

## 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



move



solve



connect

|   |   |                                      |
|---|---|--------------------------------------|
| 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

'Participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment.'

'Practise simple running techniques in a variety of fun activities'

'Practise jumping and throwing activities, initially from a stationary position'

'Measure performance in simple athletic activities'

## 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



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**

**Objects to carry, bounce or dribble – footballs, rugby balls**

**Hoops**

**Hurdles**

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

## ACTIVATION

**Racer**

**Children play a game of 'Racer' in pairs or threes. Children use two markers or spots and place them approximately four meters apart.**

**Starting from their 'home' spot, children race to the opposite spot, stopping by standing on top of it. Children can experiment within the game by starting in different positions or running around the opposite spot and back 'home'.**

## MANAGING DIFFERENCE

SPACE

**Allow children to adjust their starting positions to increase challenge or support**

TASK

**Children could adapt the way they are moving and racing. Can they use other locomotion movements**

EQUIPMENT

**Children could race with equipment for example placing it down in the middle and picking up**

PEOPLE

**Allow children to rotate around partners – quickest racers could come together to compete**

## CONNECT

**What challenges did you set for yourself or your partner if one person was winning more often?**

## SCHOOL

**How does it feel to compete against someone? How can we make sure we react appropriately to winning and losing?**



## BASE

### Gauntlet

Split a rectangle into thirds and have 4 taggers split across the zones. They cannot leave that zone. Pupils look to travel through the zones without being tagged. Zone 1 is worth 1 point; Zone 2 is worth 2 points; Zone 3 is worth 3 and if you can get to the end of the area, it is worth 5 points. Progress this by having teams start at both ends and adjust the zone shape/size. They may become areas and teams can start on either edge of the rectangular area.

## MANAGING DIFFERENCE

### SPACE

Allow for zones to be increased or decreased to adapt the challenge for the group

### TASK

Hoops of treasure could be added into the zones. Can they recover a piece of treasure as they run?

### EQUIPMENT

Use any suitable equipment children could carry, bounce or dribble as they are moving across

### PEOPLE

Allow children to rotate around the roles of runners and guards.

## CONNECT

Pair – Share – How did the movements of the guards in the zones affect how quickly you ran?

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

## BASE BUILDER

### Gauntlet Ultimate

Set up 3 Gauntlet pitches side by side, these will be three different levels. Have 3-4 guards per pitch. Split children evenly across the three pitches to begin with. If children are on Pitch/Level 1 they must run the gauntlet successfully 5 times without being tag then they move up to Pitch/Level 2. The same applies for those on Pitch 2, moving up to Pitch/Level 3 (Ultimate level) If a child is tag on Pitch 2 or 3, they must move down a pitch and complete the challenge to move back up again.

## MANAGING DIFFERENCE

### SPACE

Each pitch could be varied in size or guard zone size depending on challenge level

### TASK

Could introduce different tasks at each level, such as in the ultimate Level 3 they must carry, bounce or dribble a ball

### EQUIPMENT

Add in suitable equipment or obstacles to match the Level at each pitch

### PEOPLE

Children will aim to reach and stay at Level 3 for as long as possible



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

Jumble Jumps Sheets

## ACTIVATION

### Three Jump Challenge

In this activity children will work in pairs and have a cone each. They take three large jumps, one after the other and place their cone down.

This becomes their Personal Best and their target to beat.

They can experiment with combinations of different types of jumps to beat their target. Which jumps are more successful?

Children could jump with

2 feet to 2 feet

2 feet to 1 foot

1 foot to 2 feet

1 foot to the same foot

1 foot to the other foot

## MANAGING DIFFERENCE

### SPACE

Children could challenge themselves to see how many 3 jump combinations it takes to reach a certain point

### TASK

Allow children time to try and beat and record their personal best.

### EQUIPMENT

Could introduce obstacles such as hurdles to incorporate further challenge into their jump sequence

### PEOPLE

Children could combine the distance of their jumps together to compete against other pairs

## CONNECT

Which jumps or combination of jumps did you find gave you the furthest distance?

## SCHOOL

Children could use tape measures or metre rulers to record their personal best score.



## BASE

### Base Racer

Children are to revisit the Gauntlet Game from the RUN learning. Now the area has some rivers that the children must cross to be able to get to the other side and to the home base. Allow the children to experiment with different types of jumps to cross the rivers. Some with a run up, some without, one footed and two footed. You could ask them to move around the area using jumps rather than running.

## MANAGING DIFFERENCE SPACE

You could make parts of the river narrower to support and some parts wider to challenge

### TASK

You could, like in Gauntlet, continue to have zones and guards to develop their running and jumping at speed

### EQUIPMENT

You could place suitable flat markers or circles into the river to act as support stepping stones

### PEOPLE

You could make the activity similar to Gauntlet Ultimate so children can have different levels

## CONNECT

Did you find that you jumped in different ways depending on how wide the rivers were or whether there were any stepping stones?

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

## BASE BUILDER

### Jumble Jumps

This activity can be played in pairs or small groups. The aim of the activity is to continue to develop their jumping in combinations. Children to have access to a range of coloured cones, spots or objects. Children are to assign a type of jump or take off foot to each colour. They will then, either using the sheet provided or creating their own, lay out a series of markers and try to jump in that combination. E.G. Red, Red, Blue, White could be Left Foot, Left Foot, Two Feet, Right Foot.

## MANAGING DIFFERENCE

### SPACE

Children can extend the distances between the markers to add further challenge.

### TASK

Children can use any combination of jumps or take off / landing feet to create their sequence

### EQUIPMENT

Children could perform the jumps while carrying an object. Does this make it harder?

### PEOPLE

Allow children to create their own sequences. How many can they jump still keeping control?

# 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

### 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 join with another pair to play a game 2 v 2

## CONNECT

Did you change the way you were throwing depending on how close you were to the net or whether you had targets to aim for?  
How did your throws change when playing 2 v 2?

## SCHOOL

How can you challenge yourself and others within the activity?  
Why is it important to challenge yourself with an activity?

# throw



## BASE

### Battle Cones

In pairs or threes children are given three cones each. Children lay them out on the floor in front of themselves approximately  $\frac{2}{3}$  meters apart from each other. The cones must be touching when placed down. With an object like a bean bag, children take it in turns to throw towards their partners cones. If they hit one, children run out, collect the cone and add it to their line of cones. The winner is the first to collect all the cones.

## MANAGING DIFFERENCE SPACE

Allow children to adapt the game by moving themselves further apart or spreading the cone line further apart

### TASK

Ask children to explore using different types of throws or throw using different hands

### EQUIPMENT

Allow children to swap and change the objects they are throwing – could use a quoit, foam javelin or small ball

### PEOPLE

Children can swap partners to challenge different peers

## CONNECT

What type of throw did you find most successful within the game? Did you keep using this or challenge yourself?

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

## BASE BUILDER

### Battle Cones Ladder Comp

Set the pairs up so there is a line of pitches from Pitch 1 (Top spot) to Pitch 15 (if 30 children). Pairs will play for 3 minutes against their partner. Whoever has the most cones after the 3 minutes are up, moves up one pitch and the loser moves down one pitch. If scores are level the children can play rock, paper, scissors to decide who is the winner. Whoever is the winner on Pitch 1 is the reigning champion and stays on this pitch. Who far can they move up the ladder in the time?

## MANAGING DIFFERENCE

### SPACE

Children could initially have the same size pitch. Could adapt so higher pitches have further to throw to increase challenge

### TASK

The higher up the ladder there could be additional challenges such as throwing with non-dominant hand

### EQUIPMENT

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

### PEOPLE

The ladder competition should allow for challenges against people of a similar ability



# 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