

Physical Education Scheme of Work

Year: 9

Activity: Volleyball

Weeks: 6

<p>Aim of the Unit: Pupils will focus on replicating and developing 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 confidently score and officiate volleyball games.</p>	<p>Prior Learning: Pupils will have completed 12 sessions 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 6 v 6 volleyball games and completed both umpiring and officiating of the game .</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 not have made so much progress and 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 without the support of the teacher</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.

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.

Level 8

- You can consistently distinguish between and apply advanced skills, techniques, and ideas, always showing high standards on precision, control, fluency, and originality.
- Drawing on what you know of the principles of advanced strategies, tactics, or composition, you can apply them with proficiency, flair, and originality in your own and others' work.
- When adapting and responding to changing circumstances and other performers, you maintain the quality of a performance.
- You can critically evaluate your own and others' work, showing that you understand the impact of skills, strategy, tactics, or composition and fitness on the quality and effectiveness of performance.
- You use the information (above) to plan and monitor ways in which your own and others' performance could be improved, acting on these decisions to bring about the improvements.
- You use your knowledge of health, fitness, and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.
- You take on different roles within an activity and plan pathways into performance, leadership, or officiating based on your choices or preferences.

Exceptional performance

- You can consistently use advanced skills, techniques, and ideas with precision, control, fluency, and originality.
- You can draw on what you know of the principles of advanced strategies, tactics or composition, and consistently apply these with originality, proficiency, and flair in your own and others' work.
- You are increasingly independent in finding imaginative, novel, and different solutions to problems posed by yourself and others.
- You can critically analyse and judge your own and others' work, showing that you understand how skills, strategy, tactics, or composition and fitness

relate to and affect the quality and originality of performance in different physical activities.

- You can reach judgements independently about how yours and others' performance could be improved, prioritising aspects for further development.
- You can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of your work.
- You understand the contribution physical activity makes to your physical, mental, and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of your health and wellbeing.

Learning Objectives	Skills to be covered	Suggested Differentiation
<p>Overhead serves 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>Warm up – Student led pulse raiser. Pairs- Recap volley & dig technique in a 2 min keepy uppy rally. Competition- no of consecutive shots. Intro overhead serve & technique breakdown. Similar to tennis serving motion. 3's –Serve trying to hit cone/target. Teaching points; underarm or overhead, aim for gaps in opposition half, side on, and eye on ball. 6v6 small sided games. Recap rules & scoring ensuring line judges are being used and encourage the return of serve to be played with a dig or a bump</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>Spike To be able to accurately replicate the spike technique. To understand the importance of movement and preparation for a smash 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. focus on spike. 3's -Perform dig, set & spike sequence. Teaching points; Take above head height, aim with non striking hand, attack ball near net, angle/aim for the ground. 6v6 small sided games. Recap rules & scoring ensuring line judges are being used and encourage the return of serve to be played with a dig or a bump</p>	<p>Give opportunities to plan tactics & strategies</p> <p>Research rules on internet</p>
<p>Tactics/Blocking To develop their understanding and knowledge of basic outwitting strategies. To understand the importance of timing and develop the use of the block. To understand how peers may improve quality of shot replication. To be able to assess & evaluate own performance and weaknesses.</p>	<p>Warm up – Student led. Brainstorm possible volleyball tactics- use of 3 shots? angles and ball direction? Draw on the whiteboard group ideas. 3's to experiment with blocking technique. 1 feeder, 1 smasher, 1 blocker. Use badminton net. Teaching points; timing of jump, hands together. 6v6 small sided games. Recap rules & scoring ensuring line judges are being used and encourage the return of serve to be played with a dig or a bump</p>	<p>Tasks set to cater for levels of ability</p> <p>Distance from target</p> <p>Size of practice area</p>
<p>Tactics and games for understanding To develop their understanding and knowledge of basic outwitting strategies. To understand the importance of timing and develop the use of all shots. To understand how peers may improve quality of shot replication. To be able to assess & evaluate own performance and weaknesses.</p>	<p>Warm up – student led. 6 v 6 game situations – teams to focus on tactics that they will be applying during the game. At the end of each game discuss with the pupils tactics that were used and were they effective. Teams not playing must take up the roles of umpiring and officiating including line judges. The pupils are not allowed a bounce during the rallies and must return the serve with a bump or dig.</p>	<p>Size of target</p>
<p>Tactics and games for understanding To develop their understanding and knowledge of basic outwitting strategies. To understand the importance of timing and develop the use of all shots. To understand how peers may improve quality of</p>	<p>Warm up – student led. 6 v 6 game situations – teams to focus on tactics that they will be applying during the game. At the end of each game discuss with the pupils tactics that were used and were they effective. Teams not playing must take up the roles of umpiring</p>	

<p>shot replication. To be able to assess & evaluate own performance and weaknesses.</p>	<p>and officiating including line judges. The pupils are not allowed a bounce during the rallies and must return the serve with a bump or dig.</p>	
<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.</p>	<p>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. Pupils organise a full size tournament, officiate, and score matches. Teacher grades against NC levels.</p>	