



Reepham High School and College PE Can Do Trampolining Ladder



| | AO1 Recall, select and communicate knowledge and understanding of Trampolining. | AO2 Apply skills, knowledge and understanding in Trampolining. | AO3 Analyse and evaluate performances and identify actions for improvement in Trampolining. |
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| | Isolated skills: <ul style="list-style-type: none"> • straight bouncing (form, height, position on the trampoline). • basic shapes (tuck, pike, straddle). • seated landings preparation, execution, recovery). • front landings (preparation, execution, recovery). • back landings (preparation, execution, recovery). • rotations (front to back landing, back to front landing, seat to front landing, front to seat landing, front somersault, back somersault, back pullover). • twists (1/2 twist, full twist, advanced twists with a variety of different landings). | Techniques and decision making under pressure during practices and competitive situations: <ul style="list-style-type: none"> • controlling the height of the bounce (to perform skills with accuracy). • knowing how to reduce travel (correcting the take-off). • linking skills (basic jumps/twists/advanced twists/rotations/variety of landings). • planning and performing a routine. | |
| 9 8 | Extensive knowledge and understanding of Trampolining. Comprehensive understanding of the principles of safe exercise and its impact on health and performance. | Application of an extensive range of skills and techniques with great refinement, precision, control and fluency. Demonstration of the ability to link a vast amount of skills. | Excellent ability to critically analyse and evaluate your own and others' performances. Excellent ability to identify priorities for improvement and plan progressive practices. |
| 7+ 7- | Detailed knowledge and understanding of Trampolining. Thorough understanding of the principles of safe exercise and its impact on health and performance. | Application of a wide range of skills and techniques with refinement, precision, control and fluency. Demonstration of the ability to link a wide range of skills. | Detailed ability to critically analyse and evaluate your own and others' performances. Detailed ability to identify priorities for improvement and plan fairly progressive practices. |
| 6 5 | Good knowledge and understanding of Trampolining. Good understanding of the principles of safe exercise and its impact on health and performance. | Application of a good variety of skills and techniques with refinement, precision, control and fluency. Demonstration of the ability to link a good variety of skills. | Good ability to critically analyse and evaluate your own and others' performances. Good ability to identify priorities for improvement and plan practices. |
| 4+ 4- | Sound knowledge and understanding of Trampolining. Sound understanding of the principles of safe exercise and its impact on health and performance. | Application of a sound range of skills and techniques with precision, Control and fluency. Demonstration of the ability to link a sound range of skills. | Sound ability to analyse and evaluate your own and others' performances. Sound ability to identify priorities for improvement and plan practices. |
| 3+ 3- | Some knowledge and understanding of Trampolining. Some understanding of the principles of safe exercise and its impact on health and performance. | Application of some skills and techniques with some control. Demonstration of the ability to link some skills. | Some ability to analyse and evaluate your own and others' performances. Some ability to identify priorities for improvement and plan practices. |

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| 2+ 2- | Can remember and communicate some knowledge and understanding of Trampolining and of the principles of safe exercise and its impact on health and performance. | Application of a small range of skills. Demonstration of the ability to link a small range of skills. | Can provide a good assessment of your own and others' performances. Can identify some strengths and weaknesses and offer practices to help improve. | 5 |
| 1+ 1 | Can communicate only the important things about Trampolining and of the principles of safe exercise and its impact on health and performance. | Application of a very small range of skills. Demonstration of the ability to link a very small range of skills. | Can provide a basic assessment of your own and others' performances. Can identify some strengths and weaknesses and offer practices to help improve. | 4 |
| 1 1- | Can communicate only the very basic things about Trampolining and of the principles of safe exercise. | Demonstrate a very small amount of control and skills. | Can make limited comments about your own and others' performances. Can sometimes suggest some ways to improve performance. | 3 |
| H+ H H- | <ul style="list-style-type: none"> • I can warm-up fairly effectively for a PE lesson. • I understand how to perform basic skills in Trampolining. • I can spot if a basic skill is performed incorrectly and suggest one way to improve. • I understand basic performance principles and I'm beginning to apply them. | | | |
| I+ I I- | <ul style="list-style-type: none"> • I can bounce under control and can perform a few basic skills. • I can use more than one sentence to describe the performance I have just seen. • I know how to stretch different parts of my body. • I understand very basic performance principles but don't always apply them. | | | |
| J+ J J- | <ul style="list-style-type: none"> • I can bounce under control and can perform a couple of basic skills. • I use simple sentences to explain why I like or dislike a performance. • I can recognise one or two immediate signs of exercise. | | | |
| K+ K K- | <ul style="list-style-type: none"> • I use simple sentences to explain why I liked a performance. • I can recognise one immediate sign of exercise. | | | |
| L+ L L- | <ul style="list-style-type: none"> • I enjoy watching other people perform but I find it very difficult to explain why I have enjoyed it. • I am beginning to link simple skills together although this often goes wrong. • I can slowly get changed into my PE kit. | | | |
| M+ M M- | <ul style="list-style-type: none"> • I have limited hand-eye/foot-eye co-ordination and basic skills take me many attempts to perform. • I often need support. • With support I can get changed into my PE kit. | | | |