

# Safe space PE

**KS2**

**Athletics**

**Lesson number: 2**



**Learning objective:**

To develop technique when jumping for speed and distance.

**Success criteria:**

Jump with control and balance by bending your knees.

Keep looking straight ahead when you jump.

Swing your arms to generate power.

**Whole child objectives:**

**Social:** I can collaborate with a partner and share ideas with them.

**Thinking:** I can explore different types of jump and reflect on how far they allow me to jump.

**Equipment:** 1 x cone per pupil.

**10**

*Mins*

## Warm Up and Introduction

*Teacher note: every pupil will need their own cone that they will keep throughout this lesson. If possible initial their cone with a marker.*

### On the spot jumping combinations:

Pupils begin in their own space at their cone. Teacher to call out the following movement actions for the pupils to perform on the spot. Ask the pupils to think about how many feet they use in each of the different jumps.

- Running- slow, medium or fast
- Two to two feet jumps side to side over the cone
- Running- slow, medium or fast
- Hopping over the cone, swap feet when tired.
- Running- slow, medium or fast
- Leaping over the cone -A leap is one foot to the other foot.

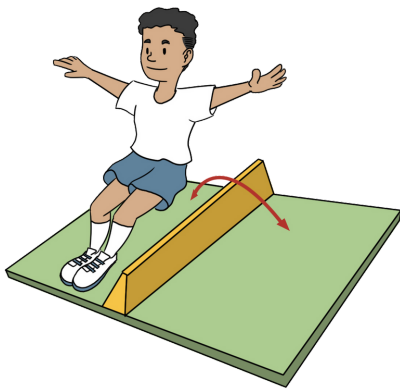
Let the pupils contribute their own ideas for jumping over the cone e.g. one foot to two feet.

### Speed bounce challenge:

Give the pupils their own cone and ask them to stand next to it in their own safe space.

- A** Demonstrate a speed bounce- two to two feet jumps side to side over the cone. Let the pupils have a go in their own time.

Bend your knees on take off and landing.



- B** Set a challenge to see how many speed bounces the pupils can do in 30 seconds. Explain this is a personal challenge and it is important we are honest about our personal score. Repeat the challenge again after a break and see if anyone can beat their score.

Keep jumps low with small arms swings for speed.

### Three bounce challenge off a line:

Pupils use their own cone to measure. They begin standing behind a designated line 2m away from others.

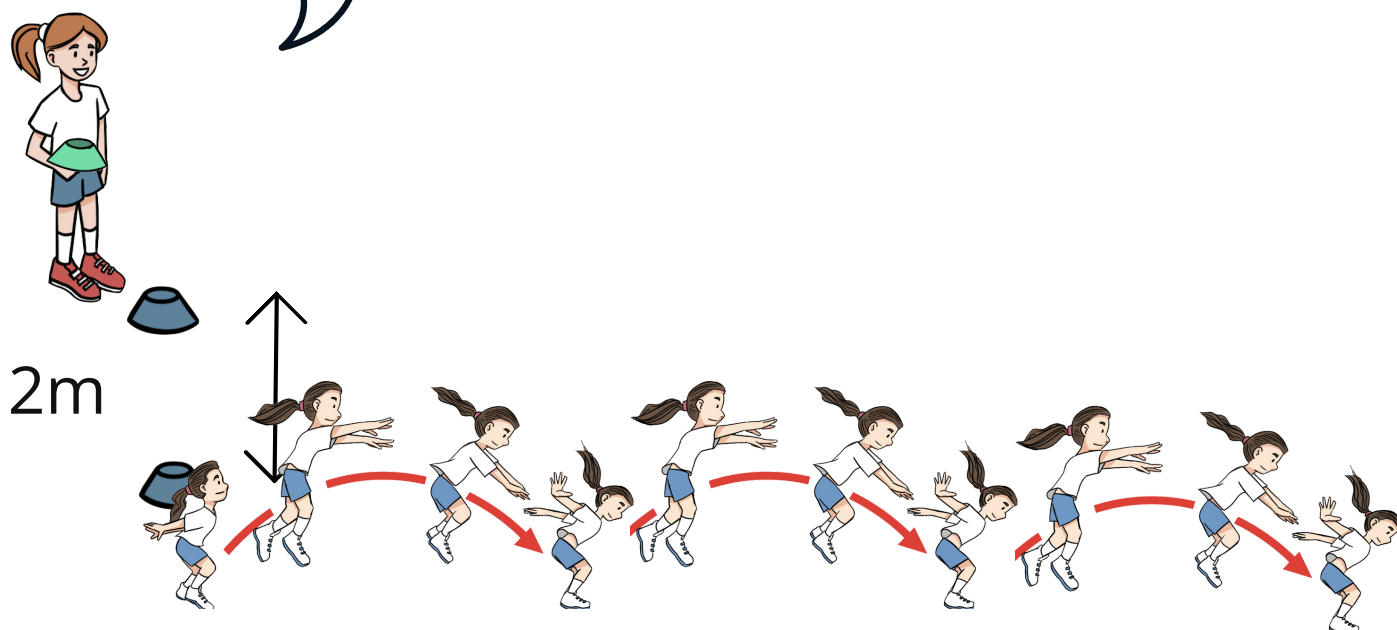
- A** Demonstrate how to perform the three jump challenge. Standing start two feet behind the line (hold your cone), jump forward land two feet, repeat for a second and third jump. No movement is allowed between jumps.

Have bent knees on take off and landing

- B** Pupils take it in turns with the person next to them to perform the three jump challenge. They place their cone in line with the landing heel closest to the start line to measure. On each return the person next to them must provide them with some feedback. Can they beat their cone?

Great work.  
Next time try to use your  
arms more as you jump.

Have bent knees on take off and landing.  
Drive your arms forward as you jump.  
Push your hips forward to jump further.

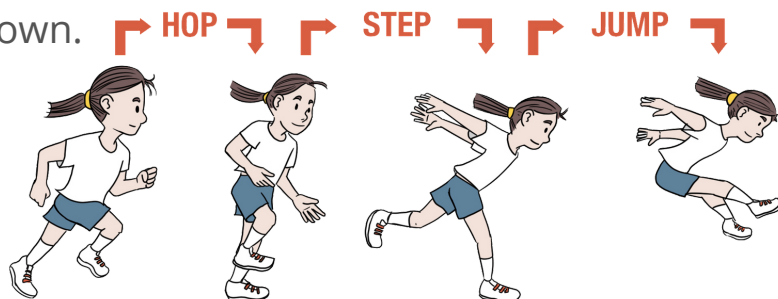


### Jumping combinations:

- A** Give the pupils time to revisit and explore the different jumping combinations they can perform from their start line.

Encourage them to share ideas with the pupil working next to them.  
A jump is two feet to two feet.  
A hop is one foot to the same foot.  
A leap is one foot to the other foot.

- B** Set the challenge. Pupils must try to jump as far forward as possible in three jumps. What is the best combination of jumps to use? Give them a demonstration of a hop-leap (known as step in triple jump)-jump then let them explore their own.

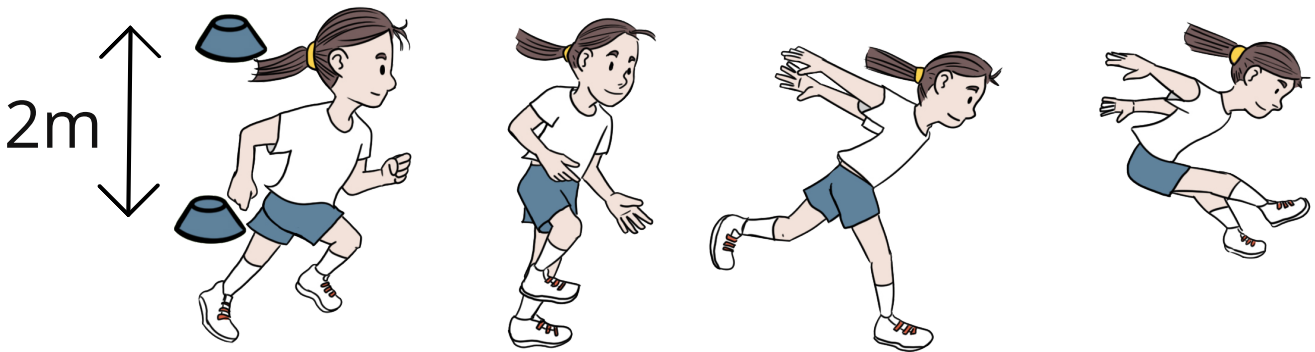


**C**

Pupils compete against their partner. Both pupils must agree on a jump combination. They take it in turns to perform the jump and must remember to place their cone at the end of their jump in line with their body part (normally the heel) closest to the start line.

**Nice job!**

Encourage the pupils to be respectful of one another whether they win or lose.

**5***Mins*

## Plenary

Ask the pupils what was the best combination of jumps to use when trying to jump for distance? Why? Can they show the class this jump.

What did they do with the following body parts to help them to jump further?

Knees

Hips

Arms