

# LEARNING THEME

run



jump



throw



## PURPOSE

The 'run jump throw' learning theme gives children an early opportunity to develop key fundamental movement skills, associated with many physical activities.

An early introduction to the fundamentals of movement and fundamental movement skills will help support children's participation in physical activity as they grow older.

## KEY SUCCESS CRITERIA

Run

Jump

Throw



I can run with speed and control	I can jump in different ways with control	I can throw an object with control
I can run quickly in different directions	I can change the way I jump depending on the task	I can adapt the distance of my throw
I can compete with and against others	I can show perseverance	I can set my own level of challenge

**Activation** **Base** **Connection** **School**

## CURRICULUM LINKS

### Athletics

'Pupils should be provided with opportunities for activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.'

## BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

# Beyond the Physical Characteristics in P.E.

**Be Passionate**

**Be Courageous**

**Be Thoughtful**

**Be Collaborative**

**Be Explorative**

**Be Cooperative**

**Be Ambitious**

**Be Resilient**

**Be Motivated**

**Be Connected**

**Be Curious**

**Be Inspirational**

**Be Creative**

**Be Respectful**

**Be Adventurous**

**Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?**

## run



move



solve



connect

I can run with speed and control

I can run quickly in different directions

I can compete with and against others

## SUGGESTED EQUIPMENT

Cones / Spots

Hoops

Hurdles

Objects as parcels –  
beanbags / quoits / tied bibs  
/ balls

## ACTIVATION

**Cars**

Children will play a game called 'cars', Children use a cone or marker as a 'steering wheel' and move around the space allocated avoiding each other. Teacher introduces different speeds from gear 1 (slow speed) to gear 5 (fast speed).

Other instructions can also be added such as the use of traffic light coloured cones

Red = Stop

Orange = Running on the Spot

Green = Go

## MANAGING DIFFERENCE

SPACE

Any routes or roads can be created for children to travel on or things to avoid

TASK

Allow children work in pairs / small groups to play in a follow the leader style

EQUIPMENT

Additional equipment can be added in and used as commands such as hoops as roundabouts and hurdles as speed bumps

PEOPLE

Children could collect objects as they move around the area

## CONNECT

What were some of the important things you needed to do while you were running around at different speeds?

## SCHOOL

You could use the lesson to discuss safety around roads and vehicles. What things do they need to do to keep themselves safe?

## run

**BASE****Parcels**

This is a whole class relay game. Split into pairs or threes to be a delivery team. Children to collect and then deliver one parcel (piece of equipment such as bean bag) at a time to a different house (hoops in the middle of the area). Aim to deliver as many parcels as possible before they have been done. To progress this activity ask pupils' to collect all the parcels, one at a time. Teams can compete against each other for the highest amount collected.

**MANAGING DIFFERENCE  
SPACE**

Parcels and houses could be spread around the whole area so children must run quickly to find a parcel and deliver it

**TASK**

Children could play as a matching game – deliver red parcels to the red house etc

**EQUIPMENT**

Use any suitable equipment children could hold and carry

**PEOPLE**

Class could be split in two with one half sorting the parcels correctly into colour houses and one half mixing them all up!

**CONNECT**

Pair – Share – How did you work together to make sure you delivered or collected the parcels as quickly as possible?

Do your children need a Base Builder to master their learning?

**BASE BUILDER****Parcel Relay**

Set up a track around the working area a suitable distance for the children to race around.

Set children in pairs or threes at different starting points around the track.

As in a traditional relay, one child will do a lap of the track and then hand over a baton (any suitable small piece of equipment) to the next child who completes a lap.

Races can be extended to different number of laps around the track of moving in different ways.

**MANAGING DIFFERENCE  
SPACE**

Rather than one large track you could split into 3 smaller tracks or have tracks of different sizes for different abilities

**TASK**

Could introduce different tasks like dropping off or collecting parcels on their way around the track

**EQUIPMENT**

Add in suitable obstacles such as small hurdles to jump over

**PEOPLE**

Children can work with different partners or compete against those of similar speed



move



solve



connect

I can jump in different ways with control

I can change the way I jump depending on the task

I can show perseverance

## SUGGESTED EQUIPMENT

Cones / Spots  
Hoops  
Small objects to jump with  
– beanbags / quoits / tied bibs / balls

## ACTIVATION

### Trucks and Trailers

Children play a game of 'Trucks and Trailers'. In pairs or groups of three, a child takes on the role of Truck the other(s) the trailer. The Trucks move around the playing area and try to lose their Trailer. To start children may wish to move in any locomotion action linking back to the RUN learning. Then, to extend, children are to use different types of jump to stay away from their Trailer, who should try and copy them. After a set period of time they switch roles.

## MANAGING DIFFERENCE

### SPACE

Objects and hoops could be spread around the whole area for children to initially avoid but could then be used to jump over

### TASK

Different types of jumps could be assigned to different obstacles – hop into and out of hoops, two foot jumps over cones

### EQUIPMENT

Children could move to collect and 'drop off' equipment in different places

### PEOPLE

Children could make it competitive by adding in a chase tag element

## CONNECT

What does a good jumping technique involve?  
Can you show and describe to someone else what different jumps could look like?

## SCHOOL

Do you sometimes try new things and fail? Do we always get things right the first time? Why do we need to keep practising?



## BASE

### Island Hopping

This can be played as a full class or split into smaller groups and areas. Using different coloured floor spots, hoops or chalk, create a playing area with different sized 'islands' for children to travel across by jumping between them. Children can explore different ways to jump between the islands depending on the size of the space provided. Children collect treasure from the end of the playing area and bring it back to their treasure chest at the starting point.

## MANAGING DIFFERENCE

### SPACE

Have the 'islands' spread at different distances to encourage smaller and larger jumps

### TASK

Encourage the children to practice different types of jumps – 1 -1, 2 -2

### EQUIPMENT

When they collect the treasure they could return like Bouncy Beach with it between feet or knees

### PEOPLE

Class or groups could play collaboratively to collect the treasure or competitive to see who can collect the most

## CONNECT

Did you find that you jumped in different ways depending on how far away the islands were?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Speed Bounce Challenge

Using any suitable low 'barrier' such as a hoop, rope, flat marker, challenge the children to do as many jumps as possible in a set time or while their partner completes a specific task.

Jumps could be forwards / backwards, side to side with two feet, one foot or a combination of both.

Allow children time to set their own personal bests and to try and beat it.

## MANAGING DIFFERENCE

### SPACE

Could include different barrier obstacles around the area and children could move to select which challenge they would like to do.

### TASK

Could have one child speed bouncing while their partner jumps a specific route to create a race of distance v number of jumps

### EQUIPMENT

For those more confident, they could increase the height of their barrier.

### PEOPLE

Allow children to rotate partner to compete against different peers

# throw



move



solve



connect

I can throw an object with control

I can adapt the distance of my throw

I can set my own level of challenge

## SUGGESTED EQUIPMENT

**Cones / Spots**

**Objects to throw – beanbags / quoits / tied bibs / balls**

**Targets - Hoops / Buckets / Stumps**

**Obstacles – hurdles / benches**

## ACTIVATION

### Serve and Stop

Set out a range of different equipment for the children to select. Balls which bounce would be useful to start but children can be free to select their own equipment.

Children will 'Serve' their object by throwing it up into the air but also forwards into space. They must then chase and catch their object.

If the object bounces, they could be allowed to let it bounce once or twice but allow children to set their own challenge for number of bounces and how far away they throw the object.

## MANAGING DIFFERENCE

### SPACE

If needed, children could start split up into several areas and then you can slowly join areas together to increase the distance they can throw

### TASK

Certain courts could have set challenges such as throw, touch the ground and then chase

### EQUIPMENT

To support, allow children to use objects which may fall slowly such as bibs or scarves

### PEOPLE

Children could join with a partner and try and 'serve' for each other to catch

## CONNECT

Were you able to challenging your running skills while you were throwing?

Did you try throwing at different heights to increase/decrease your level of challenge?

## SCHOOL

Children can look at measuring distances they are throwing and time how quickly they can move to get there?

# throw



## BASE

### Over the Obstacles

Around the working area set out a range of obstacles such as benches, hurdles, chairs etc.

On one side on the obstacles place a target – hoop/spot etc and on the other place different markers which children will throw from. Let children choose an object which they are going to throw into the targets. Children must find a throwing spot and try to get their object into the target by throwing over the obstacle and in.

## MANAGING DIFFERENCE SPACE

Allow for different sizes of targets. Allow for different distances between starting spot and the target

### TASK

Children could gain points for their success. Ask children to try throwing with both hands

### EQUIPMENT

Allow children to swap and change the objects they are throwing

### PEOPLE

Children can move around with a partner and collaborate or compete with each other

## CONNECT

Which obstacles did you successfully throw over?  
Which obstacles were tricky to throw over?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Cone Tennis

Playing in pairs, children are given three cones. They are spread out to create a 'net' in the playing area. Standing on either side of the cones, children throw an object so that it travels over the net. The object is then collected and returned to their partner. The object could be a bean bag, that would allow for it to be collected or a large ball that might challenge the children to catch as well as throw. Each time they successfully throw over they could move further away from the net.

## MANAGING DIFFERENCE

### SPACE

Children could add in target hoops or spots to try and land their object in when thrown over the net

### TASK

Ask children to try throwing their object with each hand or in different ways

### EQUIPMENT

Pairs can select which objects they would like to use but encourage them to rotate during the activity

### PEOPLE

Children could create own challenges or their own points scoring within the game.



# THEME ASSESSMENT

run

jump

throw



- ✓ I can run with speed and control
- ✓ I can jump in different ways with control
- ✓ I can throw an object with control

Evolve

Embed

Excel



- ✓ I can run quickly in different directions
- ✓ I can change the way I jump depending on the task
- ✓ I can adapt the distance of my throw

Evolve

Embed

Excel



- ✓ I can compete with and against others
- ✓ I can show perseverance
- ✓ I can set my own level of challenge

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other