

Jumping

Description

Jumping is the transfer of weight from one or both feet to both feet. A jump can be divided into three parts: take-off, flight and landing. Landing safely is an important skill to focus on when learning to jump, leap or hop. For more details, please see the 'landing' activities in the 'stability' section of this resource.

Jumping for distance (or horizontal jumping) is important in sports (e.g. athletics, long and triple jump) and in other games and activities (e.g. elastics).



Jumping for height (or vertical jumping) is used in many sports (e.g. high jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. using a skipping rope).

Applying movement principles

Application of force: To gain optimum height or distance, the movement needs to be smooth and synchronised. Therefore, to achieve the desired height or distance children need to apply the legs, body and arms sequentially (sum of forces). In other words, you jump for distance or height by pushing off with your toes, feet, knees and hips, and forcefully swinging your arms upwards and forwards (distance).

Learning cues

Jumping for distance

- bend knees – crouch position
- swing arms back, then quickly forwards
- explode forwards from crouch position
- push off from toes – toes are the last body part to leave the ground
- land with heels first and knees bent to absorb the shock

Jumping for height

- bend knees – crouch position
- 'explode' upwards
- swing your arms upwards quickly
- stretch, reach, and focus on target
- land with knees bent to absorb the shock

Learning phases

Discovering phase

Children discover for themselves many different ways and qualities of jumping. Characteristics of jumping during this learning phase are listed below.

Jumping for distance

- limited arm action
- arms are 'wild' in flight in an attempt to maintain balance
- leg flexion in crouch position is inconsistent
- difficulty in using legs and feet at take-off
- they fall backwards consistently in landing

Jumping for height

- preparatory crouch is inconsistent
- body, leg and feet extension at take-off is poor
- head lift is minimal
- arms are poorly coordinated with leg and trunk action
- little height is achieved

Developing phase

Children develop their jumping skills by practising jumping for height and distance, jumping to a rhythm and jumping over ropes and obstacles. Jumping characteristics for this learning phase are listed below.

Jumping for distance

- arm action initiates jumping action
- leg flexion in crouch position is more consistent
- arms move to side during flight to maintain balance
- extension of legs and feet at take-off is more consistent

Jumping for height

- knees bend slightly with exaggerated forward lean
- children take off with two feet
- the body does not extend fully during flight
- arms aid flight, but not forcefully
- there is some forward movement on landing

Consolidating phase

Children consistently display the skills of jumping, and apply these in varying contexts and with others. Characteristics of jumping in the consolidating phase are described below.

Jumping for distance

- arms swing back behind the body in preparation
- preparatory crouch position is deeper and more consistent
- arms swing forward with force during take-off, reaching up high
- ankles, knees and feet extend fully at take-off
- body leans forward at landing

Jumping for height

- knees are bent at least 90 degrees in preparatory crouch
- feet and legs are extended in full and fast
- upward arm lift is coordinated with leg action
- head is lifted and focused on target
- body is fully extended
- landing is controlled and close to take-off point

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Can You Jump Far?	Jumping for distance, in varying directions and levels, in creative ways and with others.	1	Hard or grass area	67
	Can You Jump Up?	Jumping for height, in different levels and directions, and in personal and general space.	1	Hard or grass area	68
	Jumping Jenny (Jimmy)	Jumping and space and body awareness.	5-6	Hard or grass area	69
Developing	Jumping Square	Sustained jumping (springing).	10-20	Hard or grass area	70
	Standing Horizontal Jump	Jumping for distance, landing and body awareness.	1	Hard or grass area	71
	Reaching High	Jumping for height, leaping, scissor jump, jumping over low obstacles, landing and space awareness.	1	Hard or grass area	72
	High Tide	Jumping at various heights, and relationships (with objects and others).	8+	Hard or grass area	73
	Jumping Combinations	Jumping to rhythm, running and landing in general space.	1	Hard or grass areas	74
	Feel the Spring	Continuous jumping, (springing/rebounding), landing and relationships (with others).	1	Hard or grass area	75
	Crossing the Stream	Jumping, leaping, running and space awareness.	1	Hard or grass area	76
	Circular Rope	Jumping over a moving rope, at different levels, and working with others.	2	Hard or grass area	77
Consolidating	Jump Rope	Jumping rhythmically, springing and relationships (with others).	1	Level hard or grass area	78
	Jumping a Long Rope	Jumping a long rope, turning a long rope, jumping with rhythm and relationships (with others).	3	Level hard or grass area	80
	Jumping to Throw and Catch	Jumping for height, throwing and catching at different heights and angles, and relationships (with others).	2	Level hard or grass area	82
	Partner jumps	Jumping off obstacles, landing, relationships (with others), space and body awareness.	2	Level hard or grass area	83
	Jump Jane Smith	Jumping to a rhythm, skipping and relationships with rope and partner.	8+	Hard or grass surface	84

Discovering Jumping

Can You Jump Far?

Movement skills/concepts

Jumping for distance, in varying directions and levels, creative ways and with others.

Set-up

Children are spread out in a defined grass or hard surface area.

Activity

Who can jump ...? (or Can you jump ...?)

- as quietly/loudly as possible
- forwards/backwards
- from a small crouch
- very fast/slow
- in a straight line
- like a giant/frog
- as if you are on ice
- making a circle
- with a partner
- with legs and arms stiff
- keeping your arms out from your side
- with your legs apart
- and land with your feet apart



Can you see ...?

- enjoyment
- head up

You could ask ...

Which ways of jumping felt easy to you? Why do you think this was?

Which ways of jumping did you find difficult? Why?

What do you need to do to land safely?

Variations

Add stationary objects: Can you jump ... over a box, across a rope, through a hoop?

Combine actions: Can you jump quietly while making an 'O' shape?

Jump your own height: Measure your height on the ground using a marker. Try jumping in different ways to reach your height.

Can You Jump Up?

Movement skills/concepts

Jumping for height, in different levels and directions, and in personal and general space.

Set-up

Children spread out in a defined grass or hard surface area.

Activity

Can you jump up ...?

- as high/low as you can
- from a crouched position
- and land lightly/heavily and on same/different spot
- without using your arms
- as quickly as you can
- and keep your head down
- and remain stiff
- being as relaxed as you can
- and land slightly forward
- like a rocket
- and land in your own space
- like a growing flower



Try something
different

Can you see ...?

- creativity
- enjoyment
- landing safely

You could ask ...

Which jumps made you feel like you were jumping high?

Which jumps made it difficult for you to jump high? Why was this?

Variations

Introduce a target: For example, children jump up to a sticker on the wall, or to touch a hanging ball, streamers or balloons.

Combine actions: Jump up and ... shoot a basket, hop over a rope, turn in the air.

Jumping Jenny (Jimmy)

Movement skills/concepts

Jumping and space and body awareness.

Set-up

Hard or grass area.

Groups of approximately five–six form a circle with one child in the middle.



Try something
new

Activity

The child in the middle starts jumping any way they like, saying, 'This is the way Jenny (Jimmy) jumps.'

The other children copy both the words and the jump. While the children are jumping, the first jumper nominates the next child to go in the centre. This second jumper says the same words but jumps in a different way.

Make the action continuous.

Can you see ...?

- a variety of jumps, creativity
- springing from ankles and toes
- landing softly

You could ask ...

Which jumps did you enjoy?

Which jump made you feel that you jumped high?

Which jump was the one where you jumped far?

Variations

Have a theme: For example, be a jumping kangaroo, other animal, or a sports person.

Developing Jumping

Jumping Square

Movement skills/concepts

Sustained jumping (springing).

Set-up

Square or squares on a suitable surface: two opposite sides are numbered 1, and the other sides are numbered 2.

In groups of approximately 10–20, children stand evenly spaced on the four sides of the square. One child in the group is the caller.



Activity

A child calls '1' or '2'. All children on whichever side is called jump across to the opposite side without touching anyone. When the child calls '3', all four sides jump to the opposite side without touching anyone.

Can you see ...?

- balance
- looking ahead
- continuous jumping

You could ask ...

How can you keep jumping without getting tired?

How can you jump so that you keep away from others?

Variations

Vary equipment: Make a dice showing 1, 2 and 3, repeating each number on opposite sides. Throw the dice and call the numbers.

Standing Horizontal Jump

Movement skills/concepts

Jumping for distance, landing and body awareness.

Set-up

Ropes placed around the edge of play area, gym mats, discs/bases (one per child), masking tape or stickers.

Children work individually, with one rope each.

Activity

Standing at one end of the rope, which is laid out straight in front of them, the child has their feet on either side of the rope.

Now, can you ...?

- jump as far as you can, taking off with two feet and landing on two feet
- jump the full length of your rope
- jump further

Standing at the end of a mat, children jump as far as they can towards the end of the mat. Count the score by the number of panels they jump over.

Children stand on a sticker and jump, two feet to two feet, and mark the distance with another sticker. Jump again and try to jump a little further on each attempt.

Can you see ...?

- crouching – bending knees, to prepare for take-off
- swinging arms back and forwards to initiate jump
- extension of legs and feet at take-off
- maintaining balance on landing

You could ask ...

How can you jump far?

How do you maintain balance when you land?

Variations

Extend 'jumping over' skills: Jump over low obstacles, (e.g. ropes, beanbags, bases, hoops).

Extend 'jumping on' skills: Jump onto low obstacles, (e.g. bench, low box/vault top or solid box).

Reaching High

Movement skills/concepts

Jumping for height, leaping, scissor jump, jumping over low obstacles, landing and space awareness.

Set-up

Balloons suspended at various heights (either on a stretched elastic or sticks/poles), low obstacles like a hurdle or stick suspended on two cones.

Children are spread out in a grass or hard surface area.

Activity

Can you ...

- jump high in the air and land in your own space – jump two feet to two feet
- walk around the area and then, on the signal, jump high in the air by taking off on one foot and landing on the opposite foot – what kind of jump is this?
- walk around the area, which has balloons suspended around it, and, using a two-feet take-off and two-feet landing, jump to touch the balloons, like a rugby player in a line-out or a basketball player in a jump-off
- move towards a balloon with some running steps and take off with one foot, reaching high to touch the balloon with one hand and landing on one foot
- use a scissor action (taking off on one foot, landing on the other) to jump over a low obstacle, like a low hurdle, then over gradually increasing heights

Can you see ...?

- crouching to prepare for take-off
- swinging arms back and upwards
- 'exploding' upwards
- bent knees in landing
- scissor jump – leg closest to obstacle swings up and forward first

You could ask ...

Which type of jump gives you more height? Why?

How do you land safely?

Variations

Use benches: Jump on and off benches (e.g. low box tops and benches). Leap up to the bench with a one-foot or two-feet take-off, and land with two feet both on the bench and on the ground.

Add ball: Jump and catch a high ball.

High Tide

Movement skills/concepts

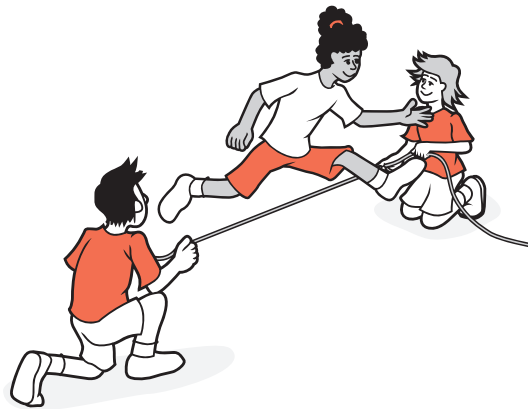
Jumping at various heights, and relationships (with objects and others).

Set-up

Ropes.

Grass or hard area.

Children work in pairs: several pairs hold ropes in a circle; the other pairs move around the circle jumping ropes.



*Having fun
with others*

Activity

On the call:

- 'The sea is flowing', ropes are moved gently from side to side
- 'The sea is low', ropes are low
- 'The sea is high', ropes are higher
- 'The sea is rough', ropes are held to stop the next pair, who then takes over holding the rope

Can you see ...?

- balanced approach
- height in jumping
- soft landings – knees bent

You could ask ...

What will you change about the way you jump over low and then higher ropes?

How will you land safely?

Variations

Create a shape as you jump: Jump in a tucked or wide position.

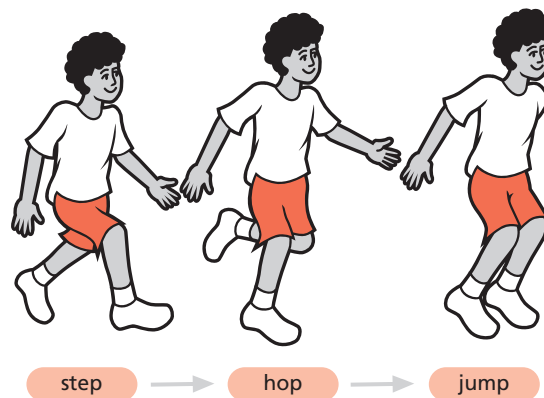
Jumping Combinations

Movement skills/concepts

Jumping to rhythm, running and landing in general space.

Set-up

Children spread throughout a defined grass or hard surface area.



Activity

Children walk in a defined area and when they hear a whistle signal, they are to 'Step, hop and jump'. Before beginning the routine, ask children to repeat these instructions to a partner.

Now we're underway, let's ...

- clap the phrase to get the idea of the rhythm
- 'Step, hop and jump' together at the same time on the whistle signal, and practise saying the words, 'Step, hop and jump'
- jog around the area, then, on the whistle signal, 'Step, hop and jump'
- concentrate on the jump part of 'Step, hop and jump', trying to get more distance in your jump. Repeat with the hop. Repeat with the step.

Can you see ...?

- step, hopping on the same foot, the jumping on both feet
- arms swinging back and forwards
- bending knees in preparation and in landing

You could ask ...

How do you gain more distance in your jump?

Why is it important to have a rhythm in this type of jumping?

Variations

Vary skills and combine them differently: Have two travelling skills and finish with a jump, (e.g. run, run and jump).

Add sound: Jump to music or a beat.

Add shapes: Jump to a floor pattern, (e.g. geometric shapes, letters, numbers, names).

Feel the Spring

Movement skills/concepts

Continuous jumping (springing/rebounding) landing and relationships (with others).

Set-up

Children are scattered throughout a defined grass or hard surface area.

Activity

Can you ...?

- jump three times in a row on two feet, pausing between each jump
- jump three times in a row without pausing between jumps, springing quickly after each jump (rebound/spring)
- jump twice in a row – first springing (rebound) and then pausing
- jump high, turn in air, land and freeze
- repeat and, when you land, collapse to floor, curl and freeze
- repeat this action and freeze for only an instant, then quickly resume moving
- jump in unison with a partner – on a signal, find another partner
- jump in unison with a partner and chant a sequence, 'Jump, jump, pause, jump, jump and pause'



Children learn by discovering for themselves

Can you see ...?

- head up
- swinging arms upward – to gain height
- bending knees – sinking in paused landings
- springing from ankles and feet with only slight knee flexion
- body extending in jump
- smooth transitions between movements

You could ask ...

When would you use the different types of jump and landing?

How does the paused landing differ from the rebound springing action?

Variations

Add shapes: Jump using a variety of shapes (e.g. skinny, wide, symmetrical and asymmetrical shapes).

Vary sequence: Create different sequences of jumps (shapes, one foot to two feet), landings (paused and rebound) and other locomotor skills.

Crossing the Stream

Movement skills/concepts

Jumping, leaping, running and space awareness.

Set-up

Ropes, base/disc.

Ropes are positioned in two lines to represent a stream/river. Include both narrow and wider parts of the stream so the children can succeed. In a wide part of the stream, position the base/disc as a boulder or stepping stone.

Children work individually.



Activity

Children stand on one side of the stream (behind the rope/line) and try to jump over the stream to land dry on the other side. If they fall in, they must return home (back to where they started) and pretend to change shoes and socks.

Children can use the boulder to cross the stream without getting wet.

Can you see ...?

- arms swinging upward and forward
- pushing off with toes of the take-off foot or feet
- landing softly – bent knees

You could ask ...

How did you get across the wider parts of the stream?

Which way of jumping gave you the most distance?

Variations

Add creative themes: For example, imagine you are a stunt person and you are balanced on scaffolding suspended 10 metres from the ground by a big crane. (mats scattered on ground). You need to move from one end of the scaffolding to the other end by jumping on the supports to get the flag in the quickest time possible.

Circular Rope

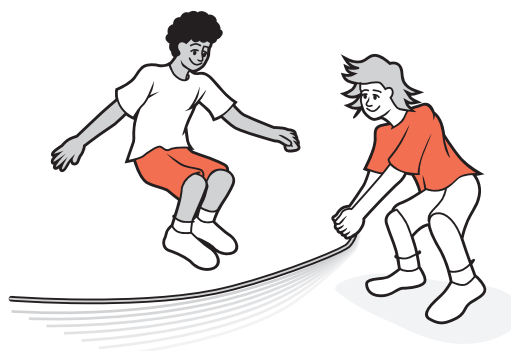
Movement skills/concepts

Jumping over a moving rope, at different levels and relationships (with others).

Set-up

Ropes, each with a beanbag tied on one end.

Children in pairs, with one rope per pair.



Are the children challenged?

Activity

One partner swings the rope in a circle, about 2–4 cm off the ground at a speed that allows their partner to jump over the rope when it comes to them. Switch roles.

Children can vary their jumps by:

- jumping forwards, sideways or backwards
- jumping creating different shapes in the air, (e.g. star, tuck jump).
- jump performing different tricks in the air, (e.g. clap hands, tap ankles).

Can you see ...?

- quick springs
- landing softy – bent knees

You could ask ...

What were some of the ways you jumped over the turning rope?

What do you need to do to be safe when jumping?

Variations

Vary equipment and group size: Have longer ropes with groups of 4–6 jumping.

Vary skill level: Change height of the rope

Consolidating Jumping

Jump Rope



Movement skills/concepts

Jumping rhythmically, springing and relationships (with others).

Set-up

Ropes.

Children, with one rope each, spread out in a level or grass hard surface area.

Activity

Can you ...?

- hold a rope in half and circle it overhead like a helicopter – using left and right hands
- turn rope over your head and jump it – try to land on the same spot that you took off on
- jump your rope moving forwards
- turn the rope backwards and try jumping it
- jump with different types of jumps – two feet to two feet, one foot to the other foot, two feet to one foot, etc.
- running steps with knees up, heels up or hopping on alternate feet
- jump the rope facing a partner, beside a partner, one following the other
- jump the rope with a partner – using one rope together, complete the activities as above, turning the rope forward and backwards



Can you see ...?

- heads up
- small springy jumps
- quiet landings
- horseshoe shape with rope
- ropes correct length – stand on the rope and hold arms straight out and at waist level, adjust rope and grip at this length

You could ask ...

What type of landings are you using here?

What are some of the different ways you can jump the rope?

What do you think is the secret to jumping the rope so you can keep going?

How will you and your partner work together when jumping the rope?

Variations

Vary jumps: For example, jump criss-cross and skier.

Create jump routines: For example, jump on two feet, heel-toe tap and criss-cross.

Add music: Jump to music for timing and interest.

Jumping a Long Rope

Movement skills/concepts

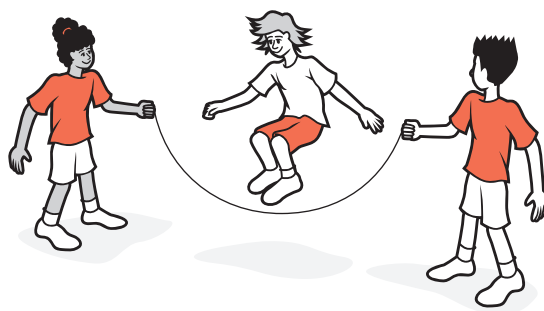
Jumping over a long rope, turning a long rope, jumping with rhythm and relationships (with others).

Set-up

Hard or grass area, long ropes.

Groups of three, with one rope per group: two children hold one end of the rope each and one child jumps.

Have fun



Activity

Two children holding a long rope turn it with large, smooth turns.

While the rope is turning, ask the jumper can you ...?

- jump up and down in the same spot
- jump (two feet), run, hop, call in a friend, step, turn and run out
- run in, perform one skip and run out as the rope is turned, then repeat increasing the number of skips

Entering rope – front door: The rope is turned towards the jumper and, when it touches the ground, the jumper starts to run in, then jumps once and runs out.

Entering rope – back door: The rope is turning away from the jumper, who waits until it is at its highest point before running in, then jumps on alternating feet and runs out.

Jumping to a rhyme: For example 'Alphabet, Alphabet':

Alphabet, Alphabet, I know my A, B, C
Alphabet, Alphabet, Listen to me! A, B, C ... Z

Switch roles so that everyone has a turn.

Can you see ...?

- front door – letting rope hit the floor and then entering
- back door – letting rope reach the highest point and then entering
- keeping on toes
- rhythmical rope turning

You could ask ...

What types of landing are you using when jumping the long rope?

Which was the easiest way to enter the long rope?

Variations

Chase the fox: With a larger group, the leader runs in and performs an action and the rest follow (e.g. touching the ground, bending, turning).

Red hot pepper: Each child jumps 10 'pepper' (fast turns).

Calling in: A child jumps in with a beanbag, then drops it and picks it up again without missing a beat.

Jumping to Throw and Catch

Movement skills/concepts

Jumping for height, throwing and catching at different heights and angles, and relationships (with others).

Set-up

Low benches, chairs, beanbags, tennis balls, foam balls and footballs.

Children in pairs.



Activity

One partner tosses the ball for their partner to catch while jumping from a low bench. Repeat three times and then switch roles. See how many times children can jump and catch without making a mistake. Children score a point each time they catch the ball before they land.

One partner throws the ball so their partner has to jump high to catch it. They vary the throw so their partner has to go to their left or right to catch the ball. Repeat three times and then switch roles.

Try different ways of jumping – one-foot or two-foot take-off.

Can you see ...?

- head up – for balance
- swinging arms upward
- bending knees – sinking in landing

You could ask ...

What was the easiest way to reach high for the catch?

How did you time your jump to catch the ball?

Variations

Vary skills: Include travelling (running, jumping and catching in the air) to catch the ball.

Vary balls and throws: For example, catch a netball lob pass, rugby line-out pass.

Play games: For example, Newcombe Ball (see 'manipulation games') incorporates throwing, jumping and catching.

Partner Jumps

Movement skills/concepts

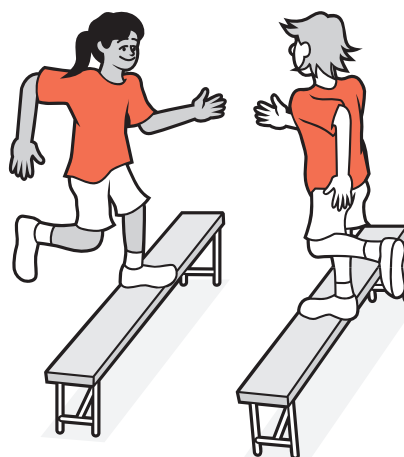
Jumping off obstacles, landing, relationships (with others) and space and body awareness.

Set-up

Benches/vaulting boxes, landing mats.

Hard or grass area.

Children in pairs facing each other: each partner begins on top of a low obstacle, with one designated the leader of the pair.



Working together

Activity

The leader demonstrates a type of jump. Partners then face each other and jump at the same time:

- First **mirroring** the leader exactly – which means copying their partner’s movement as if looking in the mirror. For example, if the leader uses their right leg, partner uses their left leg. Switch the leader after three turns.
- Then **matching** the leader exactly — which means children do the same thing with the same body part at the same time. For example, if the leader uses their right leg, partner uses their right leg. Switch the leader after three turns.

Examples of jumps that can be demonstrated are: star jump, tuck or ‘C’ shape, pike or ‘L’ shape, straddle or ‘V’ shape.

Repeat mirroring and matching actions while travelling on the ground. For example, face each other approximately 4 metres away, walk towards each other with leader initiating a jump.

Can you see ...?

- keeping head up – for balance
- swinging arms
- soft landings, bent knees

You could ask ...

Which jump by your partner was the easiest/hardest to copy? Why?

What can you do to ‘stick’ your landing?

Variations

Jump in sequence: Put a number of jumps together into a sequence.

Create a jumping dance: Select a theme, (e.g. movie stunt sequence), and put together a series of jumps to express that idea.

Jump Jane Smith

Movement skills/concepts

Jumping to a rhythm, skipping and relationships and partner.

Set-up

Any hard surface or grass space, music (song) optional.

Children form a double circle, with each child facing a partner in the opposite circle.

Activity

Put on music or have a caller call the words to the song.

Caller: 'Jump, jump and jump Jane Smith.'

Take two high slow jumps, followed by three quick jumps.

Caller: 'Take a little twirl and away we go.'

Join both hands with your partner's and skip around on the spot.

Caller: 'Slide, slide and stamp just so.'

All take two sidesteps to the right to meet a new partner.

Stamp three times.

Caller: 'Then we take another partner and we jump Jane Smith.'

Join both hands with your new partner's, skip around on the spot, ending in your own place.

Jump three times.

Can you see ...?

- jumping in time to the rhythm
- small, controlled movements

You could ask ...

What can you do to jump in time?

Jumping with a partner can be tricky. How can you help each other jump in time?

Variations

Working with one partner: If changing partners is too difficult, each pair keeps both hands joined, slides two steps clockwise, then the outside circle moves on one – or change the last verse to 'Then we stop with our partner and we jump Jane Smith.'