

PE Overview Long Jump Skills

Curriculum Progression- Long Jump

Concepts

Concept: To develop a lifelong love of physical activity

Concept: To build, develop and demonstrate resilience

Concept: To experience being part of a team and understand their role within it.

Concept: To develop a sporting attitude being fair, kind and respectful

Concept: To understand how to set realistic goals and work towards achieving them

Concept: To develop essential skills in coaching, leadership and teamwork

Concept: To be knowledgeable about the impact and importance of physical activity on their bodies, health and well-being

T o p i c K n o w l e d g e	Skill	Y3	Y5	Y6
	Link to school values	Together we are safe To use the long jump pit safely showing an awareness of the other athletes. Performing a safe and controlled take off - using the board or marker, bending knees when landing, moving out of the pit once the jump is complete and showing an awareness of the other athletes through taking turns and listening to instructions.	Together we are safe To use the long jump pit safely showing an awareness of the other athletes. Performing a safe and controlled take off - using the board or marker, bending knees when landing, moving out of the pit once the jump is complete and showing an awareness of the other athletes through taking turns and listening to instructions.	Together we are safe To use the long jump pit safely showing an awareness of the other athletes. Performing a safe and controlled take off - using the board or marker, bending knees when landing, moving out of the pit once the jump is complete and showing an awareness of the other athletes through taking turns and listening to instructions.
	New Key Vocabulary	• Take-off • Landing • Forwards • Upwards • Swinging action • Control • Technique	• Landing position • Strides • Take-off board • Horizontal speed • Propeller • Thrust • Optimum • Approach • Consistent speed • Accuracy	• Take-off • Landing position • Check mark • Penultimate stride • Hop / step / jump combination • Equal rhythm • Triple jump • Horizontal speed • Execution of technique
	End points	To be able to perform a standing long jump (2 feet to 2 feet) landing in the long jump pit showing control and fluidity of movement. To perform a long jump from a 10m approach beginning to show the correct action in take-off, jumping and landing positions.	To perform a standing long jump using the correct take off, jump and landing position. To execute and perform a controlled take-off, jumping action and landing - using a consistent speed in the approach, the arms as propellers, a controlled jumping action and a controlled landing position.	To perform a long jump from a longer approach using the correct jumping technique and to develop the skills of performing a triple jumping action using the long jump pit.

	Crucial knowledge Knowledge & Skills	- To be able to run / jog continuously for 12 minutes - To perform a controlled 2 feet to 2 feet standing jump landing with bent knees - To perform a long jump action from a one-foot take off to a two feet landing position from a 3 / 5 stride run up. - To use their arms to swing forwards and upwards on take-off. - To land a jump into the long jump pit on 2 feet with bent knees (landing like a frog).	- To be able to run / jog continuously for 15 minutes - To perform a standing long jump using the correct take off, jump and landing position. - To perform a long jump from a short approach - 3 / 5 strides landing like a frog in the sand. - To execute and perform a controlled and powerful take off using the take off board. - To use the arms as propellers during take off to maximise efficiency of jump and to increase jumping distance. - To increase the length of the approach in the run-up to take off - aiming for consistencies in speed and accuracy in striking the board.	- To be able to run / jog continuously for 18 to 20 minutes - To perform a standing long jump using the correct take off, jump and landing position. - To perform a long jump from a longer approach (10 strides) - To execute and perform a controlled and powerful take off using the takeoff board. - To perform a triple jump from a standing position demonstrating the hop, step, jump approach - To perform a triple jump from a 3 stride approach showing the hop, step, jump approach
Motoring Competence – how to successfully & successfully complete	Procedural Knowledge – How well do pupils demonstrate accurate, safe and efficient movement patterns. Skill Based Procedural Knowledge ‘in’ movement e.g. demonstrating a warm up, showing what different jumps in gymnastics looks like.	Running drills To run with the correct technique, I need to: Use the correct body position Head Up - "Look forward, not at your feet. Straight back Arms Moving - Your arms help you run fast! Swing them like you're pumping a train. Use the correct leg movement: Knees Up - "Lift your knees like you're marching in a parade." Push Off Strong - "Pretend you have springs in your feet. Push the ground away!" Fast, Light Steps - Try to be quick and quiet, like a ninja. 3). Breathing Breathe in through your nose and out through your mouth. Standing Long Jump To perform a standing long jump, I should use the following movement pattern:	Running drills To run with the correct technique, I need to: Use the correct body position Head Up - "Look forward, not at your feet. Straight back Arms Moving - Your arms help you run fast! Swing them like you're pumping a train. Use the correct leg movement: Knees Up - "Lift your knees like you're marching in a parade." Push Off Strong - "Pretend you have springs in your feet. Push the ground away!" Fast, Light Steps - Try to be quick and quiet, like a ninja. 3). Breathing Breathe in through your nose and out through your mouth. Standing Long Jump To perform a standing long jump, I should use the following movement pattern:	Running drills To run with the correct technique, I need to: 1. Body Posture (Stay Tall & Relaxed) Keep the body upright with a slight forward lean. Head facing forward, not looking down at the ground. Shoulders relaxed, no tension in the upper body. 2. Arm Movement (Pump, Don't Swing Sideways) Arms should bend at 90 degrees (L-shape). Move them forward and back (not side to side). Hands should be relaxed, not clenched into fists. 3. Leg Movement (High Knees & Strong Push-Off) Drive knees forward and up (not too high). Land on the balls of the feet, not heels. Push off strongly from the ground with each step. 4. Stride Length & Cadence (Smooth & Controlled) Keep steps quick and light, not long and heavy. Avoid overstriding—feet should land under the body. Encourage rhythm and a steady pace. Standing Long Jump To perform a standing long jump, I should use the following movement pattern:

I e t e m o v e m e n t s & a c t i o n s	1. Starting Position Feet Shoulder-Width Apart - Stand with feet flat and about hip- to shoulder-width apart. Knees Slightly Bent - Get into a ready position by bending the knees slightly. Arms Back - Swing arms backward to prepare for the jump. 2. The Jump Swing Arms Forward - As you jump, swing your arms forcefully forward and upward. Push Off with Both Feet - Explode upward and forward by pushing off with both feet at the same time. Extend Legs - Stretch legs forward in the air to cover more distance. 3. Landing Land on Both Feet - Try to land on two feet at the same time. Bend Knees - Absorb the impact by bending your knees slightly when landing. Stay Balanced - Keep your weight centered to avoid falling forward or backward. Long Jump: One foot take off / 2 feet landing A one-foot to two-feet long jump is when you take off from one foot and land on both feet. You can perform this type of jumping action using a short run up. When you reach the takeoff board you jump off one foot, swing your arms forwards and push off the ground. Landing should be on two feet. Landing Position A controlled landing position in long jump helps jumpers stay balanced and avoid falling backward. Take off technique A good takeoff in long jump is when you use a one-foot takeoff (whichever foot feels stronger). You push hard off the board using the ball of the foot. The non-takeoff leg should swing forward, like hopping onto a step. Distance of approach	1. Starting Position Feet Shoulder-Width Apart - Stand with feet flat and about hip- to shoulder-width apart. Knees Slightly Bent - Get into a ready position by bending the knees slightly. Arms Back - Swing arms backward to prepare for the jump. 2. The Jump Swing Arms Forward - As you jump, swing your arms forcefully forward and upward. Push Off with Both Feet - Explode upward and forward by pushing off with both feet at the same time. Extend Legs - Stretch legs forward in the air to cover more distance. 3. Landing Land on Both Feet - Try to land on two feet at the same time. Bend Knees - Absorb the impact by bending your knees slightly when landing. Stay Balanced - Keep your weight centered to avoid falling forward or backward. Long Jump: One foot take off / 2 feet landing A one-foot to two-feet long jump is when you take off from one foot and land on both feet. You can perform this type of jumping action using a short run up - when you run in a straight line towards the takeoff board. When you reach the takeoff board you jump off one foot, swing your arms forwards and push off the ground. Landing should be on two feet, bringing both feet together and bending your knees. You can reach forwards and place your hands in the sand to support your landing position. Take off technique A good takeoff in long jump is powerful and controlled. The approach to the takeoff board is purposeful and controlled. Athletes place their dominant foot on the takeoff board and push off their foot - pressing hard on the ground to launch themselves into the air. You should use your arms to propel yourself forwards and upwards.	1. Starting Position Feet Shoulder-Width Apart - Stand with feet flat and about hip- to shoulder-width apart. Knees Slightly Bent - Get into a ready position by bending the knees slightly. Arms Back - Swing arms backward to prepare for the jump. 2. The Jump Swing Arms Forward - As you jump, swing your arms forcefully forward and upward. Push Off with Both Feet - Explode upward and forward by pushing off with both feet at the same time. Extend Legs - Stretch legs forward in the air to cover more distance. 3. Landing Land on Both Feet - Try to land on two feet at the same time. Bend Knees - Absorb the impact by bending your knees slightly when landing. Stay Balanced - Keep your weight centered to avoid falling forward or backward. Long Jump: One foot take off / 2 feet landing A one-foot to two-feet long jump is when you take off from one foot and land on both feet. You can perform this type of jumping action using a short run up - when you run in a straight line towards the takeoff board. When you reach the takeoff board you jump off one foot, swing your arms forwards and push off the ground. Landing should be on two feet, bringing both feet together and bending your knees. You can reach forwards and place your hands in the sand to support your landing position. Triple Jump: From a standing position A standing triple jump consists of 3 continuous movements: 1. Hop - Start with feet together and knees slightly bent. - Jump forward off one foot (strongest foot) and land on the same foot. - Swing the opposite knee forward to generate power. 2. Step

		The approach in long jump is the running phase before takeoff. It is one of the most important parts because it helps build speed and momentum for a big jump. What a Good Approach Looks Like Starts with a Steady Run - "Begin running at a comfortable speed, not too fast or too slow." Gradually Get Faster - "Speed up as you get closer to the takeoff board, like a plane before takeoff!" Stay in a Straight Line - "Run like you're on a train track—no zigzags!" Controlled Last Steps - "The last two steps should be quick and powerful, not rushed or choppy." Jump from the Takeoff Board - "Step on the board with one foot and push off hard!"		• After landing, immediately push off the same foot and jump forward. • Land on the opposite foot (the one that was swinging). 3. Jump • Push off the second foot and jump as far forward as possible. • Land with both feet together in a balanced position. Triple Jump: From a 3 stride approach 1. Approach (3 Strides to Build Speed) • Start with a short sprint (3 powerful strides) to build momentum. • Stay tall, balanced, and controlled—not too fast. • The last step should be slightly longer to prepare for the hop phase. 2. Triple Jump Phases (Hop, Step, Jump) Hop (First Phase) • Take off from one foot and land on the same foot. • Drive the opposite knee forward to generate power. Step (Second Phase) • Push off the same foot and land on the opposite foot. • Keep the body upright and arms moving for balance. Jump (Final Phase) • Explode forward off the second foot into a big jump. • Bring both legs forward and land softly with bent knees.
R u l e s , S t r a t	Declarative knowledge – How well do pupils recall and describe the tactic, rule and strategy and know what it looks like in practice and when it is used.			

e g i e s a n d t a c t i c s – k n o w i n g h o w t o a p p l y t e c h n i q u e s	Procedural knowledge – How well do pupils perform the tactic or strategy and through their actions they are able to showcase their knowledge.	Concept: To understand how to set realistic goals and work towards achieving them Running drills The aim of this unit is to increase their running ability and stamina so that athletes can continuously jog or run for 12 mins. Interval Runs to help build endurance: • Sprint & Walk: Sprint for 10 seconds, then walk for 20 seconds. Repeat 5-8 times. • Run & Jog: Run for 20 seconds, jog slowly for 40 seconds. Repeat 5-8 times. Standing Jump Children perform a basic 2 feet to 2 feet standing jump. Teacher model - Jumping from one foot to two feet progressing to two feet to two feet. https://www.youtube.com/watch?v=FiBONNwYxeI Steps to Success: 1) Use backward and forward arm swing action of the arms 2) Bend then extend the legs fast 3) Demonstrate control and balance on landing, landing with soft knees, feet shoulder width apart and landing with flat feet. Children to perform the following activities: Activity: Each child has 4 cones which they place around them in a diamond shape. Recap North, South, East, West directions. Teacher to give a compass direction and chn to jump from the centre to the relevant cone using a 2 feet to 2 feet jump using the steps to success. Group activity: Using a skipping rope as the base line children have a competition to see who can jump the furthest using a 2 feet to 2 feet jump ensuring good body positioning is used. Progress to using the long jump pit. Discuss health and safety and expectations when using the pit. Children to practise standing long jump from take-off board. Long Jump: One foot take off / 2 feet landing	Concept: To understand how to set realistic goals and work towards achieving them Running drills The aim of this unit is to increase their running ability and stamina so that athletes can continuously jog or run for 15 mins. Interval Runs to help build endurance: 4 x 50m sprints (walk back to recover) 3 x 100m fast runs (jog back to recover) 2 x 200m runs (walk 1-2 minutes between) Standing Jump Children perform a standing long jump using the correct take off, jump and landing position. Teacher to model: • A take off from two feet landing on two feet on the field. https://www.youtube.com/watch?v=FiBONNwYxeI Teach the athlete how to bend their legs and swing their arms back when preparing to take off, to <i>stretch out</i> in the air and land like a frog, with bent legs in the sandpit. A simple cue is Bend / Stretch / Bend. Teach the athlete to swing their arms forward and up on take off. Ask them to clap their hands above their heads whilst in the air or to imagine they are jumping up and swinging on monkey bars or on a trapeze. Teach the athlete to land with their feet close together and at the same time. A correct landing position can also be encouraged by using a head up / bottom down landing and asking them to make handprints in the sand next to their feet. Long Jump: One foot take off / 2 feet landing	Concept: To understand how to set realistic goals and work towards achieving them Running drills The aim of this unit is to increase their running ability and stamina so that athletes can continuously jog or run for 15 - 18 mins. Interval Runs to help build endurance: 5 x 50m sprints (walk back to recover) 4 x 100m runs (jog back to recover) 2 x 200m runs (rest 90 seconds between) Standing Jump Children perform a standing long jump using the correct take off, jump and landing position. Teacher to model: • Take off from two feet and land on two feet • Teach the athlete how to bend their legs and swing their arms back when preparing to take off, to <i>stretch out</i> in the air and land like a frog, with bent legs in the sandpit. A simple cue is Bend / Stretch / Bend. • Teach the athlete to swing their arms forward and up on take off. Ask them to clap their hands above their heads whilst in the air or to imagine they are jumping up and swinging on monkey bars or on a trapeze. • Teach the athlete to land with their feet close together and at the same time. • A correct landing position can also be encouraged by using a head up / bottom down landing and asking them to make handprints in the sand next to their feet. Long Jump: One foot take off / 2 feet landing
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Children perform a long jump action from a one-foot take off to a two feet landing position. Teacher model – Performing a basic long jump action using a one-foot take off and two feet landing. https://www.youtube.com/watch?v=5v9p5jBN_Hg Children to determine their dominant leg - using drills on field. On the teacher's signal, children jog at an easy pace towards the pit and jump by taking off from one foot and landing on two feet. Encourage the athletes to land like a 'frog' and come to a complete stop on landing making handprints in the sand in front of them. Misconceptions: 1) Jumping from two feet to two feet 2) Running into the long jump pit. Landing Position To perform a one-foot to two -feet jump - landing like a frog in the sandpit. Children to practise their landing position on the field and in the long jump pit – landing like a frog with bent legs in the sandpit coordinating the action – bend / stretch / bend and making handprints in the sand. Feet need to be close together and land at the same time – making one noise and not two in their landing. Watch for athletes who land with straight / stiff legs in the sandpit and / or bend forwards at just the hips, rather than at the knees. Encourage a head down / bottom up landing asking the children to make handprints in the sand – this should achieve a more correct landing position. Take off technique To use the arms to swing forwards and upwards on take-off using the long-jump pit. Children experiment with a standing jump, first with hands 'glued' to their sides and then when they swing their arms & discuss impact on the jump. Repeat with a one-foot to two feet jump. Teacher model – Using the arms to swing forwards and upwards during a long-jump action. Children practise drills in using arms to swing forwards and upwards clapping as their arms are above their heads in the air to encourage the use of their arms – the children need to run, jump and pretend to swing on monkey bars, landing like a frog and making handprints in the sand.	Children perform a long jump from a short approach – 3 / 5 strides landing like a frog in the sand. https://www.youtube.com/watch?v=5v9p5jBN_Hg Diagnostic Assessment / Recall: Performing a long jump from a short approach (3 – 5 strides) – taking off on one foot and landing on two feet. Teacher model – performing a long jump from a short approach – measuring an odd number of strides from take-off board. Demonstration of landing like a 'frog' in the sandpit. • On your signal the athlete should stride towards the edge of the pit and take off from one foot and land with two feet in the sand. • Children to focus on landing like a 'frog' in the sandpit making handprints in the sand. Take off technique Take off position To execute and perform a controlled and powerful take off for a long jumping action. Teacher model – Demonstration of jogging towards the take-off board, positioning take off leg in front of hips as you are moving forwards, exploding into the take-off leg and looking towards the horizon as you jump vertically and horizontally. Children to take a 4 / 6 step run up towards take-off board and practising using their speed from their run up to strike the board and gaining distance in the pit – landing in the 'frog' position whilst looking towards the horizon. Drills to enhance confidence in jumping out into the sandpit. Jumpers to explore which leg is most comfortable / dominant for the take-off. Using arms as propellers Teacher model – Using the arms as a propeller during take-off – thrusting the arms forwards and upwards. https://www.youtube.com/watch?v=doqpcSEwwAs Activity Drills / coaching in using arms to propel the jumper forwards. Coaching opportunities Takeoff board	Children to perform a long jump from a longer approach using the correct technique. Diagnostic Assessment / Recall: Performing a long jump from a short approach – taking off on one foot and landing on two feet. • On your signal the athlete should jog / run at an easy pace towards the edge of the pit and take off from one foot and land with two feet in the sand. • Ensure the athletes take off from one foot and land with two feet. • Encourage the same landing technique as in step 1 (land like a frog). • One this is mastered encourage the use of the arms. Ask the children to pretend to run, jump and swing on the monkey bars or trapeze. • If the athletes are jumping very flat and barely getting off the ground ask them to “spring” and push off their toes when they take-off. Triple Jump: From a standing position https://www.youtube.com/watch?v=NbmseYFNIA Recall: Performing a long jump from a longer distance https://www.youtube.com/watch?v=idm5DuQqf7I Teacher model – performing a standing long-jump using a hop / step / jump approach. Children to perform a standing triple jump demonstrating the following: 1) A balanced jumping action 2) Keeping an even rhythm between the jumps with equal hop, step and jump phases 3) Keeping the body upright. Triple Jump: From a 3 stride approach Recall: Performing a standing triple jump – using the three-phased approach. https://www.youtube.com/watch?v=-8isYThc3WM
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		Distance of approach Children demonstrate a long-jumping action showing correct body positioning in take off, jump and landing from a 4 to 6 stride approach to the long jump pit. Teacher model – Teaching to be directed towards misconceptions of the children – take-off, jumping or landing positions. Activity Drills to enable children to practise and repeat jumping actions focussing on correct body positioning throughout jump from a 10m approach to the long jump pit.	To explore the length of the approach in the run-up to take off – aiming for consistencies in speed and accuracy in striking board. Teacher model: To take 8 /10 strides back from the take-off board and model an approach, striking the take-off board to maximise distance of jump. Activity Jumpers to explore varying distances from the take-off board aiming to strike the board consistently and with control. Athletes to use markers to find their optimum starting point in their run up. During run up equal sprinting force needs to be applied – making adjustments to approach as required. Ensure distances are kept reasonably short to aim for consistency in approach speed and accurate striking of the board. Long Jump Event To utilise long jumping skills to compete in a mini long-jumping event Children to compete in events striving to achieve their PB in long-jumping activities focusing on long-jumping technique including approach, take-off, jumping technique and landing position.	Teacher to place 3 cones / markers on runway to support and reinforce a 3 phased action of triple jump. Teacher model: Performing a triple jump using a 3-step approach.
Health y P a r t i c i p a t i o n	Declarative knowledge – How well do pupils recall the rules, tactics and strategies for success they have learned?	Warming up before a long jump lesson is essential to prepare the body for physical activity, prevent injuries, and improve performance. A warm up contributes towards: preparing muscles for jumping, increases the heart rate and blood flow, helps to prevent injuries, improves performance and helps children get into the mindset of the activity and builds confidence before moving onto the skills part of the lesson. Exercise is important as it boosts our self-esteem, strengthens our bodies, helps us to sleep well and builds a foundation for a healthy lifestyle. Concept: To be knowledgeable about the impact and importance of physical activity on their bodies, health and well-being	Warming up before a long jump lesson is essential to prepare the body for physical activity, prevent injuries, and improve performance. A warm up contributes towards: preparing muscles for jumping, increases the heart rate and blood flow, helps to prevent injuries, improves performance and helps children get into the mindset of the activity and builds confidence before moving onto the skills part of the lesson. Exercise is important as it boosts our self-esteem, strengthens our bodies, helps us to sleep well and builds a foundation for a healthy lifestyle. Concept: To be knowledgeable about the impact and importance of physical activity on their bodies, health and well-being	Warming up before a long jump lesson is essential to prepare the body for physical activity, prevent injuries, and improve performance. A warm up contributes towards: preparing muscles for jumping, increases the heart rate and blood flow, helps to prevent injuries, improves performance and helps children get into the mindset of the activity and builds confidence before moving onto the skills part of the lesson. Exercise is important as it boosts our self-esteem, strengthens our bodies, helps us to sleep well and builds a foundation for a healthy lifestyle. Concept: To be knowledgeable about the impact and importance of physical activity on their bodies, health and well-being

	Procedural knowledge – How well do pupils demonstrate safe practice of how to participate?	Together we are safe. Children can participate in the running drills as a warm up, use the long jump pit safely showing spatial awareness and an awareness of the other jumpers. Pupils can recognise when they need to hydrate and need a rest from exercise. • Children must wear full PE kit including trainers and long hair tied up and earrings taped. No bare feet and no socks. • The surface and surrounding area must be free from any obstacles (ensure the rake is at a safe distance). • Prior to using the pit, class teachers should check that the sand is raked and free from foreign objects. • Determine take off area is flat and brush if required. • Coaches must do a safety walk of runway and pit prior to using. • Ensure the children are warmed up prior to using the facility. • Refrain from jumping if conditions are slippery or there are puddles on the runway. Do NOT use if it is raining. • Spectators and other participators must be a safe distance from the pit. • Only 2 athletes are allowed to use the long jump at one time. The sandpit must be completely clear before the next athletes jump. • Rake the pit as and when required. • At the end of the session please rake the pit and secure the cover. • Please reiterate to your class that any misuse of the pit e.g. throwing sand, making sandcastles, being disrespectful is unacceptable. • If you suspect any damage to the long jump please speak to Rachel or Ian and put a notice up in the staffroom that no one should use it until further notice.	Together we are safe. Children can participate in the running drills as a warm up, use the long jump pit safely showing spatial awareness and an awareness of the other jumpers. Pupils can recognise when they need to hydrate and need a rest from exercise. • Children must wear full PE kit including trainers and long hair tied up and earrings taped. No bare feet and no socks. • The surface and surrounding area must be free from any obstacles (ensure the rake is at a safe distance). • Prior to using the pit, class teachers should check that the sand is raked and free from foreign objects. • Determine take off area is flat and brush if required. • Coaches must do a safety walk of runway and pit prior to using. • Ensure the children are warmed up prior to using the facility. • Refrain from jumping if conditions are slippery or there are puddles on the runway. Do NOT use if it is raining. • Spectators and other participators must be a safe distance from the pit. • Only 2 athletes are allowed to use the long jump at one time. The sandpit must be completely clear before the next athletes jump. • Rake the pit as and when required. • At the end of the session please rake the pit and secure the cover. • Please reiterate to your class that any misuse of the pit e.g. throwing sand, making sandcastles, being disrespectful is unacceptable. • If you suspect any damage to the long jump please speak to Rachel or Ian and put a notice up in the staffroom that no one should use it until further notice.	Together we are safe. Children can participate in the running drills as a warm up, use the long jump pit safely showing spatial awareness and an awareness of the other jumpers. Pupils can recognise when they need to hydrate and need a rest from exercise. • Children must wear full PE kit including trainers and long hair tied up and earrings taped. No bare feet and no socks. • The surface and surrounding area must be free from any obstacles (ensure the rake is at a safe distance). • Prior to using the pit, class teachers should check that the sand is raked and free from foreign objects. • Determine take off area is flat and brush if required. • Coaches must do a safety walk of runway and pit prior to using. • Ensure the children are warmed up prior to using the facility. • Refrain from jumping if conditions are slippery or there are puddles on the runway. Do NOT use if it is raining. • Spectators and other participators must be a safe distance from the pit. • Only 2 athletes are allowed to use the long jump at one time. The sandpit must be completely clear before the next athletes jump. • Rake the pit as and when required. • At the end of the session please rake the pit and secure the cover. • Please reiterate to your class that any misuse of the pit e.g. throwing sand, making sandcastles, being disrespectful is unacceptable. • If you suspect any damage to the long jump please speak to Rachel or Ian and put a notice up in the staffroom that no one should use it until further notice.
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