

Unit  
**3**

# Skip to the beat

**Learning objective:** • To develop foot patterns that aid skipping.

**Learning outcomes:** • Learn how to hop – same foot to same foot.  
• Learn how to jump – two feet to two feet.  
• Be able to do these two activities on the move.

**Prior learning:** • Running activities.

**Vocabulary:** • Hop, jump.

**Equipment:** • Healthy food labels, ropes, flat markers.

## Warm-up:

Begin by placing the healthy food labels up on the walls: fruit, water, rice, chicken etc. Call out the name of a label and challenge the children to run as quickly as possible to that wall. Repeat the activity several times.

## Skills learning and development:

Place flat markers or ropes on the floor. Tell the children that these are snakes in a jungle and they must run around the room without touching the snakes. Time the children to see how many circuits of the room they can do in one minute. Practise once and then do it again.

In pairs, ask the children to hop over a rope that is on the floor – same foot to same foot. (Remind the children that the rope is a snake in the jungle – don't land on the snakes!) One partner should watch the other, then swap over. Repeat the activity on the other foot. Ask: *Do you find it easier to hop on one foot rather than the other?*

Repeat the activity, this time jumping two feet to two feet.

Ask the children to skip around the room. When they come to a snake, they should hop over it. Observe the children and offer help with technique where needed.

Repeat the activity above, this time jumping over the snake. *Which do you find easier, and why?*

## Application and practice:

Place the children in teams of four. Three of the team stand still around the room – they are stuck in the jungle. The fourth child can set one player free by running, jumping or hopping over four ropes. The released child then runs, jumps or hops over four more ropes to release the next child, until all four have done it and sat down.

## Reflect and review:

Ask:

- *Can you think of something you have learned, a question or a feeling you have about the lesson today?*

## Support

Allow the children to hold onto the other leg as they hop or jump over the rope.

## Extend

Encourage the children to hop only in these activities.

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# Skip to the beat

**Lesson objective:** • To develop foot patterns that aid skipping.

**Learning outcomes:** • Develop the 'step hop' technique for a good skip without a rope.  
• Explore the action of skipping at a low level.

**Prior learning:** • Step patterns from Lesson 1.  
• Running skills.

**Vocabulary:** • Skipping.

**Equipment:** • Skipping ropes.

## Warm-up:

### Stuck in the mud

Choose three children to be catchers while the rest of the class run around the room, changing direction and taking care not to bump into others. If caught, the runners should stand in a star shape; to re-enter the game, another child must set them free by running under their arms.

## Skills learning and development:

Place ropes randomly around the room, ensuring that there are enough for one between two for a later activity. Encourage the children to recap the learning from Lesson 1: running, jumping and hopping over the snakes (ropes) in the jungle.

Observe and ensure all children can skip. If not, break it down to a step hop. Ask them to skip around the room, and when they come to a rope snake, urge them to jump over it as high as possible, two feet to two feet.

The children now work in pairs, sharing one rope between two. Explain that one child in each pair should hold the rope by the handles at waist height and in front of them. Next, they should bring their arms down, back and over in a complete circle starting and finishing in more or less the same place. Once the rope has gone over and hit their feet, tell them to step over it and repeat. They should be aware of the other children around them as they do this. The pairs should take it in turns to have a go. If any children can skip already, allow them to demonstrate for the class.

Repeat the above activity, this time moving the rope from the front to the back.

Finally, repeat the activity, this time jumping over the rope. Then allow the children plenty of time to practise this skill.

## Application and practice:

Challenge the children to do 5, 10, 15 skips continuously.

## Reflect and review:

Ask:

– *Do you like skipping? How can you improve your skipping?*

Encourage the children to practise at home.

## Support

Allow the children to step over the rope each time. Reduce the targets for the children.

## Extend

Challenge the children by increasing the number of skips or step overs. Encourage them to make the skip a running action.



# Unit 3

## Skip to the beat

**Learning objective:** • To develop skipping skills.

**Learning outcomes:** • Learn how to skip with a rope.  
• Explore different ways of skipping.

**Prior learning:** • Footwork patterns learned from Lessons 1 and 2.

**Vocabulary:** • Step overs.

**Equipment:** • Skipping ropes.

### Warm-up:

#### Stuck in the mud

Choose three children to be catchers while the rest of the class run around the room, changing direction and taking care not to bump into others. If caught, the runners should stand in a star shape; to re-enter the game, another child must set them free by running under their arms.

### Skills learning and development:

Recap on the skipping technique from Lesson 2 and allow the children some practice time. Encourage them to work in pairs and take it in turns.

*Are there any other ways of skipping?* Ask the children to explore different ways for 5-10 minutes. Encourage

them to share any ideas and let them have a go at the different ways: running over the rope rather than jumping; hopping; backwards; in pairs; skipping with a running action.

Ask one of each pair to move the rope around in a circle on the floor while the other person jumps over it. When jumping, encourage the children to bounce on the balls of their feet. Swap over.

### Application and practice:

*Can you skip 5, 10, 15 times without stopping? How many skips can you do before you make a mistake? Have a competition between the two of you to see who can skip for the longest time.* Encourage the pairs to perform some skipping songs. The children can record their best scores.

### Reflect and review:

Ask:

- Which is your favourite way to skip?
- What do you find easy or difficult about skipping?
- How might you improve on your best score?

### Support

Ask the children to perform step overs.

### Extend

Ask the children to try skipping backwards.

Unit  
**3**

# Skip to the beat

**Learning objective:** • To improve agility, balance and co-ordination.

**Learning outcome:** • Skip with good balance and technique.

**Prior learning:** • Skipping methods from Lessons 1–3.

**Vocabulary:** • Circuit, weave.

**Equipment:** • Skipping ropes and cones.

## Warm-up:

### Chain tag

Appoint two children as catchers; their aim is to catch others by tagging them. When caught, the children join hands and carry on catching as a pair until they have a chain of four. They then break off into pairs and start again.

### Skills learning and development:

Allow time for the children to practise as many of the skipping moves from last lesson as they can. They should work in pairs and take turns.

Introduce the children to a skipping circuit. Explain that they should be able to improve their personal levels of fitness by doing repeated skipping activities. Their heart rate should increase for a period of time, which helps to keep them healthy. Ask: *Why do you think it is important to be healthy?*

Model the following moves:

- Skipping on the spot: The children can use any method they choose but the aim is to keep going for 45 seconds.
- Skipping while walking/running around two cones placed at either end of the hall: The children must all skip in the same direction.
- Rope jump: The children jump two feet to two feet over a rope that is laid on the floor.
- Weaving: The children skip in and out of a line of cones (to practise agility).
- Swing rope: One partner swings the rope in a circle on the floor for the other to jump over.

### Application and practice:

Encourage all children to have a go at each of the circuit stations. Allow plenty of practice time and ensure the children use the correct technique at each of the stations. The children might want to record their best scores.

## Reflect and review:

Ask:

- Which is your favourite station?
- Which activity do you find the hardest, and why?

### Support

The children can make this easier themselves by reducing the pace at which they work. They can skip with a jump or do step overs.

### Extend

The children can make this harder themselves by increasing the pace at which they work. They can skip with a jump or do step overs.



Unit  
**3**

# Skip to the beat

**Learning objective:** • To improve agility, balance and co-ordination.

**Learning outcome:** • Perform a skipping circuit with knowledge and understanding.

**Prior learning:** • Skipping methods from Lessons 1–3.

**Vocabulary:** • Circuit.

**Equipment:** • Cones, skipping ropes, music.

## Warm-up:

### Musical statues

Ask the children to spread out around the room. Play music for the children to move and dance to, and when you stop the music, the children must stop still and not move – like statues. When the music starts again, the children continue dancing.

### Skills learning and development:

Recap the skipping learning from Lesson 4. Ask the children to model the activity at each of the circuit stations to demonstrate their understanding:

- Skipping on the spot: The children can use any method they choose but the aim is to keep going for 45 seconds.

- Skipping while walking/running around two cones placed at either end of the hall: The children must all skip in the same direction.
- Rope jump: The children jump two feet to two feet over a rope that is laid on the floor.
- Weaving: The children skip in and out of a line of cones (to practise agility).
- Swing rope: One partner swings the rope in a circle on the floor for the other to jump over.

### Application and practice:

Instruct the children to perform the circuit, working for 45 seconds on each activity. They should work in pairs so that one child works and the other rests. Encourage them to record their scores. Ask: *Why is a circuit a good activity to do?*

## Reflect and review:

Ask:

- Which stations do you think you could improve on?
- Which do you think you did really well?

Encourage them discuss with their partner.

### Support

The children can make this easier themselves by changing the pace at which they work. They can skip with a jump or do step overs.

### Extend

The children can make this harder themselves by changing the pace at which they work. They can skip with a jump or do step overs.



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# Skip to the beat

**Learning objective:** • To improve agility, balance and co-ordination.

**Learning outcome:** • Perform a skipping circuit with knowledge and understanding.

**Prior learning:** • Skipping methods from Lessons 1–3.

**Vocabulary:** • Circuit.

**Equipment:** • Cones, skipping ropes, music.

## Warm-up:

### Musical statues

Ask the children to spread out around the room. Play the music for the children to move and dance to, and when you stop the music, the children must stop still and not move – like statues. When the music starts again, the children continue dancing.

### Skills learning and development:

Recap on the learning from Lessons 4 and 5. Ask the children to model the activity at each of the circuit stations to demonstrate their understanding:

- Skipping on the spot: The children can use any method they choose but the aim is to keep going for 45 seconds.

- Skipping while walking/running around two cones placed at either end of the hall: The children must all skip in the same direction.
- Rope jump: The children jump two feet to two feet over a rope that is laid on the floor.
- Weaving: The children skip in and out of a line of cones (to practise agility).
- Swing rope: One partner swings the rope in a circle on the floor for the other to jump over.

### Application and practice:

Instruct the children to perform the circuit, working for 45 seconds on each activity. They should work in pairs so that one child works and the other rests. Encourage them to record their scores so they can see improvement in their performance. Encourage the children to try to beat their scores from Lesson 5.

## Reflect and review:

Ask:

- *Did you improve in this lesson?*
- *Why do think this is the case?*

Encourage the children to discuss with their partner.

### Support

The children can make this easier themselves by changing the pace at which they work. They can skip with a jump or do step overs.

### Extend

The children can make this harder themselves by changing the pace at which they work. They can skip with a jump or do step overs.

