

Scheme of Work

Subject: PE

Year Group: Year 7

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	Introduction to Rounders Basic catching and throwing skills	<ul style="list-style-type: none"> students watch 5mins of a professional Rounders match - visual stimulus underarm throwing - throw the ball quickly and accurately over a short distance catching – practicing below/above waist technique based on the height of the ball develop an understanding of when/where an underarm throw could be used and to which players 	<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"> on-going teacher assessment with feedback pupil self-check, including the use of reciprocal sheets teacher-pupil question and answer 		<p>Students will be given the opportunity to develop their social skills in activities involving:</p> <ul style="list-style-type: none"> co-operation collaboration responsibility teamwork
2	Fielding positions	<ul style="list-style-type: none"> understand and state the importance of warming up fielding positions – name of positions and where the players should stand when the ball is bowled knowledge and understanding of fielding team knowing where to throw the ball in relation to batters hit 	<p>Methods of training:</p> <ul style="list-style-type: none"> <i>interval training</i> <i>how this can be linked to the fielding team</i> 	<ul style="list-style-type: none"> on-going teacher assessment with feedback pupil self-check, including the use of reciprocal sheets teacher-pupil question and answer 	Create a poster indicating the dimensions of a rounder pitch	<p>Students will be given the opportunity to develop their social skills in activities involving:</p> <ul style="list-style-type: none"> co-operation collaboration responsibility teamwork
3	Bowling and backstop technique	<ul style="list-style-type: none"> demonstrate the 'perfect mode' of the bowling technique explain the correct bowling technique: <ul style="list-style-type: none"> → <i>between shoulders and knee</i> → <i>stepping into bowl</i> 	<p>Components of fitness:</p> <ul style="list-style-type: none"> <i>importance of muscular endurance</i> <i>how this can be</i> 	<ul style="list-style-type: none"> on-going teacher assessment with feedback pupil self-check, including the use of reciprocal sheets 		<p>Students will be given the opportunity to develop a sense of fair play based on the rules of the game:</p> <ul style="list-style-type: none"> positive sporting

		<ul style="list-style-type: none"> demonstrate and explain correct body position for backstop: <ul style="list-style-type: none"> → <i>staying low</i> → <i>hand position</i> → <i>quick reactions</i> 	<i>linked to bowling and the backstop crouched position</i>	<ul style="list-style-type: none"> teacher-pupil question and answer 		<ul style="list-style-type: none"> behaviour how to conduct themselves in competitions accept authority
4	Batting technique	<ul style="list-style-type: none"> demonstrate the correct hand and body position when batting demonstrate and explain the batting technique: <ul style="list-style-type: none"> → <i>strike the ball firmly</i> → <i>transferring weight onto the front foot</i> → <i>leaning into the ball</i> in groups of 3 practice and develop batting: <ul style="list-style-type: none"> → <i>1 bowler – 1 batter – 1 fielder</i> 	Components of fitness: <ul style="list-style-type: none"> <i>importance of muscular strength</i> <i>how this can be linked to batting and the distance the ball can be hit</i> 	<ul style="list-style-type: none"> on-going teacher assessment with feedback pupil self-check, including the use of reciprocal sheets teacher-pupil question and answer 	On the poster they created write down the fielding positions	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> counting skills for organising themselves into groups understanding the basic scoring in Rounders
5	Running and fielding	<ul style="list-style-type: none"> develop the concepts of pitch dimensions, positional play and post fielding long barrier technique: <ul style="list-style-type: none"> → <i>hands should be in position where the heel and the knee join</i> → <i>little fingers together with other fingers with palm facing upwards</i> → <i>fingers touching the ground</i> discuss the different areas of fitness involved in Rounders 	Components of fitness: <ul style="list-style-type: none"> <i>importance of cardiovascular fitness</i> <i>how this can be linked to fielding and running around the posts</i> 	<ul style="list-style-type: none"> 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 	What is your current grade? What is your target grade? What can you do to improve?	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> counting skills for organising themselves into groups understanding the basic scoring in Rounders
6	Developing of tactics and skills	<ul style="list-style-type: none"> development of reaction times catching and throwing activities – leading to reaction time drills understand the concepts of fielding games and make sound evaluations of strengths and areas for development, using peer assessment relate as much as possible to Rounders situations 	<i>What are the PoF?</i>	<ul style="list-style-type: none"> on-going teacher assessment with feedback pupil self-check, including the use of reciprocal sheets teacher-pupil question and answer 		Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Rounders: <ul style="list-style-type: none"> warm-up and cool-down catching and throwing batting and running fielding and fielding positions

				• peer analysis, evaluation and feedback		• teamwork and fair play
7	Match-play and leadership: <ul style="list-style-type: none"> • divided into small groups pupil-led warm up and peer feedback • students working together as part of a team (teamwork/cooperation) • match play – students begin to apply skills in a game situation focusing on positioning and rounders rules 	<ul style="list-style-type: none"> • develop the attributes which make a good leader • apply rounder’s skills to a game situation 	<i>Explain the qualities needed to become a good sports leader</i>		What is your current grade? What is your target grade? What can you do to improve?	
8	Tournament/Assessment: <ul style="list-style-type: none"> • teacher assessment • peer evaluation • Q&A • rounders self evaluation for homework 	<ul style="list-style-type: none"> • students to apply skills in a game situation • analysis their Rounder’s game 	<i>Demonstrate the qualities that make a good sports leader</i>		What is your current grade? What is your target grade? What can you do to improve?	

Scheme of Work
Subject: Physical Education

Year Group: Year 7
Specification: Rugby
Express/Mainstream

Les son No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Literacy Numeracy SMSC Codes
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						(Each box covers various lessons)
1	Ball Handling Skills/Lateral Passing	<ul style="list-style-type: none"> a) To understand how to handle the ball correctly. b) To demonstrate how to pass within the rules over distance consistently. c) To use and apply handling and passing skills in a game situation. 	What determines off side in rugby?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	Watch an international rugby match on youtube.	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	<ul style="list-style-type: none"> a) To understand how to score a try in a game of Rugby using the correct technique. b) To show how to score a try in a competitive situation using the correct technique. c) To demonstrate how to score a try in a game situation. 	Why do players run under the goal to score?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	Tackling	<ul style="list-style-type: none"> a) To understand the role of safety when performing the side on Rugby tackle. b) To develop the side on tackle in practice using to correct body position. c) To demonstrate how to tackle consistently using a suitable technique. 	Why must you tackle below the shoulders?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	Research the 'Swan Dive'	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	1vs1 Scrum	<ul style="list-style-type: none"> a) To understand the role of safety when performing the side on Rugby tackle. b) To show the correct binding skills in a scrum situation. <p>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"> - 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: <ul style="list-style-type: none"> - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
5	Conditioned Games using previous develop skills	<ul style="list-style-type: none"> a) To understand how to score, pass, tackle and scrum. b) To develop these skills in a game situation. c) To use these skills more consistently within the rules of the game. 	Teamwork and support play when not a ball carrier.	<ul style="list-style-type: none"> - 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 	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"> - Counting skills for organising themselves into groups 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 line-out situation.</p>	Come up with your own line out calls.	<ul style="list-style-type: none"> - 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 activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: warm-up, cool-down, passing, tackling, teamwork, fair play
7	Beating an Opponent 2vs 1, 3vs2 and 2vs2	<p>a) To understand how to ruck in a basic set up.</p> <p>b) To develop ways of beating and opponent in practice and a game situation.</p> <p>c) To evaluate ways of how they could improve their ability of beating an opponent using different skills.</p>	How many ways can you dummy an opponent?	<ul style="list-style-type: none"> - 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 	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: warm-up, cool-down, passing, tackling, teamwork, fair play
8	Basic Rucking	<p>a) To understand how to ruck in a basic set up.</p> <p>b) To develop ways of how to ruck in a practice situation.</p> <p>c) To demonstrate the skill in a game situation.</p>	Main teaching points/laws of rucking?	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems
9	Basic Mauling	<p>a) To understand how to ruck in a basic set up.</p> <p>b) To develop ways of how to ruck in a practice situation.</p> <p>c) To demonstrate the skill in a game situation.</p>	Main teaching points/laws of mauling?	<ul style="list-style-type: none"> - 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 	Explain the main point of rucking and mauling to someone at home	Speaking and listening – follow instructions <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems

10	Game situation using different position forwards, scrum half and back positions	<p>a) To understand the different positions.</p> <p>b) To select a position suitable for them.</p> <p>c) To perform in their selected position in a game situation with knowledge and understanding.</p>	Name the 15 positions.	<ul style="list-style-type: none"> - 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 		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) <p>Leading a warm up (leadership)</p>
11	Assessment Tournament / Assessment -Teacher assessment, Peer evaluation	<p>a) To apply skills in a game situation.</p> <p>b) To analysis a Rugby game (lesson/youtube).</p>	Play the 15 positions	<ul style="list-style-type: none"> - 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 	Assesses yourself on the steps grading sheets.	<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) <p>Leading a warm up (leadership)</p>
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"> - 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 		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) <p>Leading a warm up (leadership)</p>

Scheme of Work

Subject: PE

Year Group: Year 7

Specification: Swimming

Express/Mainstream

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE)	Homework	Lit Num
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				Q stem)		SMSC Codes
1	<p>Assess safety Safe entry (swivel entry) & Warm up. To assess swimming ability. Front crawl legs. Casualty recognition & 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"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		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.</p>	<p>a) Teaching points and development of free style. b) Body position and arm movement. c) Breathing technique for optimum speed.</p>	What is the most effective stroke for speed/saving energy?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	What is personal survival?	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	<p>Back Stroke Safe entry (swivel entry shallow water) & warm up. Intro to front crawl arm action. Floating on front and back with or without aids.</p>	<p>a) To enter shallow water safely and confidently. b) To swim continuously for 25m on back. c) To develop back crawl arm action. d) To understand and developing the importance of buoyancy.</p>	When might you need to demonstrate floating with no aids?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		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>Breast stroke Step in entry & 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. c) To tread water for 1 minute.</p>	When might you need to demonstrate climbing out of deep water – onto what?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	Look at the world record times for each event. What does this tell you?	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> - Counting skills for organising themselves into groups <p>Understanding the basic scoring in Rugby.</p>

5	Butterfly Step in entry & Warm up. Butterfly legs with floating aid. Intro to head first sculling.	<ul style="list-style-type: none"> a) To demonstrate and further develop the butterfly leg action. b) To introduce and develop head first sculling. c) To develop butterfly leg action. 	When might you use head first sculling?	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
6	Relay	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> - 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: warm-up, cool-down, passing, tackling, teamwork, fair play
7	Gala	<ul style="list-style-type: none"> - In teams of 5 Pupils decide on who is taking part in which event. - Fly, Free, BS, Breast s, tread water and relay - Points awarded. 	Leadership and selection skills will need to come into play. Communication is key!	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems
8	Assessment	<ul style="list-style-type: none"> c) To apply skills in a competitive situation. d) To analysis a race (lesson/youtube). 	Race each event. How can you improve?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets 	Look at the GCSE/Btec syllabus.	Speaking and listening – follow instructions <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with

				<ul style="list-style-type: none"> - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 		others to share information/ideas, solve problems
9 (Year 9)	Personal survival	Shallow entry Deep dive HELP position (H eat, E scape, L essening, P osture) Treading water & International Distress signal. Deep water exit.	When might you need to deep dive or use the HELP position?	<ul style="list-style-type: none"> - 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 		Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) Leading a warm up (leadership)

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	Trampoline safety & basic skills 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.	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 & bend knees on landing</i> . Emphasis on control. 20 bounce warm up	Provide opportunities to watch others, perform, demonstrate + coach.	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.

2	<p>Tuck/Pike/Straddle 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><i>Set warm up – Tuck, pike, straddle, ½ twist, full twist, seat drop.</i></p>	<p>Give the pupils the opportunity to talk to each other to plan routines.</p>	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	<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>Seat drop development + swivel hips 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"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		<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>Front drop + Turntable 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) & turntable. T.P's; Landing position (flat), use of hands & rotate horizontally. Differentiation; Hands & 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"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	<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"> - Counting skills for organising themselves into groups
5	<p>Back drop + Routine creation 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</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 & control. Some pupils; combine back to front & front to back. Use trampolining routine cards to provide examples of routines. Compose own</p>	<p>Develop knowledge of appropriate progressions in order to coach others.</p>	<ul style="list-style-type: none"> - 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 		<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> - Counting skills for organising themselves into groups

	cards.	10 bounce routine.				
6	Recap of all skills and put together into a routine ready for their assessment in the following lesson.	<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"> 1. Full twist 2. Straddle 3. Seat drop 4. ½ twist seat drop 5. ½ twist to feet 6. Pike 7. Back drop 8. ½ twist to feet 9. Tuck 10. ½ twist <p>Students can adapt the routine to make it easier / harder depending on their level.</p>	Develop knowledge of appropriate progressions in order to coach others.	<ul style="list-style-type: none"> - 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 - 		<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> - Counting skills for organising themselves into groups
7	Assessment/Game Situations	<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"> - 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 	<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>