



Manor Primary School
Subject: PE Year 3 – Net/Wall Games
Spring Term 2

What is a net/wall game?

In Net/Wall Games are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. By playing these games, participants will learn the key skills and tactics in games such as Sitting Volleyball, Tennis, Badminton, Squash, Racquet Ball, Volleyball and Wheelchair Tennis.

<https://www.playsport.net/skill/netwall>

Overview of the Learning: In this unit children will learn to develop the fundamentals of Agility, Balance & Coordination. Dodgeball is also a great team sport and teaches children the importance of working together to achieve a common goal. Through the transferable core skills of throwing, catching, running, jumping, dodging and blocking children can soon excel at a sport that is totally inclusive. The children will perform basic skills needed for the net/wall game with increasingly control and consistency. They will understand and use rules and keep games going, and will understand the way they play and how they can improve their skills.

Core Aims

- Develop a lifelong love and interest for the sport
- Develop competence to excel in a broad range of physical activities
- Children are physically active for sustained periods of time
- Develop understanding of the 3 learning domains, Head (cognitive), Heart (affective) and Hands (psychomotor) and the impact it has on their learning.
- Children engage in competitive sports and activities

Children should be taught

Acquiring and developing skills

- Link a range of skills and techniques together and apply them with consistency, co-ordination and control.
- Apply and develop a broader range of skills such as running, jumping, throwing and catching in isolation and in combination and develop overall fitness and strength.
- Confidently work independently, interdependently and as part in pairs and small groups to carry out practices in PE.
- Begin to plan, lead and officiate in simple practices and learning opportunities in PE.

Selecting and applying skills, tactics and compositional ideas

- To throw a ball with increasing accuracy in isolation and in combination applied in a variety invasion principle games net wall and striking and fielding games.
- Demonstrate an understanding of tactics and composition in different competitive situations, applying basic principles suitable for scoring and defending.
- Use compositional skills to create and perform a range of movement patterns.
- Follow, adapt and make rules for the net/wall game dodgeball



- Develop an understanding of how to lead healthy, active lives.
- Develop an understanding of appropriate transferable skills from earlier experiences.

- Break down their skill based learning into the 3 domains (Head, Heart and Hands)

Evaluating and improving performance

- Begin to analyse how and why a personal performance is similar or different to a peers' and use this understanding to improve my own performance
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Compare their performance with previous ones and demonstrate improvement in order to achieve their personal best
- Solve problems and overcome challenges both as an individual and within a team.
- Make simple judgements about the quality of a personal or peers' performance in PE and suggest improvements that could be made.

Knowledge and understanding of fitness and health

- Be physically active for sustained periods of time
- Describe how the body reacts during different types of physical activity and the impact this will have on performance
- Develop flexibility, strength, stamina to be able to play in games, take part in performances,
- Confidently describe how to warm up and cool down for physical activity.
- Recognise which learning opportunities help develop speed, strength and stamina and beginning to understand when they are important in games and how they can overcome challenges and achieve personal bests.

Curriculum Expectations

Expectations

Children can:

- break down their own learning outcomes into the Head, Heart and Hands model and generate appropriate success criteria.
- apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- communicate, collaborate and compete with each other fairly and actively.
- Make links between transferable skills need for a variety of net/wall activities.
- Identify similarities and difference between different net/wall activities.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- build on 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.
- take part in competitive games, applying basic principles suitable for attacking and defending, as a good sportsman's demonstrating fairness, compassion, honesty and integrity.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Outcomes

Children will:

- generate success criteria relevant to their learning outcomes using Head Heart and Hands model.
- use running, jumping and a range of movement at various speeds.
- be able to position their hold and manipulate a tennis racket to strike the ball when serving and returning in isolation and in combination with increasing accuracy and purpose in isolation and in combination in a range of increasingly challenging situations.
- engage in competitive (both against self and against others) and co-operative physical activities and games, demonstrating the qualities of a positive sportsperson.
- use basic tactics for scoring and defending, such as positioning and movement.
- develop flexibility, strength, technique, control and balance through physical activities
- show a love of learning for a sport
- describe how to lead healthy, active lives.

Cross Curricular links:

- Children can make links to Forces from science and which are needed and how they act. .
- Link to Connecting to communities in Europe, think about athletics events that do this, European championships ect.
- Oracy links throughout, discussions tactics, evaluating performances.
- Links to maths through, measuring distance and keeping and tracking time,

Building Cultural Capital

Children will gain first hand investigative experiences of a range physical activities to develop their fundamental skills and build upon their FMS

Take safe risks, communicate and develop confidence and self-esteem.

Develop self-review skills and evaluation.

Develop leadership skills

Develop their understanding of fair play and sportsmanship,

Vocabulary

forehand

backhand

serve

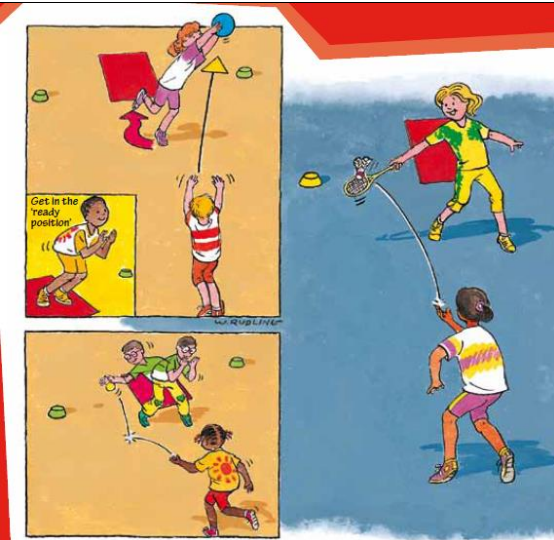
volley

grip



handle
racket
turn
impact
finish
transfer
head
strings
bounce
rally

Learning Objectives	Suggested Learning Opportunities	Resources and hooks for learning.
<p>WARM UP TO BE COMPLETED EVERY LESSON</p> <ul style="list-style-type: none"> To warm up the body ready for exercise. 	<p>Before every session – chn to warm up appropriately using a range of key multi skill movements. Discuss the importance of warming up with the chn. Remind children of ABC's (Agility, balance, co-ordination) – chn could use FUNs cards to help them warm up before key tasks.</p>	
<p>To control a variety of balls in accuracy.</p> <p>To bounce and catch a ball with control.</p> <p>To aim a ball over and in a target.</p>	<p>Take out a ball and hoop. Put hoop on the ground. Walk between hoops and show how you can use the ball in different ways. (throwing, catching, dribbling, bouncing etc). Remember to keep the ball ahead of you. Look at ways to move in different ways with the ball – vary the types of balls. Stand inside the hoop and bounce the ball around the hoop, in and out of the hoop. Catch the ball before it touches the ground again. Add a person to join into the development of skills. Think STEP to differentiate. Move chn on to a game task – throw ball over a bench/line (something to represent a net) ball must bounce before it is caught. How many passes can you make?</p> <p>Matalan cards – are you ready? In pairs with one player in a goal marked with two safety markers. The player in the goal gets into the ready position. The other player throws the ball or shuttlecock somewhere between the two safety markers. 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. See how many catches each player can make. Make progress by getting the player in the goal to either catch the ball/shuttlecock or return it using a racket.</p>	<p>cones balls</p>



Think about

- How did you move to catch the ball/shuttlecock?
- Why would you want to be in a ready position?
- What will determine which stroke you choose to use/how to catch the ball?
- What will help you get the ball/shuttlecock to your intended target?

To use a range of skills to bounce and catch a ball.

To develop fundamental movements skills and become increasingly competent and confident.

Use a variety of sized balls

Practise bouncing balls around the room in different directions and ways. Introduce cones/targets for the chn to bounce around or under.

Pat the ball up in the air without it falling to the ground. How many times can you do it? Change the ball and vary the distance to pat the ball.

Move between hoops allowing balls to bounce down and up with control from hands.

Set up a game activity using bench/line as a net. Throw the quoit over the line to your partner. Can you catch it without it bouncing? How many successful catches can you do? vary the distance.


PE assessment

See net/wall games core skills – activity 1 and 2- print out activity and leader notes for chn to use as part of an assessment.

Push the ball over the line

Cones
balls



	<p><u>Make a throw and make it bounce twice</u></p>	
<p>To explore ways to move with a bat and ball.</p> <p>To control a ball by bouncing upwards and downwards.</p>	<p>Take out a bat and ball and show how to use it correctly. Children to move around the room to demonstrate different skills – rolling bouncing down on the floor etc.</p> <p>Walk around balancing the ball on the bat. Change pace and direction whilst balancing the ball. Look at ways to bounce the ball downwards and upwards without dropping the ball. Introduce a partner to see if children can control the ball to each other.</p> <p>Set up a net/bench between players. Use a large sponge ball – children to bounce it over the net to each other. Can you ensure it bounces and then you hit the ball with your hand back? Can you use a controlling bounce?</p> <p><u>Matalan cards – flights and arrivals</u></p> <p>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.</p> <p>Four targets</p> <p>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.</p>  <p><u>Think about:</u></p> <ul style="list-style-type: none"> • What is the quickest way to turn your body? Why would you need to know this? • Why do you need to be ready to move in any direction? • What techniques did you use to try to get the balls to hit one another? • What will help you to reach the same target repeatedly? 	<p>Cones balls</p>
<p>To strike a ball over a net.</p> <p>To hit a target with a ball.</p>	<p>Develop the skills of using a bat and different sized balls.</p> <p>Hit a ball continuously upwards as you are moving? How can you make it harder? higher bounces? travel in different directions? travel at different speeds? use the other hand?</p>	<p>Cones balls</p>



<p>To investigate body position when hitting a ball over a target.</p>	<p>Hit the ball against the wall or a target. Can you let it bounce again before you hit it? Can you work with your partner to hit the ball against a target by talking turns? Add hoops to each pair and increase the targets you need to hit. Use ropes to create a net for chn to hit over – could use 2 ropes for chn to make the ball bounce in-between the ropes.</p>	
<p>To be able to throw a ball over a net.</p> <p>To be able to throw a ball at a distance.</p> <p>To develop skills in a challenging situation.</p>	<p>Select a piece of equipment and demo how to use it around the room. Vary the equipment for the chn to demonstrate. Demo how to throw a ball/beanbag over a net. Look the different types of throws for the balls to go over the net. Look at how to make the ball bounce when it is over the net.</p> <p>Think about:</p> <ul style="list-style-type: none"> • using it slowly? • using it quickly? • using it on the move? • throwing at a distance • throwing at a height • developing body positions • understanding how to improve <p>Easier – Use larger ball/stand closer to the net. Harder – play on a larger area/higher net/add 2 bounces in.</p> <p><u>Matalan cards – getting a grip</u></p> <p>Free fall Start with the ball in two hands. Let the ball drop and catch it after a set number of bounces.</p> <p>Park the car Place the ball on the racket and roll it around. Try and move the ball into the neck of the racket.</p> <p>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.</p>	<p>Bibs Cones balls</p>



Think about:

- When you stop at the front of the line how do you keep the ball from falling off your bat/racket?
- How can you use your whole body to help keep the ball on the bat/racket when moving and why would you do this?
- How and why would you receive the ball on the opposite side of the body to the side you are holding
- the bat/racket?
- How can you make your movements smoother between bounces and why would you want to do this?

To be able to catch the ball before it lands on the target

Matalan cards – roving returns

Air ball

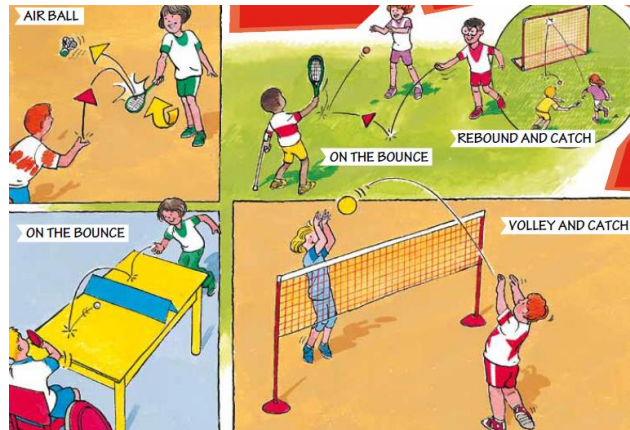
In pairs rally hand to racket. Rally score ends when the ball or shuttlecock hits the ground. On the bounce

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.

Bibs
Cones
balls



Think about:

- How and why would you change your movements if you had to hit the ball without a bounce?
- How can you and why do you need to be ready early?
- How will and why would you anticipate where the ball is going to go?
- What is the difference between a smooth and a hesitant action?

To know and understand that throws should be different depending on where you want the ball to land

To continue to develop fundamental movement skills and become increasingly competent and confident

To apply and develop a broader range of skills, learning how to use them in different ways

Matalan cards – rebound ready

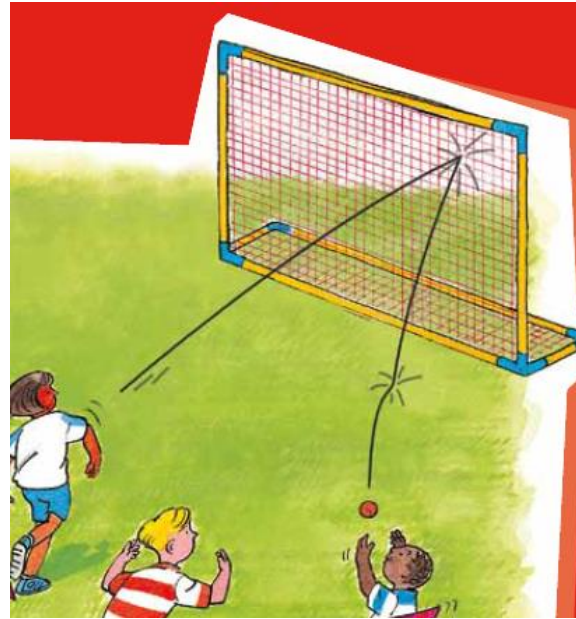
In pairs.

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.

Bibs
Cones
balls

To be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other

To start to develop an understanding of how to improve, and learn how to evaluate and recognise their own success.



Think about:

- What will you have to change if you catch the ball without a rebound? Why would you do this?
- Why is it important to get back to a ready position after playing the ball?
- Why might you catch with different hands or both hands?
- How can you throw the ball to make it easier to receive? Why would you do this?

Matalan cards – 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).

Think about:

- How will you move quickly back to the ready position once you have hit the ball/shuttlecock?
- What is the best position to be in when getting ready to hit the ball/shuttlecock? Why?



- How can you use your body to make a more forceful shot?
- What is the best position to move back to once you have hit the ball/shuttlecock?

PE assessment

See net/wall games core skills – activity 3, 4, 5- print out activity and leader notes for chn to use as part of an assessment.

Watch the ball bounce and hit it back

Catch the ball before it lands on the target