

**Intent** – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 7					Year 8					Year 9					Year 10					Year 11									
	Big Picture- Understand how to safely use the equipment and understand basic trampolining skills.  Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Develop ability to perform a range of trampolining skills including a variety of landings.  Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop ability to use a range of trampolining skills and perform advanced skills in a routine.  Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To master skills, techniques  Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality.  Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 – Straight bouncing with tension	L2 – Introduce Shapes; pike, tuck, straddle.	L2 – Linking Moves	L2 – Assessment lesson	L2 Performances - evaluation.	L2 – Revisit shapes and routines from Year 7	L2 – Seat landing with half twists	L2 – Intro Front landings	L2 – Creating an 6-bounce routine	L2 Performances – evaluation.	L2- Basic shapes- pike, tuck, straddle	L2 Intro back landings	L2 Combing moves- ¼ twist into front/back landings	L2- The role of the judge	Final performances- take on the role of a trampolining judge.	L2 ½ and Full Turntable	L2- Cat Twists (Full twists to back landing)	L2 Back Somersaults	L2. Creating a 10 bounce routine	Final performances- take on the role of a trampolining judge.										
	L1 – Safety Lesson, role of the spotter and stopping safely.	L1 – Seat Landings	L1 – Shapes; pike, tuck, straddle.	L1 – Create a 4-bounce routine	L1 Perform and evaluate your own and others performance	L1 – Recap safety and role of spotter	L2 ½ Twists & full twists	L1 – Swivel Hips	L1 – Combing moves	L1 Perform and evaluate your own and others performances	L1 Recap safety and role of spotter	L1 Front Landings	L1 Front/back landings from increasing height	L1- Creating a 6-bounce routine	L1 Perform and evaluate your own and others performances	L1 – Recap safety and role of spotter	L1 – Cradle (1/2 Twist to back landing)	L1 Front Somersaults	L1 – Creating a 10 bounce routine	L1 Perform and evaluate your own and others performances										
<b>End Point Progress and assessment</b>	At the end of the year 7 trampolining unit students will be able to begin to demonstrate: <ol style="list-style-type: none"> <li>1. Straight bouncing with tension and use of arms</li> <li>2. Stopping safely- killing the bed</li> <li>3. Seat landings</li> <li>4. Basic Shapes- pike, tuck, straddle</li> <li>5. Linking moves together</li> <li>6. Creating and performing a 4-bounce routine</li> </ol> Leadership roles:  Non-Participant roles of judging: <ul style="list-style-type: none"> <li>• Ensure safety (spotting)</li> <li>• Warm-ups</li> </ul>					At the end of the year 8 trampolining unit students will be able to begin to demonstrate: <ol style="list-style-type: none"> <li>1. Straight bouncing with tension, correct use of arms, reduced travel</li> <li>2. Stopping safely- killing the bed</li> <li>3. Seat landings</li> <li>4. Basic Shapes- pike, tuck and straddle with increasing height and flight time.</li> <li>5. ½ twists and full twists</li> <li>6. Swivel hips</li> <li>7. Full twists</li> <li>8. Linking moves together</li> <li>9. Creating and performing a 6-bounce routine.</li> </ol> Non-Participant roles of judging:					At the end of the year 9 trampolining unit students will be able to begin to demonstrate: <ol style="list-style-type: none"> <li>1. Straight bouncing with tension, correct use of arms, reduced travel.</li> <li>2. Stopping safely- killing the bed</li> <li>3. Seat Landings</li> <li>4. Basic Shapes- pike, tuck, straddle with increasing fluency.</li> <li>5. ½ and full twists</li> <li>6. Swivel Hips</li> <li>7. Successfully combing moves</li> <li>8. Creating and performing a 6-bounce routine</li> </ol> Non-Participant roles of judging:					At the end of the year 10 trampolining unit students will be able to begin to demonstrate: <ol style="list-style-type: none"> <li>1. Straight bouncing with tension, correct use of arms, reduced travel.</li> <li>2. Stopping safely- killing the bed</li> <li>3. Seat Landings</li> <li>4. Basic Shapes- pike, tuck, straddle with increasing fluency.</li> <li>5. ½ and full twists</li> <li>6. Swivel Hips</li> <li>7. Successfully combing moves</li> <li>8. Creating and performing a 6-bounce routine</li> </ol> Non-Participant roles of judging:														

	<ul style="list-style-type: none"> <li>Recall coaching points of straight bouncing, basic shapes and seat landing</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safety (spotting)</li> <li>Warm-ups</li> <li>Recall coaching points of twists, front landing, swivel hips (and previous moves taught in Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safety (spotting)</li> <li>Warm-ups</li> <li>Progressions</li> <li>Recalling coaching points front and back landings (and previous moves taught in Year 7 &amp; 8)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safety (spotting)</li> <li>Warm-ups</li> <li>Progressions</li> <li>Recalling coaching points from cat, turntable, cradle, somersault (and previous moves taught in Year 7, 8 &amp; 9)</li> </ul>	
<b>Key Vocabulary/ Literacy</b>	Body tension Stretch	Body tension Stretch	Body tension Stretch Evaluation/ Analysis		
<b>Connected Knowledge</b>	<p><b>V CERT Health and Fitness</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b> Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>		
<b>Cultural values</b>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of maintaining good health and diet. The three different types of health.</li> <li>Explore what the term 'wellbeing' means. The different types of wellbeing.</li> <li>Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through team sports.</li> <li>Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success.</li> <li>Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals.</li> </ul> <p>Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence.</p>	<ul style="list-style-type: none"> <li>Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you.</li> <li>Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport?</li> </ul>	<ul style="list-style-type: none"> <li>Understand about positive relationships and wellbeing – how does this translate over to sport?</li> <li>Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport.</li> <li>Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing and the role that exercise and physical activity can play in maintaining it.</li> <li>Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise</li> </ul>
<b>Spiritual, Moral, Social and cultural.</b>	<p>Use of the imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences, both within and outside of school</p> <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</p> <p>Showing understanding of the consequences of their actions</p> <p>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</p> <p>Willingness to participate in, and respond to sporting opportunities</p>				

**IMPLEMENTATION**

<b>British Values</b>	Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life. Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values. Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions. Tolerance of different cultures and religions Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values. Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.
<b>Impact</b>	Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport. <b>assessment</b>