

Beaufort Community School Physical Education Department

Scheme of Work for Trampolining

Key Stage: 3	YEAR: 8	DURATION: 4 LESSONS
<p>AIM: In this unit pupils will focus on the basic safety issues around the trampoline. Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques. Pupils will show creativity, control, fluency and aesthetics in developed sequences. Students will evaluate and assess movements to improve sequences.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced some of the safety aspects ➤ Experienced the getting out and putting away of the equipment ➤ Experienced some spotting ➤ Experienced basic jumping and stopping 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to trampolining. Understand the meanings of the basic terminology used. Analyse, monitor and evaluate individual and others performance. Working with others or alone. Communication, speaking and listening. Use of ICT, digital camera or DARTFISH to improve performance and understanding.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Trampolines ➤ Video camera, PC, Screen ➤ Digital camera ➤ Gymnastics mats ➤ Safety crash mats ➤ Routine cards ➤ White boards ➤ Whiteboard pens ➤ Tariff AfL sheets
Key Concepts and Processes:		
<p style="text-align: center;">Accurate replication:</p> <p>Pupils should be able to accurate replicate basic shapes, turns, drops and rotational movements. Pupils will be able to demonstrate correct take off and landing technique, as well as a clear body shape whilst airborne or in contact with the bed. To apply movements individually and as part of a fluent sequence. Pupils will select, combine and perform skills demonstrating varied levels of creativity.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To understand how to safely unfold a trampoline and the importance of other safety requirements. Understand the physics of rotation and ways to increase or decrease appropriately. Pupils will learn the basic principle of routines when compiling a sequence <i>i.e. 10 bounces and what constitutes 1 bounce.</i></p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Throughout this scheme pupils will develop the skills necessary to develop fluent routines. Body tension, control, body extension and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. They will understand what “looks” good and the term aesthetics.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils will develop and refine skills into a 10 bounce routine. Composing routines and small sequences will involve decision making dependant on pupil’s self analysis. Discuss the benefits & use of arms and body tension. Pupils will decide how sequences can be aesthetically improved.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of trampolining based movements to flexibility and general suppleness. Understand the importance of heart rate and muscle group names. Suggest any trampolining clubs within the school timetable and promote community links. Understand how performance and safety are improved when preparation is carried out properly.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of DARTFISH to observe and improve the performance of self and others. Peer observation & assessment.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship &</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

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cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences)	
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<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> join school or local trampolining clubs (information on local clubs can be found at www.english.sports.gov.uk) organise trampolining displays or competitions for pupils to take part in and watch – potentially a house trampolining competition. watch high-quality performances live or on video 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: understand their role of a ‘spotter’ within the lesson, particularly in ensuring the health and safety of fellow students within the class. Select and apply techniques and demonstrate control of their body when performing these with a good degree of technical correctness; link movements effectively making use of compositional ideas and devices.</p> <p>some pupils will not have made so much progress and will: perform simple skills with reasonable control; move into and out of individual actions with control, putting these into order within a sequence. Understand the skill related aspects of fitness required for an effective performance and describe how this could be achieved.</p> <p>some pupils will have progressed further and will: use complex combinations of skills, with quality and dynamic control; devise sequences which challenge their own abilities and incorporate those of others; make good use of compositional ideas and devices; use strength and suppleness well to provide stability, tension and extension in their work.</p>
<p>Language for learning</p> <p>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"> performance, <i>eg criteria for observing and judging & Movement names.</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. 	
<p>By the end of this unit a pupil will reach level:</p>	
<p>4. I can link three or more movements together. I can recognize strengths and weaknesses in others performances and can make alterations to a performance independently from the teacher. I understand the need for an effective warm-up for trampolining and am able to lead a small group through a warm-up activity. I can help with the setting up and putting away of the equipment safely.</p>	
<p>5. Aid in the setting up and returning of equipment. Will be able to “spot” correctly and safely. Can accurately replicate basic shapes and turns with some control and varied aesthetics. Will be able to combine moves into a short sequence. Displays some knowledge of the terminology used. Can suggest a basic warm up and describe fitness elements related to trampolining.</p>	
<p>6 Able to perform all of the basic techniques well and completes some advanced movements. Consistently shows good technique with clarity of shape and fluency of movement. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances and suggest some ways to improve. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	

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Week	Learning objectives	Task examples	Information/ Differentiation
1	<p>Trampoline safety. Basic jumps/aerial shapes/turns To understand the health and safety aspects of trampolining. To accurately replicate basic jumps, aerial shapes and turns with good body tension and posture. To be able to perform these movements in a small routine. To develop pupils confidence in delivering safe stretching exercises.</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>Engage pupils in learning through physical activity.</p> <p>Warming up & cooling down should help pupils to remember & reflect on previous work. Provide opportunities to watch others, perform, demonstrate + coach.</p>
2	<p>Seat drop + Routine Development 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. To introduce creative thinking when composing a small routine. To develop precision, control and fluency over selected moves.</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. Combine seat drop + ½ twist. Compose small routine using 6 bounces. Tariff used as assessment for learning tool. Points are not awarded for a performance unless the skill is performed with control, body tension and landed correctly to ensure that pupils do not push themselves too far at a skill they cannot yet perform.</p>	<p>Give the pupils the opportunity to talk to each other to plan routines.</p>
3	<p>Swivel hips and progression of previous routine To be able to accurately replicate the swivel hips technique. To understand the importance of the use of arms, legs & 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>	<p>Use video to record performance [+Analyse.]</p>
4	<p>Routines + Assessment To accurately replicate learnt skills & 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 compositional sequence. Can use cards as guideline. Peer assessment - level each performance. Focus on fluency, control and body extension. Teacher grades against NC levels.</p>	<p>Develop knowledge of appropriate progressions in order to coach others.</p>