

## 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 to refine skills and link movements in and out of front drop. This will lead into turntable</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 (flat), use of hands &amp; rotate horizontally. Differentiation; Hands &amp; knees start, front ½ twist to hands and knees. Self assess- through Ipad technology.</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 a poster explaining the dimensions of a trampoline and the height restrictions.</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> |
| 3         | <p><b>Recap of the Back drop and the combinations including an introduction to the cradle</b></p> <p>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.</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. 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.</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>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> |

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| 4 | <b>Recap the skills that have been covered in addition to previously learned skills. Roller, Turntable and Cradle introduction to the cat twist.</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 recap the skills learned previously using the cards. Progression on to cat twist. TP's students need to practise back bounces. Once confident feet need to remain high with hips lifting in order for the students to complete a full twist and land in a back drop again.  | 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> <li>- Teacher-pupil question and answer</li> </ul> | Write up a 10 bounce routine  | 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> |
| 5 | <b>Recap of the front somersault, development of the back 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. Back somersault TP's – Back pullover technique to encourage the rotation back drop then kick up and back in land on feet. Back somersault will be supported by the teacher until student is able to perform these independently. | 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> <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> |
| 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. | <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            | What is your target grade? What is your current grade? How can you improve? | 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> |
| 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>  |   | 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>                        |

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|  |  |  |  | Teacher-pupil question and answer |  | themselves into groups |
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