

Physical Education Scheme of Work

Year: 8

Activity: Volleyball

Weeks: 6

<p>Aim of the Unit: Pupils will focus developing the basic techniques as well as implementing more advanced strategic play to outwit opponents. Pupils will demonstrate the essential elements of attack and defence with increased fluency and control. 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 volleyball games.</p>	<p>Prior Learning: Pupils will have completed a 6 session program that would have developed their understanding of volleyball tactics and a range of underarm and over arm shots and used criteria to identify key aspects of technique and tactical play – they will have played simplified versions of the game and completed some basic umpiring in mini games.</p>
<p>Expectations by the end of the 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>Extension and 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 in sport
<p>Cross Curricular Links: 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>Leadership opportunities: 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>Officiating opportunities: 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
- Umpiring and officiating

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.

Level 7

- You can select and combine advanced skills, techniques and ideas, adaption them accurately and appropriately to meet the demands of increasingly complex situations.
- You can consistently show precision, control, and fluency and originality.
- You can apply the principles of advanced strategies, tactics, and compositional ideas in your own and others' work, and change them in response to changing circumstances and other performers.
- You can analyse and comment on your own and others' work as individuals and team members, showing that you understand how skills, tactics, composition, and fitness relate to the quality of the performance.
- You can plan ways to improve your own and others' performance and act on these decisions in order to bring about the improvements
- You can explain the principles of practice and training and apply them effectively.
- You can explain the benefits of regular, safe, and planned physical activity on physical, mental, and social wellbeing, and carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.
- You can take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.

Learning Objectives	Skills to be covered	Suggested Differentiation
<p>Volley/Set To be able to accurately replicate basic volley technique. To be able to demonstrate & 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 briefly SET technique that was taught in year 7. Allow the pupils the opportunity to practice set with partner and 1 coach. Discuss technique with group and teaching points – use resource cards on technique for pupil led coaching. Emphasize height on the set. 1 feed whilst 1 plays the set shot, set rallies not allowing a bounce. 5 v 5 games conditioned to having to play a set in the rally before the ball goes over the net. Only one bounce allowed during each rally. Introduction of rotation on serve and formations. Discuss the service line when serving and the line that the serve must go past on opposite side of the court.</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>Give opportunities to plan tactics & strategies</p>
<p>Dig 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 and rotation system during a volleyball game.</p>	<p>Warm up – student led. Recap briefly DIG technique that was taught in year 7. Allow the pupils the opportunity to practice dig with partner and 1 coach. Discuss technique with group and teaching points – use resource cards on technique for pupil led coaching. Emphasize height on the set. 1 feed whilst 1 plays the dig shot, dig rallies not allowing a bounce. 5 v 5 games conditioned to having to play a dig in the rally before the ball goes over the net. Only one bounce allowed during each rally. Introduction of hand signals when serving and introduction of some line judges from pupils not involved directly with the game in progress</p>	<p>Research rules on internet</p> <p>Tasks set to cater for levels of ability</p> <p>Distance from target</p>
<p>Serves (underarm or overhead) To accurately replicate serving technique. To be able to outwit opponents using the serve with control & accuracy. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score & officiate a full game.</p>	<p>Student led warm up. Recap briefly the underarm serve and the technique required. Introduction of the over arm serve. Students to be given free time to practice through trial and error. Sit group down and discuss the different methods that they have used and discuss pros and cons of all and decide on best technique. Introduction of resource cards. In threes 1 coach, 1 perform and 1 analyse performance. Allow opportunities for discussion and improvement. 6 v 6 game – introduction of correct formation and rotation. Use of officials and line judges and allow pupils to officiate own games and intervene if needed. Games played to 11.</p>	<p>Size of practice area</p> <p>Size of target</p>
<p>Spike To begin to understand the movement and preparation for an accurate spike. To understand the importance of body movement before the shot. To begin to analyse opponents weaknesses & devise strategies to exploit them. To understand how to adjust shot selection to enable the outwitting of opponents.</p>	<p>Warm up– Pairs-recap prior learning in a 2 min rally. Discuss power & vertical jump ability and the importance to volleyball. In pairs one feed and 1 perform the spike allow time for practice and rotation – discuss perfect technique and how the spike is performed. Discuss blocking ideas. When and how? Teaching points; Take above head height, aim with non striking hand, attack the ball near net, angle/aim for the ground. 6 v 6 games. Recap rules, rotation & scoring and allow extra points for a spike and extra points if students are able to block a spike.</p>	
<p>Tactics/Outwitting opposition 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 & 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 ideas. Feedback to group. Teaching points; 6 players & full rotation. Roles and responsibilities at each point. 6v6 games. Recap rules & scoring. 3 touches. Score to 11. Allow opportunities for umpiring and line judging using hand signals for all decisions.</p>	

Assessment

To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop knowledge and understanding of the rules in volleyball. To demonstrate a variety of tactics based on the movements of others and the ball.

Warm up in 4's– Recap prior learning in a 3 min rally. Highlight assessment criteria. Play and perform a range of shots in 2vs2 small grid game. Use the correct technique and show ability to outwit opposition. 6 vs 6 full game.
Tournament to allow all pupils to progress to max level with differentiated leagues. Pupils organise a full size tournament, officiate, and score matches. Teacher grades against NC levels.

