

Scheme of Work	<b>Trampolining</b>
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Phase	Objective	Activities	Testing / Competition
½ Turn Routine	<p>To develop the precision, control and fluency of their pike, straddle and tuck skills.</p> <p>To select and use skills and compositional ideas effectively in a small routines</p> <p>To be able to link the pike, straddle and tuck jumps with the movements covered so far to create a sequence.</p> <p>To be able to critically evaluating how well the pike, tuck and straddle have been achieved and to find ways to improve them.</p> <p>To appreciate how to make adjustments and adaptations when performing.</p> <p>To be able to create a sequence with a partner incorporating the methods covered in the scheme so far.</p> <p>To be able to confidently perform with accuracy, a routine with tension and creativity</p> <p>To be able to observe and appreciate the work of other groups and offer positive and constructive feedback.</p> <p>To be able to analyse performances, identifying strengths and weakness in performances, components, strategies, tactics and competence of performances</p> <p>To be able to link the 3 jumps to form a short individual sequence.</p> <p>To be able to confidently perform with accuracy, work in front of an audience.</p> <p>To be accurate in the replication of actions, phrases and sequences</p>	<p>Accurately replicate and perform the pike, straddle and tuck at top of bounces.</p> <p>Accurately replicate and perform: 1,2,3 Pike; 1,2,3 Straddle; 1,2,3 Tuck - Stop</p> <p>Pupils now accurately replicate and perform tuck – pike – straddle - tuck</p> <p>Give instructions to students to confidently perform with accuracy, a range of routines that include pikes, straddles and tucks</p> <p>Verbal command: Spotters now given instructions and they shout out tuck, pike and straddle and bouncer has to confidently perform with accuracy, each one</p> <p>Spotters now place ½ turns into the commands</p>	<p>Pupils create their own 10 bounce Routine – Must include a ½ turn, straddle, pike, and tuck jumps</p>
	Assessment	Theoretical PE	Resilience
	<p>Q &amp; A : Are the skills weak, low predictable or unpredictable</p> <p>☑ Assess the actions of the body and the direction of the body when trying to perform a pike, straddle and tucks in the air</p> <p>☑ Assess the mistakes made when linking all the moves together</p>	<p>Students review the components of fitness; Agility, Balance, Cardiovascular endurance, Coordination, Flexibility, Muscular endurance, Power/explosive strength, Reaction time, Strength (maximal, static, dynamic) and Speed.</p> <p>Students should be introduced to the definitions of these components.</p>	<p>Show praise for students accomplishing their small steps.</p> <p>Students must be able to recognise and manage the feelings associated with poor performance when competing</p>

Maths	Mental arithmetic
English	Reading for meaning: empathy and insight into character.
Science	Nutrition and digestion

Equipment	School own risk assessment and safety policy, Trampolines, Safety Mats, Crash Mats, Peer Evaluation Sheets, Pen, Whiteboard, TV, Video Recorder, Laptop
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