

WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR **SPRING TERM GAMES: NET WALL GAMES** CLASS; **Y5/6**

<p>LEARNING OBJECTIVES + P of S</p>	<p><u>QCA Net/Wall Games Unit 2: NET WALL GAMES</u></p> <ul style="list-style-type: none">• to develop the range and consistency of their skills, especially in specific net games• to use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence• to know why warming up and cooling down are important• to know how physical activity affects their health• to evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements
<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>All lessons will begin with body awareness and warm up activities and conclude with cool down session</p> <p><u>VOLLEYBALL</u></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">• 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• core skills – balloon keep ups leading to using a large balloon ball/volley ball; individual moving to partner/small group• Practice diamond hand shape to strike ball.• Sitting down/standing up balloon/ball volleyball in groups – how long/how many times can each group keep ball in the air• Introduce concepts of DIG (underarm pass), SET (overarm pass), SMASH and BLOCK

- Small group games
- Use attached challenge cards if appropriate

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

	<p>bat – pass ball around table to pupils without letting ball fall off</p> <ul style="list-style-type: none"> • <u>See Table tennis Scheme of work: For Examples of lesson ideas</u> <p><u>WEEK 11: ASSESSMENT</u></p>						
LINKS WITH OTHER SUBJECT	<p>science – investigating materials and their properties (how different balls bounce), investigating how the body changes during exercise</p> <p>literacy – explaining rules could be linked with investigations into the language features of explanatory texts</p> <p>PSHE – making up rules and playing fairly</p> <p><u>SDP LINK: Numeracy: shape space and measures/counting/SCORING</u></p>						
EXPECTED OUTCOMES	<table border="0"> <tr> <td data-bbox="463 679 824 991"> <p><i>most children will be able to:</i></p> </td> <td data-bbox="842 679 1912 970"> <p>use forehand, backhand and overhead shots increasingly well in the games they play; use the volley in games where it is important; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p> </td> </tr> <tr> <td data-bbox="463 999 824 1142"> <p><i>some children will not have made so much progress. They will be able to:</i></p> </td> <td data-bbox="842 999 1912 1182"> <p>play games with help, <i>eg someone to catch the ball when it is hit, someone to feed them</i>; use a small range of basic shots on both sides of the body; with help, get games to flow; apply some of the basic tactics; recognise the need to warm up and carry out exercises safely; recognise when they and others are playing well and identify why, with help</p> </td> </tr> <tr> <td data-bbox="463 1206 824 1318"> <p><i>some children will have progressed further. They will be able to:</i></p> </td> <td data-bbox="842 1206 1912 1430"> <p>play the full game of short tennis; use a wide range of shots in games, with a good degree of consistency and accuracy; start a game or point with a serve of their choice; work collaboratively with a partner; organise themselves well in a team; understand the need for different tactics; choose and use tactics effectively; lead others in short warm-up routines, selecting safe and appropriate activities and exercises; identify strengths and</p> </td> </tr> </table>	<p><i>most children will be able to:</i></p>	<p>use forehand, backhand and overhead shots increasingly well in the games they play; use the volley in games where it is important; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p>	<p><i>some children will not have made so much progress. They will be able to:</i></p>	<p>play games with help, <i>eg someone to catch the ball when it is hit, someone to feed them</i>; use a small range of basic shots on both sides of the body; with help, get games to flow; apply some of the basic tactics; recognise the need to warm up and carry out exercises safely; recognise when they and others are playing well and identify why, with help</p>	<p><i>some children will have progressed further. They will be able to:</i></p>	<p>play the full game of short tennis; use a wide range of shots in games, with a good degree of consistency and accuracy; start a game or point with a serve of their choice; work collaboratively with a partner; organise themselves well in a team; understand the need for different tactics; choose and use tactics effectively; lead others in short warm-up routines, selecting safe and appropriate activities and exercises; identify strengths and</p>
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	<p>weaknesses in their own and others' play, and suggest practices that will lead to improvement</p>
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