

Manor Primary School

PE Year 1: Active play – net/wall games

Overview of the Learning:

In this unit children will be introduced to a multi-skills approach to learning through activities that are fundamentals of movement. This approach focuses on the development of movement, balance and co-ordination which link to the long term athlete development framework. The approach also helps children develop the five multi-abilities of creative, cognitive, social, physical and personal development. Developing competence in fundamental movement skills leads to competence in more complex sports skills. E.g) an overarm throw involves co-ordinating body parts which when mastered aids the development of throwing and the netball shoulder pass. In this unit the chn will develop their problem solving techniques and will use the multi skills to create their own challenges to solve. This unit focuses on net/wall games.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

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Pupils should be taught to:

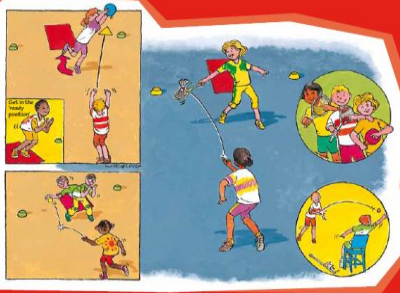
- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

Expectations

Children can:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

Learning Objectives	Suggested Learning Opportunities
<p>To throw a ball to a target.</p> <p>To defend a ball from hitting a target.</p>	<p><u>Are you ready?</u></p> <p>In pairs with one player in a goal marked with two safety markers.</p> <p>The player in the goal gets into the ready position.</p> <p>The other player throws the ball or shuttlecock somewhere between the two safety markers.</p> <p>The player in the goal moves to catch it, returns the ball or shuttlecock and gets back to the centre of the goal in the ready position.</p> <p>See how many catches each player can make.</p> <p>Make progress by getting the player in the goal to either catch the ball/shuttlecock or return it using a racket.</p> <p>STEP</p> <p>Narrower/wider goal.</p> <p>Roll/bounce/throw the ball.</p> <p>Use hands/racket or bat.</p> <p>One or more defender/thrower.</p>  <p><u>Predict</u> How and why can you determine where the ball/shuttlecock is going?</p> <p><u>Make reasoned decisions</u> Judge when is the best time to arrive ready to catch or strike the ball/shuttlecock</p> <p>Why did you decide this?</p> <p><u>Compare</u> Is it easier with or without a racket? Why?</p> <p><u>Create</u> How can you change the game for table tennis equipment?</p>

To throw a ball or beanbag over a distance.

To throw with accuracy to a still or moving target.

Flights and arrivals

Crossfire

Two pairs with each person standing on the side of a square.

The pairs facing each other throw a ball between them.

Each pair tries to get their ball to hit the other when the balls are at their highest point.

Four targets

Mark four targets at the corners of a square.

Two players, each standing between the targets.

Each player tries to throw a beanbag into one of their opponent's targets.

Short and long

In each half of an area mark two targets, one at the back and one at the front.

Have one player each side of the court standing between the targets.

Each player tries to throw a beanbag into one of their opponent's targets.

STEP

Larger/smaller targets.

More/fewer targets.

Foam/mini-tennis balls.

2v1/1v2.



Use STEP for differentiation

Predict Why would you anticipate where the ball is going?

	<p><u>Make reasoned decisions</u> Why it is good to get back to the home position after each throw? <u>Self-evaluate</u> Decide what size of target you want to aim for? Why did you do this? <u>Plan</u> How can you trick your opponent about which target you are aiming for? Why would you do this?</p> <p>PE assessment See games core skills – activity 1 and 2 print out activity and leader notes for chn to use as part of an assessment. <u>throw the beanbag into the hoop</u> <u>roll the ball over the line</u></p>
<ul style="list-style-type: none"> • To throw a ball against a target. • To catch a ball that has rebounded from a target. 	<p><u>Rebound ready</u></p> <p>In pairs. One player throws the ball against a wall or suitable surface. The other player moves into position and catches the ball before it bounces or after one or two bounces. Work together to see how many successful catches can be made.</p> <p>STEP Move closer/further away from the wall. Roll/underarm throw/ overarm throw. Softer, lighter/heavier, faster ball. Play co-operatively/</p>



Predict Why would you want to anticipate where the ball will land?

Modify Why would you adapt the game when using a different ball?

Make reasoned decisions What is the most appropriate form of catch depending on the rebound?

Analyse Which is the best position to stand in between catches? Why?

To bounce and catch a ball to yourself.

Getting a grip

Free fall

Start with the ball in two hands.

Let the ball drop and catch it after a set number of bounces.

Park the car

Place the ball on the racket and roll it around.

Try and move the ball into the neck of the racket.

Caterpillar

In fours.

The first player puts the ball on the racket and moves to the front of the line.

When at the front this player passes the ball to the next player's racket.

The ball moves down the line to the end and then the end player moves to the front.

Continue until everyone has had a turn or a set distance has been covered.

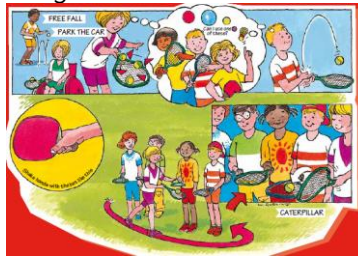
STEP

Keep closer together/ further apart.

Walk/ jog.

Larger/smaller racket or bat.

Larger/smaller teams.



Experiment Why would you hold the bat/racket at different angles when passing?

Evaluate Decide which side of your body you prefer to receive the ball and why?

Create What other games can you create that use a bat/racket and ball/shuttlecock?

Compare What are the differences between controlling/passing a ball and a shuttlecock?

- To develop skills in bouncing and catching a ball.

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Roving returns

Air ball

In pairs rally hand to racket.

Rally score ends when the ball or shuttlecock hits the ground.

On the bounce

A ball is thrown to the partner.

The ball is hit back so it can be caught after one bounce.

Volley and catch

The ball is thrown high to a partner who volleys it back to the feeder who catches it.

Five turns and swap roles.

Rebound and catch

The ball is thrown at a wall for the partner to hit back.

S T E P

Narrow/wider area.

Roll/bounce/no bounce.

Line/low/high barrier or net.

Play co-operatively/competitively.



Create Make up a scoring system and teach to another pair. How and why did you decide on this scoring system?

Assess How could you apply what you've learned to help someone else?

Make a reasoned decision Analyse which shot is most appropriate. Why?

Self-assess What changes could you make to this game to challenge yourself?

- To work as a team
- To defend a ball from another player or target.

In and out

In pairs, playing in a defined area with boundary lines.

One player feeds the ball from one side of the court.

The other player has to hit the ball back into court.

Each player has five turns and then swap.

Make progress by trying to hit the ball into smaller areas (half court, back court, etc).

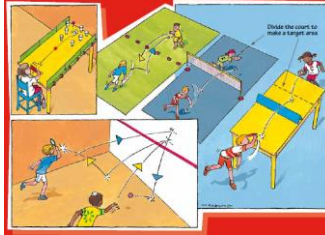
STEP

Closer/further away from target area.

More/fewer target areas.

Larger/smaller targets.

Un defended/defended.



Assess Which racket or ball do you prefer? Why?

Evaluate Why are some areas harder to hit from?

Explore Why are different shots more effective at hitting different target areas?

Create How can you change the scoring system to make the game easier or harder?

PE assessment

See games core skills – activity 5 and 6 print out activity and leader notes for chn to use as part of an assessment.

Catch the ball before it bounces

Catch the ball before it bounces