

Beaufort Community School Physical Education Department

Scheme of Work for Net Games

Key Stage: 3	YEAR: 7	DURATION: 4 LESSONS
<p>AIM: In this unit pupils will aim to improve their individual technique on a variety of net games. Pupils will develop their understanding of tactics and play shots within a rally more effectively and consistently. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil may begin to understand the rules of table tennis, volleyball and short tennis.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • developed an understanding of simple net/wall game tactics • developed a range of ground and overhead strokes • used criteria to identify key aspects of tactical play and technique • understood and identified specialist positions in net/wall games • umpired mini-versions of the recognised game 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to table tennis. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game. Communication, cooperation & teamwork skills as a doubles pairing.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Bats & balls (differentiated sizes) ➤ Tables and nets ➤ Paper squares or targets ➤ Dartfish, PC & Video camera. ➤ Information on local clubs (volleyball: Bournside Women’s Volleyball, Stroud Ladies. Tennis: Plock Court tennis workshops) ➤ Volleyball balls ➤ Posts & nets ➤ Hoops (or similar targets)
<p>Key Concepts and Processes:</p>		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will use range of basic shots with accuracy, control & consistency to outwit opponents. Pupils will identify different areas of the table and be able to place the ball to opposition’s weaknesses. Pupils should evaluate their own and others performances with the aid of video analysis. Refinement of the fundamental table tennis skills will contribute to producing an improved performance.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Use table tennis skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understanding the law of physics and how topspin and slice will effective the ball flight and after effect.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to outwit opponents Pupils will replicate shots with control and accuracy. Serves, forehand backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Basic volleyball skills (dig and set); two handed skills.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the table using a variety of spin & skill execution. Opportunities to score/coach pupils or small groups will develop communication and decision</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Suggest any table tennis clubs within the school timetable and promote community links. Highlight table tennis fitness needs and the necessary components of fitness needed. <i>i.e. coordination, speed, balance and agility.</i> To understand why regular exercise has a positive effect on their health, fitness</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of table tennis and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</p>

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making skills.	and social wellbeing.	
Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)		Assessment: Q & A, Formative and summative assessment.

<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • practise skills at breaks and lunchtimes and at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches to appreciate high-quality performance • search the internet to find information about sports and opportunities to take part in sports, <i>eg www.english.sports.gov.uk</i> 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching</p> <p>some pupils will not have made so much progress and will: make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance</p> <p>some pupils will have progressed further and will: demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game</p>
By the end of this unit a pupil will reach level:	
<p>3 Can use basic techniques in a conditioned situation and can replicate shots with reasonable accuracy. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.</p>	
<p>4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can maintain a conditioned rally and begins to impart spin on the ball. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.</p>	

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5 Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the ball is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their shot selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

Week	Learning objectives	Task examples	Information/ Differentiation
1	TABLE TENNIS: Introduce the Grip & backhand push To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot. To understand the basic scoring and rules of double game play. To begin to outwit opponents with the movement of the ball.	Warm up – pulse raiser. Pairs; demo grip and ready position. Keep ball bouncing in air. Forehand & backhand side. Different spin if possible. Rally ½ table each with backhand push. Teaching points; Shake hands, V of hand down side of bat, bend knees, on toes, flat bat face (neutral) & pushing action away from body. How many backhand pushes in a row? Progression; backhand push to try to beat opponent. Double games basics-teacher demo; basic rules & scoring i.e. alternate shots.	All lessons start with Tennis related warm-up and re-cap work of previous lesson. Make learning as active as possible
	SHORT TENNIS: Racket & Ball familiarisation To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. To begin to think about outwitting opponents with the movement of the ball.	Warm up – Student led. Coordination game. Pat ball in a hoop. Must bounce once inside hoop. Encourages movement of feet + preparation. Partners hold rackets out to each other and shake hands with grip. Partners check each other's grip. Keep ball bouncing in air. Forehand – Backhand. Diff-spin. Racket dribble relay. Pairs-to bounce ball on racket whilst moving. Service box game. Points scoring-discuss; 15, 30 etc. Doubles games. Start points with underarm feed to opponent side. Bring both groups together and directly question pupils from both groups: are there any similarities within the two games? Transfer of learning: what could be take from one game and use in the other? Both groups to switch over	Give opportunities to plan tactics Research rules on internet Tasks set to cater for levels of ability Number of touches Distance from target
2	TABLE TENNIS: Service laws To perform and replicate a legal table tennis serve with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring and rotation needed for doubles games.	T.P's; present ball, (no disguise), must be behind line, 6 inch throw up, diagonal & bounce on each side. 1 vs 1 – experiment with serves. Progression-add spin, backhand serves. Double games-teacher demo; Recap rules & scoring. i.e. service order (A serves two diagonally to C, C serves two to B, B serves two to D, D serves two to A etc) King of the court-winners up, losers down.	Size of practice area Size of target
	SHORT TENNIS: Forehand To accurately replicate the basic technique for a forehand. To begin to outwit opponents with the use of a forehand stroke. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game of doubles.	Intro Foot position & forehand stroke. Demo with no ball. Discuss basic rules (one bounce max). Pairs; practice forehands only-partner feed, progress to rally. Doubles games. Start with underarm feed. Accurate scoring. 15, 30 etc. Bring both groups together and directly question pupils from both groups: are there any similarities within the two games? Transfer of learning: what could be take from one game and use in the other?	

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3	<p>Introduce set technique</p> <p>To be able to accurately replicate basic volley technique. To be able to demonstrate & use volley in a game situation responding to changes. To understand the basic scoring and rules of volleyball. To begin to outwit opponents with the movement of the ball.</p>	<p>Warm up – Student led. 3’s; start sat down. Explore ways to keep ball alive. 1 touch each. Can’t touch it twice in a row. Competition. How many in minute. Teaching points; use finger tips, don’t catch ball. Discuss difficulties sat down. Stand up-Squat position + bend knees, Elbow’s out. 1-1 practice volley – feed and volley. 3’s competition, keep ball up for 1 minute. 4 vs 4 small sided games. Basic rules & scoring of V’ball over net –3 touches – King of the court.</p>	
4	<p>Introduce dig technique</p> <p>To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring system during a volleyball game.</p>	<p>Warm up – Student led pulse raiser. Pairs- Recap volley technique in a 2 min keepy uppy rally. Intro dig. Watch professionals in video clip. Dig used when ball is low- recovery. Set is high- attack preparation. Teaching points; Squat position, Palms together, Feet shoulder width apart. 1-1 free practice. In 3’s; feed-volley-dig – rotate (use net). 4v4 small sided games – have to use all three touches before returning the ball. No punching ball. Score to 21. 5 minute games. King of the court-winners up, losers down.</p>	