

**WOOLGROVE SCHOOL**

MEDIUM TERM PLAN FOR **SPRING TERM GAMES: Net Wall Skills** CLASS; **Y3**

<p>LEARNING OBJECTIVES + P of S</p>	<p><b><u>QCA Games Unit 1/2: FOCUS: Net Wall Skills</u></b></p> <ul style="list-style-type: none"><li>• to be confident and safe in the spaces used to play games</li><li>• to explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li><li>• how to choose and use skills effectively for particular games</li><li>• that being active is good for them and fun</li><li>• to improve the way they coordinate and control their bodies and a range of equipment</li><li>• to remember, repeat and link combinations of skills</li></ul>
<p>ACTIVITIES AND RESOURCES (inc. staff)</p>	<p>All lessons will begin with body awareness and warm up activities and conclude with cool down session</p> <p><b><u>VOLLEYBALL</u></b></p> <p>Activities to develop core skills related to Volley ball; moving from individual skills – partner skills – small group skills – team game skills</p> <ul style="list-style-type: none"><li>• Core skills – movement activities around space in hall, moving in different directions with and without a ball/balloon, use separate hands/hands together to keep balloon/ball in the air – individual leading to partner</li><li>• core skills – balloon keep ups leading to using a large balloon ball/volley ball; individual moving to partner/small group</li><li>• Practice diamond hand shape to strike ball.</li><li>• Sitting down/standing up balloon/ball volleyball in groups – how long/how many times can each group keep ball in the air</li><li>• Introduce concepts of DIG (underarm pass), SET (overarm pass), SMASH and BLOCK</li><li>• Small group games</li><li>• Use attached challenge cards if appropriate</li></ul>

## **BADMINTON**

Activities to develop core skills related to Badminton; moving from individual skills – partner skills – game skills

- musical keep ups using balloons/shuttle cocks and fluff balls; Children to use badminton rackets/hand paddles/hands to keep item in air. How many can you do etc???
- Practice forehand/backhand shots in air/with shuttle cock/balloon
- In pairs practise keep ups/passing to each other; introduce idea of simple back hand/forehand shots USE BALLOONS/BALLON BALLS/hand paddles/fluff balls/small/large rackets
- USING NETS/BENCHES AND OPEN FLOOR CHILDREN TO PAIR UP AND PLAY SIMPLE GAME. Encourage children to use backhand forehand shots where possible. Introduce where appropriate simple scoring. Serving practice; model and demonstrate simple serving technique; how to hold shuttle etc

## **TENNIS/TABLE TENNIS**

Activities to develop core skills related to tennis/table tennis; moving from individual skills – partner skills – game skills

- musical keep ups using balloons/tennis balls and fluff balls; Children to use tennis rackets/hand paddles/hands to keep item in air. How many can you do etc???
- Practice forehand/backhand shots in air/with tennis ball/balloon/fluff ball
- In pairs practise keep ups/passing to each other; introduce idea of simple back hand/forehand shots USE BALLOONS/BALLON BALLS/hand paddles/fluff balls/small/large rackets
- Play “along the floor” tennis with a partner or passing ball around a small group.
- USING NETS/BENCHES AND OPEN FLOOR CHILDREN TO PAIR UP AND PLAY SIMPLE GAME. Encourage children to use backhand forehand shots where possible. Introduce where appropriate simple scoring. Serving practice; model and demonstrate simple serving technique; how to hold racket and ball etc
- **See Tennis Scheme of work: For examples of lesson ideas**

### **Table Tennis:**

- Pupils to sit on floor and play along the floor table tennis with and without cardboard nets – use ping pong balls/balloons/bean bags/ larger rainbow balls to support and extend pupils
- “Around the table” table tennis – set up 2 dining hall tables – groups to stand around outside of table with a bat – pass ball around table to pupils without letting ball fall off
- **See Table tennis Scheme of work: For Examples of lesson ideas**

<p>LINKS WITH OTHER SUBJECT</p>	<ul style="list-style-type: none"> <li>•SDP LINK: numeracy – learning to count when scoring, learning about shape and space</li> <li>• PSHE – learning about the need for rules</li> </ul>
<p>EXPECTED OUTCOMES</p>	<p><i>most children will be able to:</i> use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games</p> <p><i>some children will not have made so much progress. They will be able to:</i> use a small range of underarm throwing and rolling skills accurately; use a small range of collecting and receiving skills; show some awareness of the space available and a basic awareness of others around the space; play simple versions of games, with a partner or a passive opponent; choose and use a small range of basic skills and ideas; recognise when their heart beats faster or they get out of breath; describe some basic rules and the way to score</p> <p><i>some children will have progressed further. They will be able to:</i> track, intercept, stop and catch balls and beanbags consistently; move fluently; control their bodies and limbs well; show good awareness of space and the movements and actions taking place around them; make early decisions in games and in partner work; choose a range of skills that suit the needs of the game and outwit their opponents; show an understanding of why physical activity is fun and makes them feel good; describe simple tactics and skills they can use in games</p>



