

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

| Subject | Topic/Key Question | Year Group | Term | Time Allocation |
|--|--------------------|------------|----------|-----------------|
| PE | Net/wall | 4 | Summer 1 | 6 hours |
| Key Vocabulary: Net, tennis, position, court, overhead, serve, net shot, service line, drop shot, ace, forehand, backhand. | | | | |
| Knowledge: Pupils will be taught to: <ul style="list-style-type: none"> - Understand positioning and game tactics in order to win points. - Evaluate their own performance in order to improve. - Develop a range of shots in order to win points | | | | |

| Lesson Sequence | Time Allocation | Key Question/WALT | Teaching Activities | Resources |
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| Lesson 1 | 1 hour | Sending and receiving – developing throwing and receiving techniques | Warm up – Patterns of movement, dynamic stretching and focus on co-ordination (patterns of skipping) <ul style="list-style-type: none"> • Why would you hold the bat/racket a different angle when passing? • What are the differences between controlling and passing a ball? • How can and why would you help each other improve? Cool down- static stretching, slow movements. | Soccer 2000 cones balls bibs rackets |

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| | | | personal performance review, – red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today. | |
| Lesson 2 | 1 hour | . Sending and receiving – to be able to send and receive a ball as well as returning an object. | <p>Warm up – Patterns of movement, dynamic stretching and focus on balance (hoop balance)</p> <p>Sending/returning an object</p> <ul style="list-style-type: none"> • Identify where to send the ball • Decide how to send the ball there • Be in a good passable position and move if necessary • How can you support your partner if they keep missing the target? • How can you deceive and opponent? • How can you make it difficult for your opponent to return the ball/shuttlecock? <p>Self-reflection – in pairs children will discuss their own performance and identify strengths and weaknesses and then which they can improve on.</p> <p>Cool down- static stretching, slow movements.</p> <p>Self-reflection – in pairs children will discuss their own performance and identify strengths and weaknesses and then which they can improve on.</p> | <p>Soccer 2000</p> <p>cones</p> <p>balls</p> <p>bibs</p> <p>rackets</p> |
| Lesson 3 | 1 hour | To be able to complete set core | Warm up – patterns of movements, dynamic stretching and focusing on agility (train tag) avoid being tagged using changes in speed. | Soccer 2000 |

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| | | tasks within net/wall games | <p>Main content – pupils in the session will develop prior learning to complete set core tasks.</p> <ul style="list-style-type: none"> • Catch the ball before it lands on a target • Throw short and long • Think of your own net/wall game with rules • Hit the ball back before it bounces twice • Hit the ball back before it bounces twice with a racket <p>Self-reflection – red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today.</p> | <p>cones</p> <p>balls</p> <p>bibs</p> <p>rackets</p> |
| Lesson 4 | 1 hour | Sending and receiving – to be able to send and receive a different object with accuracy and control | <p>Warm up – patterns of movements, dynamic stretching and focusing on co-ordination (trigger)</p> <p>Sending and receiving:</p> <ul style="list-style-type: none"> • Identify where to send the ball • Body position in relation to the ball • To be ready to receive the ball in any direction • How can you make it more difficult for your partner to hit the ball? • How would you use varying shots to outwit an opponent? • What can help you direct a shot where you want it to go? <p>Self-reflection – in pairs children will discuss their own performance and identify strengths and weaknesses and then which they can improve on.</p> | <p>Soccer 2000</p> <p>cones</p> <p>balls</p> <p>bibs</p> <p>rackets</p> |

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| Lesson 5 | 1 hour | Receiving- to be able to play competitively over a net. | <p>Warm up – patterns of movement, dynamic stretching, focus on balance (push and pull)</p> <p>Receiving and playing competitively:</p> <ul style="list-style-type: none"> • Why would you want to anticipate where the ball will land? • Why is it important to get back to a ready position when playing the ball? • Why might you catch with different hands or both hands • How will you and your partner work effectively together in the space • How can you keep each other motivated when you are losing? • How do you know you are ready to play the ball over the net? • <p>Cool down- static stretching, slow movements.</p> <p>Self-reflection – in pairs children will discuss their own performance and identify strengths and weaknesses and then which they can improve on.</p> | <p>Soccer 2000</p> <p>cones</p> <p>balls</p> <p>bibs</p> <p>rackets</p> |
| Lesson 6 | 1 hour | To be able to complete set core tasks within net/wall games. | <p>Warm up – patterns of movements, dynamic stretching and focusing on agility (train tag) avoid being tagged using changes in speed.</p> | <p>Soccer 2000</p> <p>cones</p> |

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| | | | <p>Main content – pupils in the session will develop prior learning to complete set core tasks.</p> <ul style="list-style-type: none"> • Catch the ball before it lands on a target • Throw short and long • Think of your own net/wall game with rules • Hit the ball back before it bounces twice • Hit the ball back before it bounces twice with a racket <p>Self-reflection – red, yellow, green. Judge performance based on green being successful, yellow being made progress but still need to develop, and red being they did not improve today.</p> | <p>balls bibs rackets</p> |
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