

## Scheme of Work

### Subject: PE

**Year Group: Year 8**

**Specification: Rounders**

**Express/Mainstream**

Lesson No	Topic and Objectives	Key Activities and Specialist Terminology	Big Think Qs and Stretch	Assessment <i>(Include relevant GCSE Q stem)</i>	Homework	Lit/Num SMSC Codes
1	<b>Re-cap Rounders – over-arm catching and throwing skills</b>	<ul style="list-style-type: none"> <li>• <b>over-arm throwing</b> - throw the ball quickly and accurately over a medium distance</li> <li>• <b>catching</b> – practicing above waist technique based on the height of the ball</li> <li>• develop an understanding of when/where an over-arm throw could be used and to which players</li> </ul>	<p><i>Why do we warm up?</i></p> <p><i>When should you use an underarm throw?</i></p>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> </ul>		<p>Students will be given the opportunity to develop their <b>social skills</b> in activities involving:</p> <ul style="list-style-type: none"> <li>• co-operation</li> <li>• collaboration</li> <li>• responsibility</li> <li>• teamwork</li> </ul>
2	<b>Fielding positions</b>	<ul style="list-style-type: none"> <li>• understand and state the importance of warming up</li> <li>• <b>fielding positions</b> – name of positions and where the players should stand when the ball is bowled</li> <li>• knowledge and understanding of fielding team knowing where to throw the ball in relation to batters hit</li> <li>• adjusting the field positions for a left-handed batter</li> </ul>	<p><b>Methods of training:</b></p> <ul style="list-style-type: none"> <li>• <i>interval training</i></li> <li>• <i>how this can be linked to the fielding team</i></li> </ul>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> </ul>	Create a poster indicating the dimensions of a rounder pitch	<p>Students will be given the opportunity to develop their <b>social skills</b> in activities involving:</p> <ul style="list-style-type: none"> <li>• co-operation</li> <li>• collaboration</li> <li>• responsibility</li> <li>• teamwork</li> </ul>
3	<b>Bowling and backstop technique</b>	<ul style="list-style-type: none"> <li>• demonstrate the 'perfect mode' of the <b>bowling technique</b></li> <li>• explain the correct 'drop' bowling technique:                             <ul style="list-style-type: none"> <li>→ <i>between shoulders and knee</i></li> <li>→ <i>stepping into bowl</i></li> </ul> </li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li>• <i>importance of muscular endurance</i></li> </ul>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> </ul>		<p>Students will be given the opportunity to develop a sense of <b>fair play</b> based on the rules of the game:</p>

		<ul style="list-style-type: none"> <li>→ <i>high arc through the air</i></li> <li>→ <i>ball suddenly drop in the middle of the batting box</i></li> <li>• demonstrate and explain correct body position for <b>backstop</b>: <ul style="list-style-type: none"> <li>→ <i>staying low</i></li> <li>→ <i>hand position</i></li> <li>→ <i>quick reactions</i></li> <li>→ <i>signalling where the bowler should attempt to place the ball</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>how this can be linked to bowling and the backstop crouched position</i></li> </ul>	<ul style="list-style-type: none"> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> </ul>		<ul style="list-style-type: none"> <li>• positive sporting behaviour</li> <li>• how to conduct themselves in competitions</li> <li>• accept authority</li> </ul>
4	Batting technique	<ul style="list-style-type: none"> <li>• demonstrate the correct hand and body position when batting</li> <li>• demonstrate and explain the <b>batting technique</b>: <ul style="list-style-type: none"> <li>→ <i>strike the ball firmly</i></li> <li>→ <i>transferring weight onto the front foot</i></li> <li>→ <i>leaning into the ball</i></li> <li>→ <i>stance at the top corner of the box</i></li> </ul> </li> <li>• in groups of 3 practice and develop batting: <ul style="list-style-type: none"> <li>→ <i>1 bowler – 1 batter – 1 fielder</i></li> </ul> </li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li>• <i>importance of muscular strength</i></li> <li>• <i>how this can be linked to batting and the distance the ball can be hit</i></li> </ul>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> </ul>	On the poster they created write down the fielding positions	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>• <b>counting skills</b> for organising themselves into groups</li> <li>• understanding the basic <b>scoring</b> in Rounders</li> </ul>
5	Running and fielding	<ul style="list-style-type: none"> <li>• develop the concepts of pitch dimensions, positional play and post fielding</li> <li>• <b>short barrier technique</b>: <ul style="list-style-type: none"> <li>→ <i>you drop down so your heel of your foot is touching your butt</i></li> <li>→ <i>your knee is on the grass</i></li> <li>→ <i>little fingers together with other fingers with palm facing upwards</i></li> <li>→ <i>fingers touching the ground</i></li> </ul> </li> <li>• discuss the different areas of fitness involved in Rounders</li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li>• <i>importance of cardiovascular fitness</i></li> <li>• <i>how this can be linked to fielding and running around the posts</i></li> </ul>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> <li>• peer analysis, evaluation and feedback</li> </ul>	<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>• <b>counting skills</b> for organising themselves into groups</li> <li>• understanding the basic <b>scoring</b> in Rounders</li> </ul>

6	<b>Developing of tactics and skills</b>	<ul style="list-style-type: none"> <li>• development of reaction times</li> <li>• <b>catching and throwing</b> activities – leading to reaction time drills</li> <li>• understand the concepts of fielding games and make sound evaluations of strengths and areas for development, using peer assessment</li> <li>• relate as much as possible to Rounders situations</li> </ul>	<i>What are the PoF?</i>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> <li>• peer analysis, evaluation and feedback</li> </ul>		<p>Through activities in this unit pupils will be able to understand, use and <b>spell correctly words</b> relating to Rounders:</p> <ul style="list-style-type: none"> <li>• warm-up and cool-down</li> <li>• catching and throwing</li> <li>• batting and running</li> <li>• fielding and fielding positions</li> <li>• teamwork and fair play</li> </ul>
7	<b>Match-play and leadership:</b> <ul style="list-style-type: none"> <li>• <i>divided into small groups pupil-led warm up and peer feedback</i></li> <li>• <i>students working together as part of a team (teamwork/cooperation)</i></li> <li>• <i>match play – students begin to apply skills in a game situation focusing on positioning and rounders rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• develop the attributes which make a good leader</li> <li>• apply rounder's skills to a game situation</li> </ul>	<i>Explain the qualities needed to become a good sports leader</i>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	
8	<b>Tournament/Assessment:</b> <ul style="list-style-type: none"> <li>• <i>teacher assessment</i></li> <li>• <i>peer evaluation</i></li> <li>• <i>Q&amp;A</i></li> <li>• <i>rounders self evaluation for homework</i></li> </ul>	<ul style="list-style-type: none"> <li>• students to apply skills in a game situation</li> <li>• analysis their Rounder's game</li> </ul>	<i>Demonstrate the qualities that make a good sports leader</i>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	

## Scheme of Work

### Subject: Physical Education

**Year Group: Year 8**  
**Specification: Rugby**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Literacy Numeracy SMSC Codes (Each box covers various lessons)
1	Ball Handling Skills/Passing over distance	a) To understand when to create a pass and how passing over different distances can impact on a passage of attack. b) To demonstrate the correct passing technique over varied distances as well as being introduced to the 'pop' pass for close distance builds of play. c) To use and apply handling and passing skills in a game situation.	What determines off side in rugby? How can varying the distances of your passing build upon your attack?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Watch an international rugby match on youtube (with the focus being based on the passing).	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	Scoring a Try	a) To understand how to outwit the opponents through variations of passing and running with the ball in order to score a try. b) To evaluate how another team are attacking against another team and how they can set up a defence in order to stop them scoring a try. c) To demonstrate a varied set of ways to score a try through the means of carrying the ball, passing the ball and using 'dummies'.	Why do we need to think of variations of ways to get to the try line?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.

3	Tackling	<p>a) To understand the importance of tackling low and to the side of the opponent.</p> <p>b) To develop the tackle whilst on the move, creating a game scenario.</p> <p>c) To demonstrate how to tackle consistently at speed whilst still using the correct technique.</p>	Why do we aim low in the tackle? What is our main aim from tackling the opponent?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Research the consequences of a high tackle in a competitive game.	Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority
4	3 vs 3 Scrum	<p>a) To understand the role the front three have in a scrum and how they need power to win the ball.</p> <p>b) To show the correct binding skills in a larger scrum situation.</p> <p>c) To use the technique consistently driving in a low body position.</p>	Safety in the scrum, explain teaching points.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.
5	Conditioned Games using previous develop skills	<p>a) To understand how to combine all the new skills of 'popping' the ball, 'dummying' opponents and the new scum age system to outwit opponents in modified games.</p> <p>b) To develop an understanding of how to set up as a team in a game situation when both attacking and defending.</p> <p>c) To show understanding of the rules of the game with self-officiating as well as knowing when set plays are set up.</p>	How do we need to set up during the game in order to attack/ defend when the ball is transferred to the opponent?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>	What are the main teaching points to tackle safely?	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.
6	Line Outs	<p>a) To understand the rules of this set play.</p> <p>b) To develop ways of competing in a lineout situation.</p> <p>c) To demonstrate a student created line out where movement is evident throughout the set piece.</p>	Why do we add movement to the line out? What does that cause for the opponent?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b>

7	Beating an Opponent 2vs 1 , 3vs2 and 2vs2	<p>a) To understand how to outwit the opponent whilst having an extra player on the attacking side.</p> <p>b) To develop ways of beating the opponent through methods learnt within passing and scoring tries.</p> <p>c) To evaluate ways of how they could overhaul the attacking actions and how that will benefit them in a game context.</p>	Why would we want to overhaul the attack with extra players against?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>	Look at a full scrum in a 15 a side game	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling , teamwork, fair play</b>
8	Intermediate Rucking	<p>a) To understand how to set the team up whilst a ruck is taking place on the field.</p> <p>b) To develop the rucking technique whilst reacting quick to the tackle they are covering.</p> <p>c) To demonstrate a clean and stable ruck within a competitive game scenario whilst keeping possession.</p>	Where should players set themselves up when a ruck is taking place in order to maintain momentum?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		Speaking and listening – follow instructions <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
9	Intermediate Mauling	<p>a) To understand how to maul in a modified game set up.</p> <p>b) To develop the ways of mauling and thinking of the end goal of the maul.</p> <p>c) To demonstrate a maul within a game situation with the focus being on gaining territory up the field.</p>	Why do we want a good maul and how does that help us when we are attacking?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Explain the main point of rucking and mauling to someone at home.	Speaking and listening – follow instructions <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
10	Game situation using different position forwards, scrum half and back positions	<p>a) To understand the roles of different positions and there attributes on the field.</p> <p>b) To perform in their selected position, which they chose, form the previous year.</p> <p>c) To evaluate their teams performance and illustrate ways they can develop</p>	What is the key attributes to your chosen role?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> Leading a warm up (leadership)

		through positioning's and roles on the field.				
11	Assessment Tournament / Assessment -Teacher assessment, Peer evaluation	a) To apply skills in a game situation. b) To analysis a Rugby game (lesson/youtube).	Play the 15 positions	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Assesses yourself on the steps grading sheets.	Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> Leading a warm up (leadership)
12	Assessment Tournament / Assessment	a) To apply skills in a game situation.	What is your grade, how can you progress?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> Leading a warm up (leadership)

**Scheme of Work**  
**Subject: PE**

**Year Group: Year 8**  
**Specification: Swimming**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
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1	<p><b>Assess safety</b> Safe entry (swivel entry) &amp; Warm up. To assess swimming ability. Front crawl legs. Casualty recognition &amp; simulation (non-swimmer, weak, injured and unconscious swimmer).</p>	<p>d) To introduce swivel entry into shallow water safely and confidently. e) To develop front crawl legs with float. a) To demonstrate and recognise a casualty in distress</p>	When might you need to use 'shallow entry'	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<p>Front crawl Front crawl legs. Development. Back Stroke Safe entry (swivel entry <b>shallow water</b>) &amp; warm up. Intro to front crawl arm action. Floating on front and back with or without aids.</p>	<p>a) Teaching points and development of free style. b) Body position and arm movement. c) Breathing technique for optimum speed. d) To enter shallow water safely and confidently. e) To swim continuously for 25m on back. f) To develop back crawl arm action. g) To understand and developing the importance of buoyancy.</p>	What is the most effective stroke for speed/saving energy?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	<b>What is personal survival?</b>	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	<p>Breast stroke Step in entry &amp; warm up. Intro to breaststroke legs. Climb out of deep end without using the ladder.</p>	<p>a) To demonstrate swivel entry into shallow water safely and confidently. b) To develop breaststroke leg kicks. a) To tread water for 1 minute.</p>	When might you need to demonstrate floating with no aids?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority
4	<p><b>Butterfly</b> Step in entry &amp; Warm up. Butterfly legs with floating aid. Intro to head first sculling.</p>	<p>a) To demonstrate and further develop the butterfly leg action. b) To introduce and develop head first sculling.</p>	When might you need to demonstrate climbing out of deep water – onto what?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> </ul>	<b>Look at the world record times for each event.</b>	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising</li> </ul>



		c) To develop butterfly leg action.		- Teacher-pupil question and answer	What does this tell you?	themselves into groups Understanding the basic scoring in Rugby.
5	<b>Tumble Turns</b> Recap the step in entry and warm up. Focus on somersaults in the water and introduction into tumble turns	a) To demonstrate a straight forward somersault in the water b) Perform a front somersault at arms distance from the wall and place feet on wall when ½ way round c) Start to turn as feet hit the wall to remain on front d) Approach the wall and perform a tumble turn	When might you use head first sculling?	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback		Through the activities in this unit pupils will be given the opportunities to develop: - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
6	Relay	a) In twos pupils practise change over and dive. b) Development into 4 and looking at tactics for weaker swimmers c) Full relay race and analysis.	How would you place your relay team?	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback	Research the 'turn' on the internet	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b>
7	<b>Gala</b>	- In teams of 5 Pupils decide on who is taking part in which event. - Fly, Free, BS, Brest s, tred water and relay - Points awarded.	Leadership and selection skills will need to come into play. Communication is key!	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis		Speaking and listening – follow instructions - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems

8	Assessment	<p>c) To apply skills in a competitive situation.</p> <p>d) To analysis a race (lesson/youtube).</p>	Race each event. How can you improve?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Look at the GCSE/Btec syllabus.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
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## Scheme of Work

### Subject: PE

**Year Group: Year 8**  
**Specification: Trampoline**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<p><b>Recap Trampoline safety, basic skills, shapes and seat drops and swivel hips, leading into the roller.</b></p> <p>To understand what makes a successful roller and be able to evaluate others through Ipad technology.</p>	<p>Student led; set warm up with a focus on increasing the range of movement. Shapes, ½ twist, full twist, seat drop. Teaching points; body posture and straight legs, point toes. Pupils to work on seat drop combinations, seat drop ½ twist, swivel hips. Introduction to the roller. T.P's Get into a straight position during the flight, rotate and look at the bed as though you re going to do a front drop and then continue twist into a seat drop, push down into the bed with hands.</p>	<p>Use video to record performance [+Analyse.]</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		<p>Pupils will be given the opportunity to develop their skills through practically taking part but also through coaching as they may be able to coach skills in which they find challenging.</p>
2	<p><b>Recap front drop and combinations which leads in to turntable.</b></p> <p>To be able to replicate front drop technique with controlled landing. To develop the ability</p>	<p>Student led; set warm up with a focus on increasing the range of movement. Give pupils opportunity to practice skills they have previously learned and feel confident in performing. Demo front drops, linked moves (seat to front). Turntable T.P's Landing position</p>	<p>Develop knowledge of appropriate progressions in order to coach others.</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> </ul>	<p>Write a poster explaining the dimensions</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p>

	to refine skills and link movements in and out of front drop. This will lead into turntable	(flat), use of hands & rotate horizontally. Differentiation; Hands & knees start, front ½ twist to hands and knees. Self assess- through Ipad technology.		- Teacher-pupil question and answer	of a trampoline and the height restrictions.	- Counting skills for organising themselves into groups
3	<b>Recap of the Back drop and the combinations including an introduction to the cradle</b> To be able to replicate back drop technique with controlled landing. To develop the ability to combine skills into and out of a back drop landing. Leading into the cradle.	Student led; set warm up with a focus on increasing the range of movement. Give pupils opportunity to practice skills they have previously learned and feel confident in performing. Once combination of back to front is secure give demand 'turn' which will lead into cradle. TP's Look as if your going to perform a front drop and twist onto your back. Kick feet upwards and forwards and push the shoulders forward.	Develop knowledge of appropriate progressions in order to coach others.	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer		Through the activities in this unit pupils will be given the opportunities to develop: - Counting skills for organising themselves into groups
4	<b>Recap the skills that have been covered in addition to previously learned skills. Roller, Turntable and Cradle</b>	Student led; set warm-up with a focus on increasing the range of movement. Get trampolines out safely. 20 bounce warm up; recap prior learning.	Develop knowledge of appropriate progressions in order to coach others.	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer	Write up a 10 bounce routine	Through the activities in this unit pupils will be given the opportunities to develop: - Counting skills for organising themselves into groups
5	<b>Development of the front somersault or focus on previous skills.</b>	Student led; set warm-up with a focus on increasing the range of movement. Get trampolines out safely. 20 bounce warm up; recap prior learning. TP's start with a H+K forward turnover – keeping eyes open and watch the bed during movement, legs should be vertical then bend slightly to kick upwards to return to feet. The head should rest on the bed during the contact with the arms above head during contact phase. This will then lead to the ¾ forward turnover which is from feet. Front somersault will then be supported and coached with teacher support until the student is able to perform this effectively.	Develop knowledge of appropriate progressions in order to coach others.	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer		Through the activities in this unit pupils will be given the opportunities to develop: - Counting skills for organising themselves into groups
6	<b>Creation of routines / practice of set routine.</b>	Student led; set warm-up with a focus on increasing the range of movement. Get trampolines out safely. 20 bounce warm up; recap prior learning. Students need to focus on learning a 10 bounce routine in preparation for the assessment next lesson.	Develop knowledge of appropriate progressions in order to coach others.	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets	What is your target grade? What is your current	Through the activities in this unit pupils will be given the opportunities to develop: - Counting skills for organising

				Teacher-pupil question and answer	grade? How can you improve?	themselves into groups
7	<b>Assessment</b>	Student led; set warm-up with a focus on increasing the range of movement. Get trampolines out safely. 20 bounce warm up; recap prior learning. Students will be assessed on their 10 bounce routine. They will be marked on the control, execution of moves and ability to maintain on the cross.	Develop knowledge of appropriate progressions in order to coach others.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> </ul> Teacher-pupil question and answer		Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul>