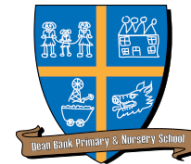




# Dean Bank Primary School

## PE - Medium Term Plan



Subject Area: Games - (Net and Wall)

Term: Summer

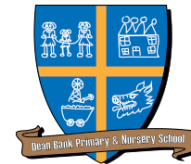
Class: 6

<b><u>Core Task</u></b>  Long and Thin or Short and Fat?	<b><u>National Curriculum</u></b> -Use running, jumping, throwing and catching in isolation and in combination -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -Send and receive the ball with hands and feet
<b><u>Key Terms</u></b>  Forehand, backhand, serve, overhead, volley, rally, midline, target, tactics, attacking, defending, feed, return, end zone, opponent	<b><u>Key Skills</u></b>  - See core task lesson 1

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation
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## Dean Bank Primary School PE - Medium Term Plan



<p>Core task</p> <p>To use forehand, backhand and overhead shots</p> <p>To select appropriate shots to hit the targets</p> <p>To consistently get the ball near the targets</p> <p>To choose some effective tactics</p> <p>To create a scoring system</p> <p>To play the ball away from your opponent</p> <p>To apply rules consistently and fairly</p> <p>To use simple practices to improve</p>	<ul style="list-style-type: none"><li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li><li>• Demonstrate the confidence and competence to successfully take part in the range of games as described above</li><li>• Demonstrate the perseverance to improve</li><li>• Make decisions quickly in a game</li><li>• Understand the transference of skills from one type of game to another and apply appropriately</li><li>• Reflect on own and others' performance to help improve personal and team skills and performance</li><li>• Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li><li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li><li>• Understand the importance of warming up and cooling down.</li></ul>	<ul style="list-style-type: none"><li>• What shape court did you choose? Why?</li><li>• How does the shape of the court affect your shots?</li><li>• What tactics did you use to try to stop your opponent scoring?</li><li>• What is your opponent particularly good at?</li><li>• How did this affect the way you played?</li><li>• What was good about your performance?</li><li>• What do you need to spend more time practising?</li></ul>	<p>The 'Long and thin or short and fat' core task involves children using tennis shots to strike a ball accurately at targets, moving their opponent around the court in order to create spaces in which to attack.</p> <p>The children select their own court area: either long and thin with targets at the front and back or short and fat with targets at the sides. They then rally in pairs, trying to hit the targets on their opponent's side of the court as many times as possible. They devise a scoring system and evaluate and adapt it as necessary. As they gain experience, they start to play more competitively, hitting the ball away from their opponent to try to prevent them scoring.</p>
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## Dean Bank Primary School PE - Medium Term Plan



I can understand the importance of good 'ABCs' (Agility, balance and coordination)

- Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate
  - Demonstrate the perseverance to improve
  - Understand the transference of skills from one type of game to another and apply appropriately
  - Reflect on own and others' performance to help improve personal and team skills and performance
- When did we use agility, balance and coordination in warm up?
  - Why do tennis players need good ABCs?
  - How can we ensure that we hit the ball up on the racket accurately?
  - How can you use the skills we have practised to send the ball over the net to your partner?
  - How can you control the direction of the ball?

Warm up - Chn to sidestep around tennis court staying on lines. When whistle blows, chn to change direction staying balanced on line. If whistle blows twice chn to jump and turn round to face opposite direction still trying to stay on line and keep moving as soon as landed.

Recap how to hold tennis racket from Y5 - shake hands grip - get hold of racket as if shaking hands with it. Discuss ABCs.

Skills - 1 ball and racket per child - chn to hit the ball up on the racket continuously - How many can you do? LA chn to have soft bounce balls and be supported by BH.

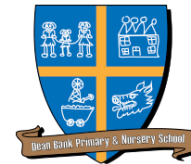
When chn are confident, move onto - pairs - 1 ball per pair, both with racket - chn to now take it in turns to hit the ball up and then keep the ball going, can only bounce once before hit again.

Using 4 cones pairs to mark out a square area approx 3m by 3m. Work with partner as above but this time pairs need to try and move the ball around the area without it going out. HA can adjust size of court.

How many times can you hit the ball with your partner before ball goes out?



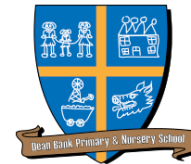
## Dean Bank Primary School PE - Medium Term Plan



			<p>Apply - Chn to set up a mini tennis court - 4 cones and then set up midline/net. HA chn to have a net. Chn to now play a game against each other - aim is to try and hit the ball over mid line/net, to score a point ball must bounce more than once on partner's side or partner hits ball out.</p> <p>Cool down - Repeat warm up but with further instructions e.g. move slowly, quickly, smoothly, using jagged movements.</p>
<p>I can understand and use the ready position</p>	<ul style="list-style-type: none"><li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li><li>• Understand the importance of warming up and cooling down.</li><li>• Make decisions quickly in a game</li></ul>	<ul style="list-style-type: none"><li>• Why is it important to go to the ready position?</li><li>• How will the ready position help you within a game?</li><li>• How could you improve your performance?</li></ul>	<p>Warm up - target practise relays in teams, aiming for different sized hoops and markers for points.</p> <p>Skills - Recap ABCs and how to grip racket and emphasise the importance of these.</p> <p>Chn in pairs, 1 ball per pair. Mark out 3 cones, approx 2m's between each cone, 3 different coloured cones. 1 partner starts at middle cone, explain after every call, must return to middle cone. Other partner calls out a colour of a cone (not the middle cone) and partner at cones must sidestep/run to that cone touch and back to middle. Swap round after 6 goes. On 2nd attempt partner who is calling to speed up their calling.</p>



## Dean Bank Primary School PE - Medium Term Plan



			<p>Why did I get you to always go back to the middle cone? Explain ready position - Being in middle of court/playing area, on toes, low to ground Allow chn to re-do activity again, using correct technique.</p> <p>Apply - Chn to play a short game trying to achieve the longest rally with their partner. Remind chn to get back to ready position quickly in between each shot. LA chn to have slow bounce balls.</p> <p>Cool down - Clear the court game</p>
<p>I can use a forehand shot</p>	<ul style="list-style-type: none"> <li>• Make decisions quickly in a game</li> <li>• Reflect on own and others' performance to help improve personal and team skills and performance</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> <li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li> </ul>	<ul style="list-style-type: none"> <li>• What is the correct technique for the forehand shot?</li> <li>• Why would we want to play our shots into the corners of the court?</li> <li>• Why would we try to hit our shots to the back of the court (end zone)?</li> </ul>	<p>Warm up - Turtle flip game. Place cones upside down around an area - these are turtles stuck on their backs. Children are to hit a ball in the air so that when it falls to the ground it hits the cone and flips it over. Children then return to cone to its original position and move to another cone. For each successfully 'flipped' cone children earn themselves 2 points.</p> <p>Skills - demonstrate forehand technique. Teaching points: sideways to the ball, racket strings facing forward, eyes on the ball, racket swings from low to high position to hit ball.</p>



## Dean Bank Primary School PE - Medium Term Plan



Chn in pairs, 1 racket and 2 balls per pair. 1 person with racket the other is feeder.

1. Feeder stands just out from partner's racket. Feeder drops ball out in front of person with racket who then performs the forehand shot, after 5 goes swap round.

2. Feeder to now under arm throw ball in from 3m away from partner - standing opposite partner

3. Set up an end zone behind where feeder is standing - aim is for partner with racket to try and play forehand shot in to end zone.

4. Set up 2 boxes in the corners of the end zone, partner hitting now needs to try and aim their shots to hit the corner boxes.

5. Partners to practice rallying using the forehand shot between each other.

HA to aim to get through all steps. LA chn to remain at 1 or 2 if needed. KLH and BH to support.

Apply - Place end zones in each court and on HA chn's court place hoops in the corners

- Chn to play 3 minute matches against an opponent aiming to use their forehand, then swap who chn play against - 1 point scored for every time



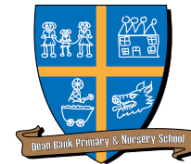
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			<p>the ball bounces more than once in opposition's side of court. - Bonus points scored for every shot hit in end zone/hoops. 2 points scored if point is won by being hit in end zone/hoops.</p> <p>Cool down - Follow the leader round tennis court. Switch roles partway through.</p>
<p>I can use a backhand shot</p>	<ul style="list-style-type: none"> <li>• Reflect on own and others' performance to help improve personal and team skills and performance</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> <li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li> <li>• Carry out warm-ups and cool-downs safely and effectively.</li> <li>• Understand why exercise including games is good for health, fitness and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the correct technique for the backhand shot?</li> <li>• How can we play a more attacking shot?</li> <li>• Why would we try to hit our shots to the back of the court (end zone)?</li> <li>• Why is playing tennis good for your health?</li> </ul>	<p>Warm up - Bounce ball on racket and pass to partner.</p> <p>Skills - Recap: What is the technique for the forehand shot? Where's best to try and play the forehand shot too? How to we change the direction we want to ball to move to?</p> <p>Activity 1 - Demonstrate backhand technique. Teaching points: hold racket with 2 hands, bring racket across body, step dominant leg across body, swing racket away from body and step out.</p> <p>1. Chn in pairs, 1 racket and 2 balls per pair. 1 person with racket the other is feeder. Feeder stands just out from opposite arm to racket arm. Feeder drops ball out in front of person with racket who then performs the backhand shot, after 5 goes swap. BH and LS to support SEND chn at this stage with slow bounce balls.</p>



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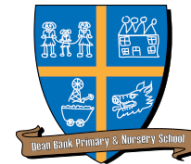


			<p>2. Feeder to now under arm throw ball in from 3m away from partner - standing opposite partner</p> <p>3. Place various target boxes behind feeder and partner hitting to try and aim for their backhand shots to bounce in 1 of the targets.</p> <p>4. Partners to rally trying to play the ball to each other's backhand.</p> <p>HA to aim to get through all steps. LA chn to remain at 1 or 2 if needed. LS and BH to support.</p> <p>Apply - small games with end zones in each court and on the HA court place hoops in the corners</p> <p>- Chn to play 3 minute matches against an opponent, then swap who chn play against - 1 point scored for every time the ball bounces more than once in opposition's side of court. 2 points scored for every point won by using the backhand shot.</p> <p>Cool down - follow the leader</p>
<p>I can play a tennis serve</p>	<ul style="list-style-type: none"> <li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li> <li>• Demonstrate the confidence and competence to successfully take part in the range of games as described above</li> </ul>	<ul style="list-style-type: none"> <li>• What is the correct technique for the serve?</li> <li>• Where should we try and aim our serves?</li> </ul>	<p>Warm up - recap previous skills and play last man standing game in two groups with LS and BH feeding the balls. Give instructions for HA chn - e.g. use forehand, use backhand, get ball past cones.</p>





## Dean Bank Primary School PE - Medium Term Plan



- Demonstrate the perseverance to improve
- Choose and use criteria to evaluate own and others' performances.

- How can your partner improve their serve?

Skills - serve technique  
Chn in pairs to take it in turns to run through the following progressions. (LS to show chn all progressions before they go and do them).  
\*Explain to children that the ball and racket go down together and then up together\* - BH to demo this action.

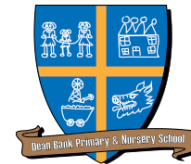
1. Standing sideways on throwing ball up in front using non-dominant hand
  2. Sideways on - throw ball using dominant hand, bring arm back and up, release ball when arm is up straight.
  3. Sideways on throw ball up, swing racket up to ball, but don't hit.
  4. All of above but now hitting ball.
- Then chn to set up playing area with midline/net using cones and take it in turns to practice serving to one another. Recap correct technique before moving to this task

HA - add in target boxes for chn to try and hit their serve into. BH to offer more challenge as chn work.

Apply - Chn in their pairs to set up service target areas of various size and distance on each side of court from the net and sides of court. Chn to take it in turns to serve and add up points for each turn.



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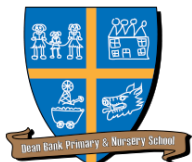
			<p>Chn to give points to various targets on the floor - closer to net and sides of court should be worth more points. HA chn to use nets and LA chn to use cones for a mid-line.</p> <p>Cool down - Target relay - which team can serve the ball and hit the targets to clear their targets first?</p>
<p>I can apply my skills to a game</p>	<ul style="list-style-type: none"><li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li><li>• Demonstrate the confidence and competence to successfully take part in the range of games as described above</li><li>• Understand the transference of skills from one type of game to another and apply appropriately</li><li>• Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li><li>• Understand the importance of warming up and cooling down.</li></ul>	<ul style="list-style-type: none"><li>• If you were successful, why did your game go well?</li><li>• Which skills did you apply to your game?</li><li>• How did you decide where to aim your shots?</li><li>• How could you improve your game?</li></ul>	<p>Warm up - Children each have a ball and a tennis racket. They move around a set out area hitting the ball, up and down, lightly on their racket. Each player begins with 50 points. For every 10 consecutive hits they earn 5 points. Each time they drop the ball they lose 1 point. Children are to keep track of their scores.</p> <p>Skills - Recap techniques covered this topic - forehand, backhand, serve. Chn to try to use different techniques to hit ball into hoop. BH and LS to monitor group each.</p> <p>Apply - Ask the children to work in pairs on a court area with five markers ('battleships') on each side of the court. Explain that the aim is to rally, keep the rally going, and to hit as many of the battleships as possible.</p>



## Dean Bank Primary School PE - Medium Term Plan



			<p>The winner is the player with the most battleships left. Winners to play another winner, loser to play another loser. Chn to test out different types of court to see which they prefer.</p> <p>LA chn to have slow bounce balls and support from LS and BH.</p> <p>Cool down - clear the court game</p>
<p>2 sessions</p> <p>I can apply my skills to a game and devise a scoring system</p>	<ul style="list-style-type: none"> <li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li> <li>• Demonstrate the confidence and competence to successfully take part in the range of games as described above</li> <li>• Demonstrate the perseverance to improve</li> <li>• Make decisions quickly in a game</li> <li>• Understand the transference of skills from one type of game to another and apply appropriately</li> <li>• Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<ul style="list-style-type: none"> <li>• What rules are you going to include in your game?</li> <li>• How will your scoring system be fair for all players?</li> <li>• Why is it important to be resilient when you are losing a game?</li> <li>• What can you learn when you lose a game?</li> <li>• How can you / your partner improve your performance?</li> </ul>	<p>Warm up - Target relay - which team can clear their targets first?</p> <p>Review skills covered during this unit and explain to the chn that they are going to develop the game we played last week into their own version.</p> <p>Chn will work in pairs / fours and create their own game with a scoring system.</p> <p>Chn to test out different types of court to see which they prefer.</p> <p>KLH and BH to draw chn's attention to good examples of skills being applied and share some of the chn's games.</p> <p>Cool down - Last man standing game.</p>



## Dean Bank Primary School PE - Medium Term Plan



<p>Core task assessment</p>	<ul style="list-style-type: none"><li>• Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate</li><li>• Demonstrate the confidence and competence to successfully take part in the range of games as described above</li><li>• Demonstrate the perseverance to improve</li><li>• Make decisions quickly in a game</li><li>• Understand the transference of skills from one type of game to another and apply appropriately</li><li>• Reflect on own and others' performance to help improve personal and team skills and performance</li><li>• Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li><li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance</li><li>• Understand the importance of warming up and cooling down.</li></ul>	<ul style="list-style-type: none"><li>• How do you think you have improved over the unit of work?</li><li>• What do you still need to improve?</li><li>• How can your partner become a more effective tennis player?</li><li>• What are the health benefits of tennis? Can you explain them?</li><li>• What other activities provide the same benefits?</li><li>• What are the physical demands of tennis?</li><li>• What type of activities do you need to include in a tennis warm-up?</li><li>• How does a warm-up help you play better?</li></ul>	<p>Repeat core task assessment and look at chn's progress.</p> <p>Complete final assessment and discuss key questions with the chn.</p>
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