minds, healthy bodies, healthy heros!