**Year 8**

**Trampoline Scheme of Work**

| **Aim:** In this unit pupils focus on developing the individual trampoline skills such as straight jumping, shaped jumps, half and full twist, seat landings, hands and knees landings, front landings, back landings and twisting skills. Students will work on improving their performance of the individual trampoline skills and link them together to form a routine to perform for assessment. |
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| **Motor Competence**  Students will learn skills such as balance, stability, control, flexibility, mobility and posture when performing on a trampoline. The skills will be developed through progressions and rehearsal of the individual trampoline skills.Demonstrating high quality performances and accurate replication will be assessed. | **Rules, Strategies & Tactics**  Students will develop an understanding of how to choose, combine and link individual trampoline skills together to formulate a high-quality routine. Continual development and refinement of skills will contribute to producing an improved performance. They will be introduced to the rules of performing a trampoline routine. | **Healthy Participation**  Pupils will be told possible health benefits gained from taking part in Trampoline and discuss the need to stay healthy and active. Suggest any Trampoline clubs within the school timetable and promote community links. To understand the type of fitness trampolinists need to perform at a high level. |
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| **Cross-Curricular Links**  English (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**  Over & Above: Trampoline Gymnastics - Towards World Class Performance – Jack Kelly |
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**Year 8**

**Trampoline Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

| **Lesson** | **Core Skill** | **Learning Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked** |
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| 1 | Shapes & Twists | To continue to develop my shapes and twists and trying to improve my accuracy and control when performing the skills. | 1. Use arms for height 2. Stay in middle of trampoline 3. Use body tension 4. Tuck: knees to chest 5. Straddle: legs in a V 6. Pike: legs in front and together 7. ½ twist: arms up, legs together 8. Full twist: use head to turn, arms up and legs together | 10 straight jumps and stop using control  Students to practice tuck, straddle, pike, ½ twist and full twist  Students to put the moves into a 5-bounce routine | **Retrieval:**  What are the shaped jumps called and how do you perform them?  **Things NEED to Know:**  What are the health and safety rules when performing trampolining?  How do you perform the shaped jumps and twist and how can you make them look aesthetically pleasing? |
| 2 | Seat Landing | To continue to develop my seat landing and trying to improve my accuracy and control when performing the skills. | 1. Use arms for height 2. Stay in middle of trampoline 3. Use body tension 4. Land hands by hips 5. Legs straight 6. Point toes | Small bounces to seat landing  Higher bounces to seat landing  Seat landing ½ twist: arms go up when you go up and turn head to initiate twist  ½ twist seat landing: start with upper body partly twisted, push down once and seat land. Small bounces ½ twist to seat landing, normal bounces ½ twist to seat landing  Can be broken down to seat landing to feet, ½ twist or ½ twist, seat landing | **Retrieval:**  What are the health and safety rules when performing trampolining?  How do you perform the shaped jumps and twist and how can you make them look aesthetically pleasing?  **Things NEED to Know:**  What are the teaching points of a seat landing?  How can you make your seat landing more challenging to perform? |
| 3 | Swivel Hips | To continue to develop my swivel hips and trying to improve my accuracy and control when performing the skills. | 1. Use arms for height 2. Stay in middle of trampoline 3. Use body tension 4. Seat landing arms up as you go up, turn head, body will follow back to seat landing | Ensure students can perform seat landing ½ twist and ½ twist seat landing before attempting swivel hips  Students to practice combination moves and swivel hips | **Retrieval:**  What are the teaching points of a seat landing?  How can you make your seat landing more challenging to perform?  **Things NEED to Know:**  What combination of movements make up a swivel hips?  How can you make your swivel hips more successful? |
| 4 | Front Landing | To continue to develop my front landing and trying to improve my accuracy and control when performing the skills. | 1. Use arms for height 2. Stay in middle of trampoline 3. Use body tension 4. Kick legs back, do not dive forward 5. Keep hands in correct position 6. Elbows flat to trampoline. 7. Body flat | Hands and knees to front landing  Standing to hands and knees to front landing  Front landing onto mat from no bounces  Small bounces to front landing onto mat  Small bounces to front landing  Normal bounces to front landing | **Retrieval:**  What combination of movements make up a swivel hips?  How can you make your swivel hips more successful?  **Things NEED to Know:**  What are the teaching points for a front landing?  What are the tips to be able to return to feet effectively with control after a front landing? |
| 5 | Back Landing | To continue to develop my back landing and trying to improve my accuracy and control when performing the skills. | 1. Use arms for height 2. Stay in middle of trampoline 3. Use body tension 4. Keep legs straight 5. Keep legs together 6. Arms facing ceiling 7. Legs facing ceiling | Back landing onto mat from stationary position  Back landing onto mat small bounces  Back landing onto mat normal bounces  Back landing onto trampoline | **Retrieval:**  What are the teaching points for a front landing?  What are the tips to be able to return to feet effectively with control after a front landing?  **Things NEED to Know:**  What position should your arms and legs be in when performing a back landing? |
| 6 | Hands and Knees Turnover  Somersault | To continue to develop my hands and knees turnover and trying to improve my accuracy and control when performing the skills. | 1. Land hands and knees together 2. Lift up and rotate 3. Tuck chin into chest 4. Land in a back-landing position then to feet | Practice landing on hands and knees with control  With support from teacher try first attempt  Hands and knees turnover to back/seat/feet | **Retrieval:**  What position should your arms and legs be in when performing a back landing?  **Things NEED to Know:**  What are the teaching points for a hands and knees turnover somersault?  How can you improve your hands and knees turnover somersault? |
| 7 | Routines  (Creativity) | To link my skill together to perform a routine showing more precision and control | 1. Recap teaching points from all skills | Students to practice their routines, choosing skills that are challenging | **Retrieval:**  What are the teaching points for a hands and knees turnover somersault?  How can you improve your hands and knees turnover somersault?  **Things NEED to Know:**  How many bounces should there be in your routine?  How can you make your routine have more control and fluency? |
| 8 | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** | Core Task | **Retrieval:**  How many bounces should there be in your routine?  How can you make your routine have more control and fluency?  **Things NEED to Know:**  What level are you aiming for and what do you need to do to achieve this level? |