

# Home-School Learning Collaboration – ENTER SUBJECT

<b>Topics in this cycle:</b> <b>Girls PE Options -Trampolining</b>	<b>Taught: Autumn 2</b>	<b>Year Group: 9</b>
<b>Key knowledge/concepts to be learnt ('Tell me about....')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>How do I use the trampolines safely?</b></p> <div style="background-color: #D9E1F2; padding: 10px; margin: 10px 0;"> <p><b>The Trampolinist/Pupil</b></p> <ol style="list-style-type: none"> <li>1. Always inform the coach/teacher of any medical condition or medication, which could affect performance.</li> <li>2. Always inform the coach/teacher of any accident in the last 6 months which resulted in unconsciousness from a blow to the head.</li> <li>3. Use the trampoline only when a coach/teacher is present and has given permission.</li> <li>4. Wear sports clothing and non-slip footwear; tie hair back and keep nails short.</li> <li>5. Pay attention when spotting.</li> <li>6. Be attentive to the coach/teacher and attempt new skills only after progressive training and permission.</li> <li>7. Avoid going under or swinging under the trampoline or end-decks.</li> <li>8. Avoid getting involved in 'tests of daring'.</li> <li>9. Avoid stepping on the bed when someone else is bouncing.</li> </ol> </div> <p><b>What are some of the rules of competitive trampolining?</b></p> <p>Are your moves on the trampoline up to competitive stage?</p> <p>Here are some of the basic rules for trampolining:</p> <ul style="list-style-type: none"> <li>• A routine must always start and finish on feet.</li> <li>• Competitors must start their routine within 60 seconds after presenting to the judges.</li> <li>• Competitors are permitted up to one "out bounce", a straight jump to control their height at the end of a routine, before sticking the landing.</li> <li>• The trampolinist must stop completely – this means that the bed must stop moving – and they have to hold still for a count of 3 seconds before moving.</li> <li>• In competitions, moves must usually be performed in one of the following 3 basic shapes: Tucked, piked straight.</li> </ul>		<p>Straddle Jump  <a href="#">The Straddle Jump - YouTube</a></p> <p>Pike Jump  <a href="#">PIKE JUMP TRAMPOLINE CENTRAL - YouTube</a></p> <p>Swivel Hips  <a href="#">SWIVEL HIPS - TRAMPOLINE CENTRAL - YouTube</a></p> <p>Front Landing  <a href="#">FRONT LANDING TRAMPOLINING SKILLS- TRAMPOLINE CENTRAL - YouTube</a></p> <p>Trampolining Routine  <a href="#">2nd Trampolining Competition (Routine 1) - YouTube</a></p> <p>Front Somersault  <a href="#">Trampoline Central = Forward Somersault (Tucked) Demo - YouTube</a></p>

What are the different skills I will learn in Trampolining?

**Basic jump shapes:**

- Straight
- Tuck
- Pike
- Straddle

**Basic landings:**

- Seat drop
- Front drop
- Back drop

**Additional skills:**

- ½ twist
- Full twist
- 1 ½ twist

**Advanced skills:**

- Advanced twists (e.g. back drop, half twist, to front drop)
- Swivel hips (Seat landing ½ twist to seat landing)
- Turntable (half/full)
- Cradle (back drop, half twist, to back drop)
- Cat twist (back drop, full twist, to back drop)
- Roller (seat drop, full twist to seat drop)
- Front somersault
- Back somersault



Back Somersault

[BACKWARDS SOMERSAULT TUCKED DEMO - TRAMPOLINE CENTRAL - YouTube](#)

Cat Twist

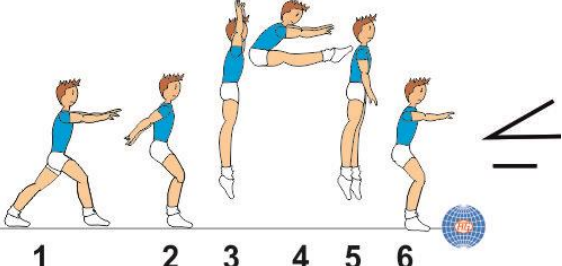
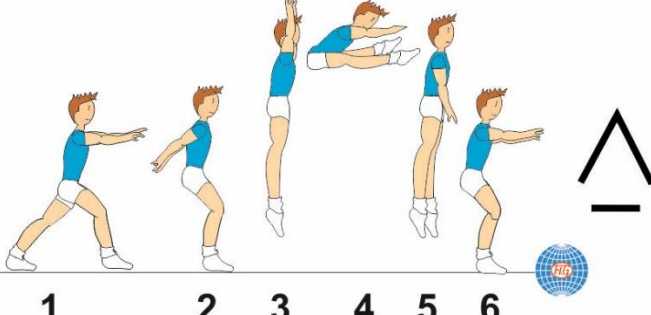
[Trampoline Central - Cat Twist Demo. Back Drop, Back Landing, - YouTube](#)

**Key Vocabulary and Definitions to Be Learnt**

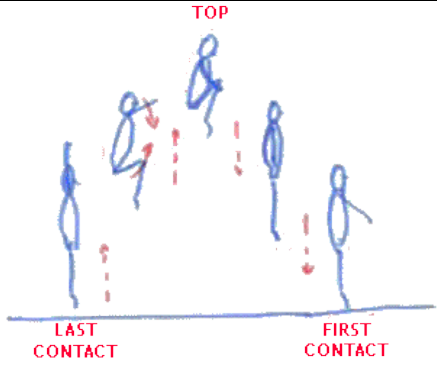
**What Will the Assessment Look Like?**

<b>Spotting</b>	The use of suitably sized and trained participants (or others), placed around the trampoline to assist trampolinists who may fall from the trampoline.	
<b>Balance</b>	an even distribution of weight enabling someone or something to remain upright and steady.	

# Home-School Learning Collaboration – ENTER SUBJECT

<b>Fluency</b>	an attractive smooth quality in the way someone or something moves	
<b>Co-ordination</b>	The ability to use one or more body parts at the same time	
<b>Pike</b>		
<b>Rotation</b>	the action of rotating about an axis or centre.	<b>Family Learning Opportunities</b>
<b>Control</b>	To have control is to have the power to run something in an orderly way	<p>Going to trampoline parks or having a go at a local trampolining club:</p> <p>Trampoline Park, Star City, B7 5SA  <a href="#">Birmingham Star City   Gravity   Gravity Active Entertainment (gravity-uk.com)</a></p>
<b>Routine</b>	A sequence of actions.	
<b>Elevation</b>	The height to which something is raised.	
<b>Extension</b>	An act or instance of extending, lengthening, stretching out	
<b>Flexibility</b>	The range of movement possible at a joint	
<b>Straddle</b>		<p>Activ8 Trampolining Club:          Action Indoor Sports, Marsh Hill, Erdington, Birmingham, B23 7EY  <a href="#">Birmingham Trampolining Activ8 (activ8trampolining.co.uk)</a></p>

# Home-School Learning Collaboration – ENTER SUBJECT

<b>Flight</b>	The action or process of flying through the air	
<b>Tuck</b>	 <p>The diagram illustrates the sequence of a tuck jump. It shows four stick figures in blue on a horizontal ground line. From left to right: 1. A figure in a standing position with a vertical dashed red line below it labeled 'LAST CONTACT'. 2. A figure in a jumping position with a vertical dashed red line below it labeled 'TOP'. 3. A figure in a landing position with a vertical dashed red line below it labeled 'FIRST CONTACT'. 4. A figure in a standing position. Red arrows indicate the upward and downward paths of the jumper.</p>	