

Net Games

End Points

Year 1

I can play a variety of rolling and throwing games in which I aim the ball.
I can control a ball with a racquet to complete a series of challenges

Year 2

I can play a game in which I use a bat to keep a rally going (rolling or hitting) over a line or net.
I can score points in a 2v2 game by throwing/ hitting a ball over a line

Year 3

I can use a variety of balls to play games in which I work with a partner to score over a line.
I can score points in a 1v1 or 2v2 game by throwing or hitting a ball over a net.

Year 4

I can play a 1 v 1 game using tennis skills in which I hit the ball over a line or net
I can play a 1v1 or 2v2 game and throw or hit my ball into my opponent's court, hitting a target area to score points.

Year 5

I can use a range of shots in a game of short tennis to move my opponent around the court and score against them.
I can work collaboratively with others in a game, implementing an appropriate start method and score system.

Year 6

I can select and play a variety of shots in a game of tennis, badminton or table tennis to beat my opponent.
I can play a small sided game of seated volleyball.

Skills and Knowledge

Sending to a partner (rolling, bouncing, throwing, hitting, with a racket, without a racket, in a space, over a line)
Handling equipment (racket control, swing/ shot techniques)
Working co-operatively with a partner (1v1, or as a pair in 2v2, maintaining a rally)
Working against a partner (1v1)
Accuracy and aiming towards a target (over a line, towards a zone, at a cone, into a hoop)
Creating court space (moving a partner with court positions)
Ready position (returning to central position after each return)

Sports
Tennis, Badminton,
Volleyball

Have you thought about...?

Changing the layout of your area?
Marking out court lines?
Safety procedures for setting up equipment (nets)
Reducing queues of children waiting- set up benches, court lines, nets so everyone has a visual line to play over.
Changing the group size (overload, 2v1)

Differentiation

Choice of equipment-size of equipment (balls, rackets, nets, benches, lines)
Group selection – mixed ability groups, same ability groups, roles assigned in pairs/groups
Task delivered- different tasks delivered, pace of tasks delivered, challenge cards
Level of questioning and answering – during activities and in plenary/ starter activities
Task outcomes – individual/ pair targets, score expectations, targets
Student/ Teacher choice- of equipment, of opponent, of game
Space and layout of lesson