

Physical Education Scheme of Work

Year: 10 & 11 (KS4)

Activity: Trampolining

Weeks: 6

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| <p>Aim of the Unit: In this unit pupils will focus on the basic safety issues around the trampoline and setting them up. Pupils will accurately basic replicate skills and movements individually and in combination focusing on the correct techniques. Pupils will show form, control, fluency and aesthetics in basic skills. Students will evaluate and assess movements to improve sequences.</p> | <p>Prior Learning:</p> <ul style="list-style-type: none"> ➤ Experienced of the safety aspects ➤ Experienced the getting out and putting away of the equipment ➤ Experienced spotting ➤ Experienced basic jumping and stopping ➤ Basic landings Seat drops. |
| <p>Expectations by the end of the Unit:</p> <p>All students will: select and apply techniques and demonstrate control of their body when performing these with a good degree of technical correctness; link movements effectively making use of compositional ideas and devices; identify and work on the strength and suppleness they need to perform with greater quality.</p> <p>Most students will: perform simple skills with reasonable control; move into and out of individual actions with control, putting these into order within a sequence; with guidance, identify and carry out exercises that help suppleness and strength.</p> <p>Some students will have progressed further and will: use complex combinations of skills, with quality and dynamic control; devise sequences which challenge their own abilities and incorporate those of others; make good use of compositional ideas and devices; use strength and suppleness well to provide stability, tension and extension in their work.</p> <p>GCSE students working though criteria.</p> | <p>Extension and Enrichment:</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • join school or local trampolining clubs (information on local clubs can be found at www.english.sports.gov.uk) • organise trampolining displays or competitions for pupils to take part in and watch • watch high-quality performances live or on video |
| <p>Cross Curricular Links: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> | <p>Leadership opportunities: All students will lead in coaching their partner</p> |

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| <ul style="list-style-type: none"> • Performance, <i>skill names key words form, control, fluency and consistency.</i> Speaking and listening – through the activities pupils could: • Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas, peer assessment. <p>Maths-Scoring each skill Citizenship –Sportsmanship and teamwork through coaching. Science- Effects of exercise on body.</p> | <p>throughout the unit, on each skill and routine completed. Officiating opportunities: Students during routines can score basic shapes.</p> |
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| <p>Language for Learning (Literacy) Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: Technical (Skills): <i>skill names key words form, control, fluency and consistency</i></p> <p>Physiological (fitness): Cardio vascular fitness, aerobic and anaerobic fitness, Flexibility, power.</p> <p>Psychological (thought process – awareness): Progressions for each skill. Linking skills together in a routine. Discussion of techniques and peer assessment.</p> | <p>Resources:</p> <ul style="list-style-type: none"> ➤ Trampolines ➤ Video camera, PC, Screen ➤ Digital camera ➤ Gymnastics mats ➤ Safety crash mats ➤ Routine cards ➤ Mini Whitboards |
| <p>Assessment Criteria: No assessment criteria for core- GCSE criteria Performance not worthy of credit.</p> <p>1-2 Performs all the basic jumps, one of the basic landing positions and one of the combinations. Students at the higher end of the mark band shows more control, especially in the shaped jumps and in the tuck jump has a tighter shape with the body/thigh angle more than 90°. In both the pike and the straddle, the body folds immediately on take-off and there is insufficient leg lift. The half and full twist may lack body tension, legs may open and arm action is poorly co-ordinated. In the seat drop, the landing position may show rounded upper body, with hands not set behind the hips in the landing and toes not pointing. There is no apparent push from the hands on to the bed to assist the recovery. The move lacks tension. Able to perform a 6-bounce routine, see examples on the next page.</p> <p>3-4 Performs two of the basic landing positions and two of the combinations. The simple shaped moves are performed with some style; the straight bounces show some sign of the arrow shape. The seat drop is controlled and shows tension, though in the front drop, travel may be apparent, and elbows/arms may take too much of the weight. There may be some over or under rotation. In the back drop, travel may be apparent, with landing either too high or too low. Again the movement may lack</p> | |

tension and style. There may be poor co-ordination of leg and arm beat and no displacement of the hips. The combination moves may lack height, style and control and may need to be attempted more than once. Able to perform an 8-bounce routine, see examples on the next page.

5-6

Performs all the basic jumps, all basic landing positions, four combinations and one of the basic twists. The simple moves, either as isolated actions or in the routine are good in terms of both style and technique. Able to perform a 10-bounce routine, see examples on the next page.

7-8

Performs all the combinations, two of the basic twists, one of the advanced twists, and two of the basic somersaulting moves. The more difficult combinations, eg the roller, may show insufficient lift or the body may turn into a pike position. The twist may be initiated too early or the landing may not be in the correct line down the bed. The somersaulting moves may be too open, resulting in under rotation. Rotation may start too early or the move may be too low. Able to perform a 10-bounce routine, see examples on the next page. Demonstrates an out bounce and controlled stop.

9-10

Performs all the combinations, two of the advanced twists and two of the basic somersaulting moves, one of which should be either a front or back somersault (tucked). Shows very good style and control in the simple moves and combined moves in isolation. Works at very good height. Somersault moves are technically correct ie ‘good form’ in terms of good lift on take off, good phasing of moves, drive after lift, good lines and tension and minimal travel. Able to perform a 10-bounce routine. An example is shown on the next page. Demonstrates an out bounce and controlled stop. Student may

- wish to show a more difficult routine.

| Learning Objectives | Skills to be covered | Suggested Differentiation |
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| <p>Seat drop + combination development + swivel hips Recap safety and shapes To demonstrate control and aesthetics when performing the correct seat drop technique. To understand what makes a successful seat drop and to begin to evaluate others.</p> | <p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out. + away safely. 10 bounce warm up; recap Shapes in warm up, recap seat drop technique. T.P’s; legs straight, hands by side facing front, point toes. Intro what signifies a bounce (any contact with bed). Focus on linking movements smoothly. Pupils suggest +/- of different pupils seat drop techniques. Demo full swivel hips. T.P’s; straight legs throughout, push off with hands, arms up during twist phase. Break down into seat drop, ½ twist to feet, bounce seat drop. ½ twist to seat drop. Peer assess; does pupils legs stay straight? DARTFISH</p> | <p>Rollers and Front drops Compose small routine using 5 bounces. GCSE students focus on skills and routines to their level.</p> |
| <p>Front drop To be able to replicate front drop technique with controlled landing. To develop the ability to adapt and refine skills when unsuccessful. To know and be able to describe the correct technique and peer</p> | <p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely. 10 bounce warm up; recap prior learning. Demo front drop. T.P’s; Landing position (flat), use of hands for protection of face & to</p> | <p>Some pupils; combine seat to front + front ½ twist. Compose 10 bounce routine. Pupils suggest +/- of each performance.</p> |

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| evaluate other pupil's front drops. | return to feet. Hands & knees start, 3 bounces into front drop. Progress to feet, H & K's, front drop. Discuss body tension & aesthetics. | |
| Front drop development + Routine creation To be able to replicate front drop technique in combination with other movements. To demonstrate a clear understanding of the importance of body extension and aesthetics. To evaluate own performance based on task card routines. | Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely. 10 bounce warm up; recap prior learning. Combine front/seat drop into other movements <i>i.e. seat to front, front ½ twist etc.</i> Using routine task cards to perform sequences. Highlight starting and finishing position. Self assessment – control? aesthetics? | Some pupils; combine seat to front + front ½ twist. Compose 10 bounce routine. Pupils suggest +/- of each performance. Half and full turntae |
| Back drop To be able to replicate back drop technique with controlled landing. To develop the ability to adapt and refine skills when unsuccessful. To know and be able to describe the correct technique and peer evaluate other pupil's back drops. | Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely. 10 bounce warm up; recap prior learning. Demo back drop. T.P's; Landing position (flat), Seat bouncing, lifting hips onto back. Hands across chest or 'read a book' to stop head movement. Progress to feet with teacher support, back drop. Discuss body tension & aesthetics. | Some pupils; ½ twist in and out of back drops. Compose 10 bounce routine. Pupils suggest +/- of each performance. |
| Routines and advanced skills To be able to replicate back drop technique with controlled landing. To develop the ability to adapt and refine skills when unsuccessful. To know and be able to describe the correct technique and peer evaluate other pupil's skills. | Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely. 10 bounce warm up; recap prior learning . All students working on skills relevant to them to plan routine and practice for assessment. | All students working on individual skills and routines appropriate to their level. |
| Routines + Assessment To accurately replicate learnt skills & to create simple routines for assessment. To develop creative thinking and decision making when composing own 10 bounce routines. To improve pupils appreciation of performance and evaluate ways of improving. | Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely. 10 bounce warm up; recap learnt skills. Develop own sequence. Can use cards as guideline. Peer assessment - level each performance. Focus on fluency, control and body extension. Teacher grades against NC levels. | Harder skills in routine more twists. |