

## Physical Education Scheme of Work

Year: 7

Activity: Trampolining

Weeks: 6

<p><b>Aim of the Unit:</b> 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. Resilience- will be built into L1,2 and 3 of SOW.</p>	<p><b>Prior Learning:</b> <b>No prior learning in this activity.</b></p>
<p><b>Expectations by the end of the Unit:</b></p> <p><b>All students will:</b> select and apply techniques and demonstrate control of their body when performing basic shapes. Identify and work on the strength and suppleness they need to perform with greater quality. Give some feedback on performance.</p> <p><b>Most students will:</b> perform Basic landings (seat and Front) with reasonable control; move into and out of individual actions with control, putting shapes in a basic sequence; with guidance, identify and carry out exercises that help suppleness and strength. Give more detailed feedback on performance.</p> <p><b>Some students will:</b> Combine shapes and landings in sequences with good form and control. Identify and carry out exercises that help suppleness and strength. Give detailed and specific feedback on their own and others performance.</p>	<p><b>Extension and Enrichment:</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• join school or local trampolining clubs (information on local clubs can be found at <a href="http://www.english.sports.gov.uk">www.english.sports.gov.uk</a>)</li> <li>• organise trampolining displays or competitions for pupils to take part in and watch</li> <li>• watch high-quality performances live or on video</li> </ul>
<p><b>Cross Curricular Links:</b> Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• Performance, <i>skill names key words form, control, fluency and consistency.</i></li> </ul> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> <li>• Discuss and respond to initial ideas and information, carry out the task and</li> </ul>	<p><b>Leadership opportunities:</b> <b>All students will lead in coaching their partner throughout the unit, on each skill and routine completed.</b></p> <p><b>Officiating opportunities: Students during routines can score basic shapes.</b></p>

<p>then review and refine ideas, peer assessment.</p> <p>Maths-Scoring each skill</p> <p>Citizenship –Sportsmanship and teamwork through coaching.</p> <p>Science- Effects of exercise on body.</p>	
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<p><b>Language for Learning (Literacy)</b> Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <p><b>Technical (Skills):</b> <i>skill names key words form, control, fluency and consistency</i></p> <p><b>Physiological (fitness):</b> <b>Cardio vascular fitness, aerobic and anaerobic fitness, Flexibility, power.</b></p> <p><b>Psychological (thought process – awareness):</b> <b>Progressions for each skill. Linking skills together in a routine. Discussion of techniques and peer assessment.</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Trampolines</li> <li>➤ Video camera, PC, Screen</li> <li>➤ Digital camera</li> <li>➤ Gymnastics mats</li> <li>➤ Safety crash mats</li> <li>➤ Routine cards</li> <li>➤ Mini Whitboards</li> </ul>
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<p><b>Assessment Criteria:</b></p> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can link basic skills, techniques, and ideas and apply them.</li> <li><input type="checkbox"/> When performing you sometimes show precision, control, and fluency.</li> <li><input type="checkbox"/> You understand basic tactics</li> <li><input type="checkbox"/> You can look at your own and others’ work and compare and comment on skills, techniques, and ideas to improve performance.</li> <li><input type="checkbox"/> You can explain and apply basic safety principles.</li> <li><input type="checkbox"/> You can describe how exercise affects your body and why regular, safe activity is good for health and wellbeing.</li> <li><input type="checkbox"/> You can work with others to plan and lead simple practices and activities for yourself and others.</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can select and combine skills, techniques and ideas and apply them.</li> <li><input type="checkbox"/> When performing you consistently show precision, control, and fluency.</li> <li><input type="checkbox"/> You can use your knowledge about strategy, tactics, and composition to produce effective outcomes.</li> <li><input type="checkbox"/> You can modify and refine skills and techniques to improve your performance and adapt your actions in response to changing circumstances.</li> <li><input type="checkbox"/> You can analyse skills, techniques, and ideas and comment on how these are applied to your own and others’ work.</li> <li><input type="checkbox"/> You can explain how the body reacts during different types of activity and why physical activity is an essential component to a healthy lifestyle.</li> <li><input type="checkbox"/> You can plan, organise, and lead practices safely, helping others’ to improve their performance.</li> </ul> <p><b>Level 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can select and combine skills, techniques, and ideas and use them in a widening range of familiar and unfamiliar physical activities while</li> </ul>
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performing with consistent precision, control, and fluency.

- You use imaginative ways to solve problems, overcome challenges, and entertain audiences.
- When planning your own and others' work, and carrying out your own work, you draw on what you know about strategy, tactics, and composition in response to changing circumstances, and what you know about your own and others' strengths and weaknesses.
- You can analyse and comment on how skills, techniques, and ideas have been used in your own and others' work, and on compositional and other aspects of performance
- You can suggest ways to improve.
- You understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health.
- You can describe your involvement in regular, safe physical activity for the benefit of your health and well-being.
- When leading practices and activities, they apply basic rules, conventions, and/or compositional ideas consistently.

#### **Level 7**

- You can select and combine advanced skills, techniques and ideas, adaption them accurately and appropriately to meet the demands of increasingly complex situations.
- You can consistently show precision, control, and fluency and originality.
- You can apply the principles of advanced strategies, tactics, and compositional ideas in your own and others' work, and change them in response to changing circumstances and other performers.
- You can analyse and comment on your own and others' work as individuals and team members, showing that you understand how skills, tactics, composition, and fitness relate to the quality of the performance.
- You can plan ways to improve your own and others' performance and act on these decisions in order to bring about the improvements
- You can explain the principles of practice and training and apply them effectively.
- You can explain the benefits of regular, safe, and planned physical activity on physical, mental, and social wellbeing, and carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.
- You can take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.

#### **Level 8**

- You can consistently distinguish between and apply advanced skills, techniques, and ideas, always showing high standards on precision, control, fluency, and originality.
- Drawing on what you know of the principles of advanced strategies, tactics, or composition, you can apply them with proficiency, flair, and originality in your own and others' work.
- When adapting and responding to changing circumstances and other performers, you maintain the quality of a performance.
- You can critically evaluate your own and others' work, showing that you understand the impact of skills, strategy, tactics, or composition and fitness on the quality and effectiveness of performance.
- You use the information (above) to plan and monitor ways in which your own and others' performance could be improved, acting on these decisions to bring about the improvements.
- You use your knowledge of health, fitness, and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.
- You take on different roles within an activity and plan pathways into performance, leadership, or officiating based on your choices or preferences.

#### **Exceptional performance**

- You can consistently use advanced skills, techniques, and ideas with precision, control, fluency, and originality.
- You can draw on what you know of the principles of advanced strategies, tactics or composition, and consistently apply these with originality, proficiency, and flair in your own and others' work.
- You are increasingly independent in finding imaginative, novel, and different solutions to problems posed by yourself and others.
- You can critically analyse and judge your own and others' work, showing that you understand how skills, strategy, tactics, or composition and fitness relate to and affect the quality and originality of performance in different physical activities.
- You can reach judgements independently about how yours and others' performance could be improved, prioritising aspects for further development.

- You can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of your work.
- You understand the contribution physical activity makes to your physical, mental, and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of your health and wellbeing.

Learning Objectives	Skills to be covered	Suggested Differentiation
<p><b>Trampoline safety. Basic jumps/aerial shapes/turns</b>            To understand the health and safety aspects of trampolining. To accurately replicate basic straight jumps and some aerial shapes with good body tension and posture. To develop pupils confidence in delivering safe stretching exercises.            Key word- Resilience- encourage students to keep trying and be resilient, not to give up on the skills. Students will find control in the middle difficult- but encourage students to identify what they find most difficult and not to give up.</p>	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Intro health and safety aspects, spotting role, 1 on at a time. Get trampolines out. + away safely Demonstrate jumping technique; circle arms, stay on cross, bend knees on landing. Emphasis on control. 10 bounce warm up. Teaching points; body posture and straight legs, point toes.</p>	<p>Show aerial shapes to class; tuck, straddle, pike.</p>
<p><b>Trampoline safety. Basic jumps/aerial shapes/turns</b>            To understand the health and safety aspects of trampolining. To accurately replicate basic jumps, aerial shapes and turns with good body tension and posture. Some into a small routine. To develop pupils confidence in delivering safe stretching exercises.            Key word- Resilience- encourage students to keep trying and be resilient, not to give up on the skills. Students will find control in the shapes and form difficult- but encourage students to identify what they find most difficult and not to give up.</p>	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Intro health and safety aspects, spotting role, 1 on at a time. Demonstrate jumping technique; circle arms, stay on cross, bend knees on landing. Emphasis on control. 10 bounce warm up. Show aerial shapes to class; tuck, straddle, pike. Teaching points; body posture and straight legs, point toes. Progress to ½ turn. Combine 4 moves together in a routine.</p>	<p>Longer routines.</p>
<p><b>Seat drop + combination development</b>            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.            Key word- Resilience- encourage students to keep trying and be resilient, not to give up on the skills. Students will find using hips and twisting difficult- but encourage students to identify what they find most difficult and not to give up.</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 jumps and shapes. Intro 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.</p>	<p>Combine seat drop + ½ twist.            Compose small routine using 5 bounces.</p>
<p><b>Swivel hips</b>            To be able to accurately replicate the swivel hips technique. To understand the importance of the use of arms, legs &amp; aesthetics during the movement. To know and be able to describe the correct technique and peer evaluate other pupils swivel hips.</p>	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely 1 pupil lead others, teacher oversee. 10 bounce warm up; Introduce seat drop and ½ twist. Demo full swivel hips. T.P's; straight legs throughout, push off with hands, arms up during twist phase. Break</p>	<p>Compose small routine.</p>

	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><b>Swivel hips and routines</b></p> <p>To be able to accurately replicate the swivel hips technique. To understand the importance of the use of arms, legs &amp; aesthetics during the movement. To know and be able to describe the correct technique and peer evaluate other pupils swivel hips. To be able to refine and adapt the seat drop movement into a small routine.</p>	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Get trampolines out safely 1 pupil lead others, teacher oversee. 10 bounce warm up; recap seat drop and ½ twist. 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. Compose small routine using 7 bounces.</p>	Intro front drops.
<p><b>Routines + Assessment</b></p> <p>To accurately replicate learnt skills &amp; 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.</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 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.</p>	Harder skills in routine more twists.