**Hop, Leap and Jump**

**In and Out**

Jumping in and out of hoops on the ground.

Challenge children to jump in different ways, i.e. one foot to two feet (jump), two feet to two feet (jump), two feet to one foot (jump)

Challenge children to move into the marked area in different ways, i.e. one foot to the same foot (hopping), one foot to the other foot (leaping)

**Stories**

Use stories to encourage children to hop and jump

Frogs jumping from lily pad to lily pad (spots)

Hopping, jumping or leaping over a river (block or two ropes)

Fish jumping into a pond (hoop)

**How can you jump?**

Equipment:

Spot

Hula hoop

Stand on the spot

Can you pretend to be a kangaroo and jump as high as you can and land on both feet?

Can you pretend to be a rabbit and squat down then jump as high as you can and land on both feet?

Stand behind a spot.

Can you jump forward over the spot?

Can you jump backwards over the spot?

Stand on the side of the spot.

Can you jump to the other side landing on one foot then the other (leap)?

Can you jump back over to the other side landing on both feet?

Stand behind a marker or slightly raised object.

Can you jump over the marker landing on one foot then the other?

Stand behind a marker or slightly raised object once again.

Can you jump over the marker landing on both feet?

Play music that changes tempo.

Can you jump fast to the tempo (when it speeds up)?

Can you jump slowly to the tempo (when it slows down)?

Can you jump when the lady sings and hop when the man sings?

Stand on a step or slightly raised platform

Can you jump off the step and land on both feet? Remember to bend knees and ankles when landing.

**‘If you’ game**

Instruct children to jump into a hoop if they:

‘Are wearing shoes’

‘Are wearing a coat with buttons’

‘Have short hair’

‘Are four years old’

etc.

**Benefits**

This supports the development of gross motor skills such as jumping and hopping, balance and spatial awareness.

**S.T.E.P. into Year 1:**

 S – Move the story to the classroom, outdoor area, local woods.

 T – Create an active class story. Encourage the children to apply/incorporate their new movements into the story every time you tell it.

 E – Include a range of equipment into their story movements.

 P – Allow discussion time in pairs for them to come up with new daily movements to be applied.

 **STEP – Adapt the Space, Task, Equipment, People to make the activity harder, or easier.**



**www.binspireduk.co.uk**

**info@binspireduk.co.uk**