

Physical Education Scheme of Work		
Year: 7	Activity: Volleyball	Weeks: 6
<p><b>Aim of the Unit:</b> In this unit pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball. They will work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate volleyball games.</p>	<p><b>Prior Learning:</b> Pupils will have had no prior learning unless they have played at primary school or for a club outside of school</p>	
<p><b>Expectations by the end of the Unit:</b></p> <p><b>All pupils will:</b> 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><b>Most pupils will:</b> 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><b>Some pupils will have progressed further and will:</b> 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><b>Extension and Enrichment:</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• Practice skills at breaks and lunchtimes and at home</li> <li>• Take part in school sport, either competitively or socially</li> <li>• Join clubs in the community and/or use local facilities</li> <li>• Watch live and recorded matches to appreciate high-quality performance, search the internet to find information about sports and opportunities in sport</li> </ul>	
<p><b>Cross Curricular Links:</b> Literacy (Key words, Verbal Literacy, Explanations of technique, tactics and formations) Maths (Scoring, time, distance), Citizenship (Sportsmanship, etiquette, Fair Play), Science (effects of exercise on body, lifestyle factors)</p>	<p><b>Leadership opportunities:</b> Pupils to be given the opportunity to lead a warm up and act as the coach throughout the drills section of the the lesson</p> <p><b>Officiating opportunities:</b> Pupils to be given the opportunity to officiate the games at the end of the session with tutor support if needed</p>	

**Language for Learning (Literacy)**

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

**Tactical awareness:**

- Spatial awareness
- Timing
- principles of attack and defence,
- finding and using space,
- changing speed,

**Technical (Skills):**

- Dig
- Set
- Serve
- Spike
- Block

**Physiological (fitness):**

- Coordination
- Agility
- Power

**Psychological (thought process – awareness) :**

- Decision making
- Concentration

**Resources:**

- Volleyballs
- Net
- Posts
- Cones
- Spots

**Assessment Criteria:****Level 4**

- You can link basic skills, techniques, and ideas and apply them.
- When performing you sometimes show precision, control, and fluency.
- You understand basic tactics
- You can look at your own and others' work and compare and comment on skills, techniques, and ideas to improve performance.
- You can explain and apply basic safety principles.
- You can describe how exercise affects your body and why regular, safe activity is good for health and wellbeing.
- You can work with others to plan and lead simple practices and activities for yourself and others.

**Level 5**

- You can select and combine skills, techniques and ideas and apply them.
- When performing you consistently show precision, control, and fluency.
- You can use your knowledge about strategy, tactics, and composition to produce effective outcomes.
- You can modify and refine skills and techniques to improve your performance and adapt your actions in response to changing circumstances.
- You can analyse skills, techniques, and ideas and comment on how these are applied to your own and others' work.
- You can explain how the body reacts during different types of activity and why physical activity is an essential component to a healthy lifestyle.
- You can plan, organise, and lead practices safely, helping others' to improve their performance.

### Level 6

- You can select and combine skills, techniques, and ideas and use them in a widening range of familiar and unfamiliar physical activities while performing with consistent precision, control, and fluency.
- You use imaginative ways to solve problems, overcome challenges, and entertain audiences.
- When planning your own and others' work, and carrying out your own work, you draw on what you know about strategy, tactics, and composition in response to changing circumstances, and what you know about your own and others' strengths and weaknesses.
- You can analyse and comment on how skills, techniques, and ideas have been used in your own and others' work, and on compositional and other aspects of performance
- You can suggest ways to improve.
- You understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health.
- You can describe your involvement in regular, safe physical activity for the benefit of your health and well-being.
- When leading practices and activities, they apply basic rules, conventions, and/or compositional ideas consistently.

Learning Objectives	Skills to be covered	Suggested Differentiation
<p><b>Introduce set technique</b> To be able to accurately replicate basic volley technique. To be able to demonstrate &amp; use volley in a game situation responding to changes. To understand the basic scoring and rules of volleyball. To begin to outwit opponents with the movement of the ball.</p>	<p>Warm up – Student led. 3's; start sat down. Explore ways to keep ball alive. 1 touch each. Can't touch it twice in a row. Competition. How many in minute. Teaching points; use finger tips, don't catch ball. Discuss difficulties sat down. Stand up-Squat position + bend knees, Elbow's out. 1-1 practice volley – feed and volley. 3's competition, keep ball up for 1 minute. 4 vs 4 small sided games. Basic rules &amp; scoring of Volleyball over net –3 touches – allow a bounce between each shot if required.</p>	<p>All lessons start with volleyball related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p>
<p><b>Continuation of set technique</b> To be able to accurately replicate basic volley technique. To be able to demonstrate &amp; use volley in a game situation responding to changes. To understand the basic scoring and rules of volleyball. To begin to outwit opponents with the movement of the ball.</p>	<p>Warm up – Student led. Recap basic technique used in previous lesson - Teaching points; use finger tips, don't catch ball. Introduction of 1 feed whilst one plays the set to themselves and catches ball (alternate these roles). Set rally – competition which pairing can set most times. Discuss technique with group – emphasise the importance of height on the ball. 4 vs 4 small sided games. Basic rules &amp; scoring of V'ball over net –3 touches – try not to use a bounce between each shot but allow if necessary.</p>	<p>Give opportunities to plan tactics &amp; strategies</p> <p>Research rules on internet</p>
<p><b>Introduce dig technique</b> To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring system during a volleyball game.</p>	<p>Warm up – Student led pulse raiser. Pairs- Recap volley technique in a 2 min keepy uppy rally. Intro dig. Dig used when ball is low-recovery. Set is high- attack preparation. Teaching points; Squat position, Palms together, Feet shoulder width apart. 1-1 free practice. In 3's; feed-volley-dig – rotate (use net). 4v4 small sided games. No punching ball. Score to 7, winners stay on court.</p>	<p>Tasks set to cater for levels of ability</p> <p>Distance from target</p>
<p><b>Basic underarm service</b> To accurately replicate serving technique. To be able to strike the ball consistently with enough height and weight to the serve. To begin to develop strategic and tactical play during a rally. To begin to score &amp; officiate a competitive game.</p>	<p>Warm up – Student led pulse raiser. Pairs- Recap volley &amp; dig technique in a 2 min keepy uppy rally. Competition- no of consecutive shots. Intro rules of serve &amp; technique. 3's –Serve trying to hit cone/target. Serve and play out rally allowing the ball to bounce if necessary . Teaching points; underarm, aim for gaps in opposition half, side on, and eye on ball, hold ball in non striking hand and hit with strong hand. 4v4 small sided games. Recap rules</p>	<p>Size of practice area</p> <p>Size of target</p>

<p><b>Use of 3 touches/tactical development</b>          To understand how 3 touches may be used to create the perfect attacking strategy. To begin to analyse opponents weaknesses &amp; devise strategies to exploit them. To understand how to adjust shot selection to enable the outwitting of opponents.</p>	<p>&amp; scoring. Intro a serving order. Must stick to it throughout game.          Warm up– Pairs-recap prior learning in a 2 min rally. Discuss power &amp; vertical jump ability and the importance to volleyball. Discuss use of 3 touches and its importance. Teams of 5. Conditioned game- must use the 3 touches or team loses the point. (<i>Dig, set, spike sequence is perfect!</i>) First to 7. 5 vs 5 small competition. Introduce correct service rotation. Try to eliminate the use of the bounce or only allow one bounce per rally for each team</p>	
<p><b>Outwitting opposition</b>          To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of tactics and shot selection. To refine tactics based on opponents weaknesses. To be able to assess &amp; evaluate own performance and weaknesses.</p>	<p>Warm up – Student led. Watch game clip - Brainstorm possible volleyball tactics- use of 3 shots? angles and ball direction? What are attacking and defensive type shots. 3vs3 to experiment with tactical and positional ideas. Feedback to group. (3 back and 2 front, or 2, 1, 2.) 5v5 games. Recap rules &amp; scoring. New rule –can't touch net. Score to 7, winners stay on court</p>	