

NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No.
1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Jump, roll and travel	1	To further enhance their knowledge and understanding of the definition of a run, jump and landing. To be able to accurately replicate and identify the transitions in and out of each action and movement. To accurately replicate and demonstrate a safe run, jump and landing technique.	Circuit Training - Including Shuttles Runs; Sit-ups / Star Jumps; Press-ups / Chest raises  Students run, jump and continue moving: Students run and jump to two footed precision landing:  Students jump two feet to two feet with precision landing  Students land, from running jump.  Students change direction and travel or manoeuvre off.	Ropes, Bins, Boxes, Beams, Chalk, Paper, Benches, Cones, Crash mats, TV, Video, Laptop, Digital Recorder	
<b>Outwitting:</b> Throughout the phase students are constantly asked how to outwit obstacles, vaults, apparatus and environments; evaluate own and others performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques over varying levels.						
<b>Informed Choices and Lifestyle</b>	Identify the benefits of performing recreational Parkour Identify the major component of fitness that is essential for a Parkour tracer State and highlight all the Parkour clubs locally in the area that have junior development teams and practices		<b>Developing Physical and Mental Capacity</b>	Observe student’s ability to use the jumps in flight and to see if they can place these into performances		
<b>Creativity and Development</b>	Pupils devise strategies to improve accurate replication of their jumps, rolls and travelling skills		<b>Performance</b>	Listen to students points in regards to the varying actions. Observe performances		
<b>Cross Curricular Aspects through this phase</b>	<i>Citizenship, English, Literacy, Mathematics, Science</i>		<b>ASSESSMENT (within activities)</b>	<i>Q &amp; A (All within lessons / phase)</i> <i>Observation Peer evaluation</i>		
1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Developing Vaulting within a Circuit	1 - 2	To develop student’s knowledge and understanding of the different types of vaults used in different areas  To develop the students knowledge and understanding of where each type of vault will be used  To be able to perform and accurately replicate the Vaulting exercises accurately and safely  To develop their mental determination to succeed and vault over different proximities and areas.	Students to use different stations to practise vaulting techniques.  The circuit must include: Push, Pass, Reverse, Speed Vaults  (Start from a low level box and increase height as student’s progress within each vault. Also, allow students to increase speed as they progress with the height)  - Composition of a sequence on and off the apparatus.	Ropes, Bins, Boxes, Beams, Chalk, Paper, Benches, Cones, Crash mats, TV, Video, Laptop, Digital Recorder	
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