

Scheme of Work: Badminton



Key Stage: 3	YEAR: 9	DURATION: 6 LESSONS
<p>AIM: Pupils will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and officiate badminton games.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced a range of net games ➤ Experienced a range of roles within games ➤ Experienced some strategic ideas ➤ Played competitively 	<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 badminton. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Rackets & shuttlecocks ➤ Nets + posts ➤ Cones ➤ Information on local clubs
<p>Key Concepts and Processes:</p>		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will identify different areas of the court and be able to move between these areas using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play. Pupils will learn and perform more basic badminton skills with accuracy and control. Continual development and adaptation of the necessary skills will contribute to producing an improved performance.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use badminton 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.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</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 constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. Opportunities to score/coach pupils will develop communication and decision making skills.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Suggest any badminton clubs within the school timetable and promote community links. Highlight badminton based fitness and the necessary components of fitness needed. <i>i.e. coordination</i>. Develop a deeper understanding of stretches for all major muscle group and those specific to badminton. Discuss the major benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

<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"> • practice 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, eg <i>www.english.sports.gov.uk</i> 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>All 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>Most pupils 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>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • tactics and techniques, eg <i>Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • solve a problem, consider alternatives, structure plans and organise group activity 	
<p>By the end of this unit a pupil will reach level:</p>	
<p>5 Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the shuttle 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 stroke 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.</p>	
<p>6 Good shot selection and shows accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p>	
<p>7 Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.</p>	
<p>8 Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	

Week	Learning objectives	Task examples	Information/ Differentiation
1	Recap grip and ready position To be able to demonstrate & use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.	Warm up – Student led, progressive jogging and dynamic stretching. Pairs; demo grip and ready position. Teaching points; Shake hands, V of hand down side of racket, Wrist movement, side on racket up ready, on toes. Shuttle keepy uppy. Keep your eyes on the shuttle. Relax your wrist. Aim to land the shuttle in the centre of the racket face. Progression; backhand, spin round 360 degree. 1-1 maintain a rally. Singles basic games-teacher demo, 1v1 half court competition/ basic rules of badminton & scoring.	All lessons start with badminton related warm-up and re-cap work of previous lesson.
2	Overhead/Underarm Clear To perform and replicate overhead and underarm clear with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics. To understand court marking and basic scoring. i.e. winning points and gaining serve.	Warm up – Student led, progressive jogging and dynamic stretching. Recap grip and court markings. Overhead clear. Teaching points; Position of shuttle-key to shot, Aim towards flight of shuttle with non racket hand. Snap wrist on contact, high arc of shuttle. 1 vs 1 – front area of court OFB, emphasise using back court. Underarm clear; Use when shuttle drops below head. Singles basic games, 1v1 half court competition. Recap basic rules of badminton & scoring.	Make learning as active as possible Give opportunities to plan tactics & strategies Research rules on internet
3	Drop shot To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. To confidently score a game of singles. To know where the drop should be aimed for, for it to be most productive and why.	Warm up – Student led, progressive jogging and dynamic stretching. Recap overhead clear. Discuss what type of shot it is? Attacking. Drop shot, pairs. 1-1 – front area of court is the playing area. Drop shot rally. Teaching points; deception, low over net & use of angles. Singles basic games. 1v1 half court competition/ basic rules/scoring of badminton – 2pts for winning drop shot.	Tasks set to cater for levels of ability Distance from target
4	Smash To be able to accurately replicate a smash shot. To understand the importance of movement and preparation for an effective smash. To know that the Smash is an attacking shot and why. To appreciate how to adjust shot selection based on opponents positioning. To understand full badminton court markings.	Warm up – Student led, progressive jogging and dynamic stretching. Recap overhead clear. Discuss what type of shot it is and when might you use it? 1-1 – underarm clear feed to smash, take turns. Teaching points; Shuttle in front of head, Snap wrist, Aim towards ground. Use hoops to target certain areas of the court. Singles games. 1v1 half court competition/ basic rules/scoring of badminton – Conditional games- 2pts for winning smash shot. Progress to doubles games	Size of practice area Size of target
5	Doubles and singles tactics To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the notion of shuttle movement into space and refining tactics based on opponents weaknesses. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. To be able to assess & evaluate own performance and weaknesses.	Warm up – Student led, progressive jogging and dynamic stretching. Recap all prior learning during a 2 minute badminton skill based warm up rally. Brainstorm badminton tactics. Doubles positioning. (Front and back court or side to side). Take advantage of opponents mistakes. Judge the flight of the shuttle. Teaching points; Use court dimensions (short & fat, long & thin!). Front and back, or side to side. Move opponent/s around court. i.e. <i>short and long shots</i> . Singles and doubles games.	
6	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in badminton. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others	Warm up – Student led, progressive jogging and dynamic stretching. Recap prior learning in a 3 minute warm up rally. play and perform the forehand clear and drop shots using the correct technique. Tournament to allow all pupils to progress to max level with differentiated leagues. Pupils organise, officiate and score singles and doubles tournament. Teacher grades against NC levels	