

## Scheme of Work

### Subject: PE

**Year Group: Year 7**  
**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>Trampoline safety &amp; basic skills</b></p> <p>To understand the health and safety aspects of trampolining. To accurately replicate jumps, shapes, turns and seat drops with good body tension and posture. To be able to combine and perform these movements in a routine.</p>	<p>Student led; warm-up with a focus on increasing the range of movement. Intro health and safety aspects, spotting role. Highlight/recap jumping technique and stopping <i>i.e. stay on cross &amp; bend knees on landing</i>. Emphasis on control. 20 bounce warm up</p>	<p>Provide opportunities to watch others, perform, demonstrate + coach.</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 social skills in activities involving co-operation and collaboration, responsibility and teamwork.</p>
2	<p><b>Tuck/Pike/Straddle</b></p> <p>To accurately replicate jumps, shapes, turns and seat drops with good body tension and posture. To be able to combine and perform these movements in a routine.</p>	<p>Shapes, ½ twist, full twist, seat drop. Teaching points; body posture and straight legs, point toes. Combine 7 moves together in a routine. Focus on linking movements fluently and on the cross.</p> <p><b>Set warm up – Tuck, pike, straddle, ½ twist, full twist, seat drop.</b></p>	<p>Give the pupils the opportunity to talk to each other to plan routines.</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>Write a poster explaining the dimensions of a trampoline and the height restrictions.</p>	<p>Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.</p>
3	<p><b>Seat drop development + swivel hips</b></p> <p>To demonstrate and replicate the correct seat drop and roller technique with control and aesthetics. To understand what makes a successful swivel hips and to be able to evaluate others (use of dartfish). To develop creative thinking when composing a routine.</p>	<p>Student led; set warm-up with a focus on increasing the range of movement. Get trampolines out safely, 1 pupil to lead others. Teacher oversees. 20 bounce warm up; recap prior learning. Pupils to work on seat drop combinations, seat drop ½ twist, swivel hips + intro roller (seat drop full twist seat). Use dartfish time delay. T.P's; legs straight, rotate horizontally, break down into seat-1/2 twist H+K-seat. Compose 8 bounce routine. Recap what signifies a bounce (contact with bed).</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 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</p>

4	<p><b>Front drop + Turntable</b> To be able to replicate front drop technique with controlled landing. To develop the ability to refine skills and link movements in and out of front drop <i>i.e. turntable</i>. To know and be able to describe the correct technique and peer evaluate other pupil's work. To develop decision making when composing a 10 bounce routine.</p>	<p>Student led; set warm-up. Get trampolines out safely. 20 bounce warm up; Give pupils opportunity to practice skills they have previously learned and feel confident in performing. Demo front drops, linked moves (seat to front) &amp; turntable. T.P's; Landing position (flat), use of hands &amp; rotate horizontally. Differentiation; Hands &amp; knees start, front ½ twist to hands and knees. Self assess- Use dartfish with time delay. Compose 10 bounce routine.</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> <li>- Teacher-pupil question and answer</li> </ul>	<p>Write up a 10 bounce routine</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul>
5	<p><b>Back drop + Routine creation</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. To know and be able to describe the correct technique and peer evaluate other pupil's back drops. To evaluate own performance based on task cards.</p>	<p>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. Demo back drop. T.P's; Landing position, chin on chest, should be able to see socks. No bounces into back drop – hold landing. Use mat if needed. Progress to feet, must kick up to feet. Discuss body tension &amp; control. Some pupils; combine back to front &amp; front to back. Use trampolining routine cards to provide examples of routines. Compose own 10 bounce routine.</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> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul>
6	<p>Recap of all skills and put together into a routine ready for their assessment in the following lesson.</p>	<p>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. Use trampoline cards to support those who need it.</p> <p>Assessment routine is:</p> <ol style="list-style-type: none"> <li>1. Full twist</li> <li>2. Straddle</li> <li>3. Seat drop</li> <li>4. ½ twist seat drop</li> <li>5. ½ twist to feet</li> <li>6. Pike</li> <li>7. Back drop</li> <li>8. ½ twist to feet</li> <li>9. Tuck</li> <li>10. ½ twist</li> </ol> <p>Students can adapt the routine to make it easier / harder depending on their level.</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> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>-</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul>

7	<b>Assessment/Game Situations</b>	<p>To assess pupils against GCSE criteria and for pupils to understand the progression to next level. Application of skills and tactics in a game situation. Knowledge of rules and scoring. Opportunities to be assessed as an official or coach are also available.</p> <p>Students to perform the set routine for their assessment.</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> <li>- Peer analysis, evaluation and feedback</li> </ul>	<p>What is your target grade? What is your current grade? How can you improve?</p>	<p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Trampolining:</p>
---	-----------------------------------	--	--	--	--	---