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| **Net/Wall Games Medium Term Plan KS1**  **NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect  **Concepts:** Joy of movement, personal challenge, building resilience  **Key vocabulary:** In this unit children will have an opportunity to use a range of  words, such as:  • forehand, backhand, volley, overhead  • rally  • singles, doubles  • using width, using depth, changing direction, changing speed  • short tennis, badminton  • defending court, covering court and partner  **Prior learning:** It is helpful if children have:  • developed basic racket skills. Most should be able to play cooperative rallies.  • learned what a net/wall game is and the type of tactics they have  to use to play well  • learned about rules and how to apply them. |
| **Core knowledge: Net/Wall Games**   * ABOUT THE UNIT- * In this unit children develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for games such as short tennis. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is defending. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. * WHERE THE UNIT FITS IN- * This unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and will learn other net/wall games, eg badminton, squash and volleyball. They will also spend time developing effective serving techniques and tactics. |
| **Wider influences- Worth being familiar with**  • In every lesson, most of the children’s learning should take  place through physical activity relating to the core tasks.  • Most lessons should start with short warm-up activities that help  the children remember what they did in the last lesson and prepare  them for what they will learn next. Skills practices should be used as  some of the warm-up activities, especially when they involve some  gentle and then more vigorous activities. Most lessons should end  with cool-down activities.  • Organise the class to make the most of the space available. Get  some of the children to carry out practices that do not take up  much space, while others play games. Make sure that all children  have as much opportunity as possible to hit the ball.  • Give the children the opportunity to become confident using  particular equipment and skills before these are changed. Give them  enough time to practise their skills, both in drills and in games. Ask  them to see how well they can play their games when new rules  and/or equipment are introduced. Ask them to make up practices to teach to each other.  • Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.  • When working on team play get teams to play against generally passive opposition.  • The children could use the internet to research the rules of minigames.  • Give the children opportunities to record what they have done, and  the rules and tactics used for games. They could use a digital video  camera and an interactive whiteboard to record their performances  and compare their techniques with professional players.  • They could use a concept keyboard to track and analyse players’  performances.  Health and safety  • Do the children’s footwear and clothing keep them safe and help  their learning?  • Is there enough space to play the games, so that the chance of  collisions is reduced?  • Have all the children warmed up and cooled down properly?  • Is the equipment the right size for all the children? |
| **Enduring understanding**  Year 1 End of unit-  play games with help, eg someone to catch the ball when it is hit, someone to feed them; 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  Year 2 End of unit- use forehand shots increasingly well in the games they play; ; use the skills they prefer with competence and consistency;; start to choose and use some tactics;  play cooperatively with a partner; apply rules consistently and fairly; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices |
| **Local Links :**   * **Local sports clubs** |