

Physical Education

Trampolining

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Self and Peer assessment tasks during lessons.</p> <p>End of topic summative assessment reflection from student and assessment from teacher.</p>	<p>Regular use of Tier 2 and 3 vocabulary.</p> <p>Key words on board every lesson.</p> <p>Homework tasks of different styles and choreography</p>	<p>Opportunities to lead others.</p> <p>Different role opportunities in the lesson such as judge, choreograph and coach.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 9 Trampoline Scheme of Learning

Prior Learning: The majority of pupils will have little or no experience of Trampoline.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

<p>Warm Up/Skill Games</p> <ul style="list-style-type: none"> • Warm-up with a focus on increasing the range of movement/dynamic stretching. • Demonstrate jumping technique; circle arms, stay on cross, bend knees on landing. Emphasis on control. 10 bounces warm up. <p>Ready Position, Footwork, and Balance.</p>	<p>Body Tension</p> <ul style="list-style-type: none"> • Seat Drops • Front Landing • Back Landing <p>Control</p> <ul style="list-style-type: none"> • Height • Arms • Evaluate <p>Body Extension</p> <ul style="list-style-type: none"> • Pike • Straddle • Tuck Jump <p>Aesthetics</p> <ul style="list-style-type: none"> • Straight Bounce • Twist • Seat Landing
---	--

Rules, Tactics and Strategies

- Body posture and straight legs
- Point toes.
- Progress to ½ turn.
- Landing
- Bend knees to stop,
- Straight jump
- Dynamic
- Body Tension
- Body Extension

Jumps

- Straight bounce
- Seat landing
- Pike
- Straddle
- Tuck
- Front landing
- Back landing
- Twist
- Swivel

Healthy Participation

Please see healthy participation SOL

Year 9 Trampoline Scheme of Learning

<p>Risk Assessment</p> <ul style="list-style-type: none"> • Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely. 	<p>Resources</p> <ul style="list-style-type: none"> • Trampolines • Crashes Mats • Trampoline Harness
<p>Language for Learning/Key Words/Vocabulary</p> <p><i>In addition to the key words and terms documented within the 3 Pillars of Progress.</i></p> <ul style="list-style-type: none"> • Safety, spotting, warm up, straight bounce, seat landing, pike, straddle, tuck, front landing, back landing, twist, swivel, eyes, point, arms, height, muscles, height, evaluate, routine, complexity, fluidity, link, combine, cardiovascular and muscular endurance. 	<p>Assessment Methods</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice <p>Summative Assessment</p> <ul style="list-style-type: none"> • Data collect, school report, summative assessment, Bronze, Silver, Gold, Platinum.
<p>Differentiation - SEN/G&T</p> <ul style="list-style-type: none"> • By task and outcome, consider how pupils are grouped, mixed ability, HAP, LAP, planning in relation to ongoing formative assessment, SEND provision, G&T provision, time to practice, revisit where necessary, different/modified equipment, TA support where applicable. 	<p>Extension and Enrichment</p> <ul style="list-style-type: none"> • Take part in afterschool Trampoline. • Opportunities for intra and inter school competition • Take part regularly outside of school. • Watch Trampoline coaching sessions on YouTube. • Watch Trampoline competitions on YouTube
<p>Cross Curricular Links:</p> <ul style="list-style-type: none"> • Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests) 	<p>ICT</p> <ul style="list-style-type: none"> • YouTube, Video Analysis

Prior Learning: Pupils will have prior knowledge and skills from Year 9

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm Up/Skill Games

- Warm-up with a focus on increasing the range of movement/dynamic stretching.
- Demonstrate jumping technique; circle arms, stay on cross, bend knees on landing. Emphasis on control. 10 bounces warm up.

Ready Position, Footwork, and Balance.

Body Tension

- Seat Drops
- Front Landing
- Back Landing

Control

- Height
- Arms
- Evaluate

Body Extension

- Pike
- Straddle
- Tuck Jump

Aesthetics

- Straight Bounce
- Twist
- Seat Landing

Rules, Tactics and Strategies

- Body posture and straight legs
- Point toes.
- Progress to ½ turn.
- Landing
- Bend knees to stop,
- Straight jump
- Dynamic
- Body Tension
- Body Extension

Jumps

- Straight bounce
- Seat landing
- Pike
- Straddle
- Tuck
- Front landing
- Back landing
- Twist
- Swivel

Healthy Participation

Please see healthy participation SOL

<p>Risk Assessment</p> <ul style="list-style-type: none"> • Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely. 	<p>Resources</p> <ul style="list-style-type: none"> • Trampolines • Crashes Mats • Trampoline Harness
<p>Language for Learning/Key Words/Vocabulary</p> <p><i>In addition to the key words and terms documented within the 3 Pillars of Progress.</i></p> <ul style="list-style-type: none"> • Safety, spotting, warm up, straight bounce, seat landing, pike, straddle, tuck, front landing, back landing, twist, swivel, eyes, point, arms, height, muscles, height, evaluate, routine, complexity, fluidity, link, combine, cardiovascular and muscular endurance 	<p>Assessment Methods</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • I can statements, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice <p>Summative Assessment</p> <ul style="list-style-type: none"> • Data collect, school report, summative assessment, Bronze, Silver, Gold, Platinum
<p>Differentiation - SEN/G&T</p> <ul style="list-style-type: none"> • By task and outcome, consider how pupils are grouped, mixed ability, HAP, LAP, planning in relation to ongoing formative assessment, SEND provision, G&T provision, time to practice, revisit where necessary, different/modified equipment, TA support where applicable. 	<p>Extension and Enrichment</p> <ul style="list-style-type: none"> • Take part in afterschool Trampoline. • Opportunities for intra and inter school competition. • Trampoline outside of school. • Watch Trampoline coaching sessions on YouTube. • Watch Trampoline competitions on YouTube
<p>Cross Curricular Links:</p> <ul style="list-style-type: none"> • Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests). 	<p>ICT</p> <ul style="list-style-type: none"> • YouTube, Video Analysis