

Net/wall games – unit 2

ABOUT THE UNIT

In this unit children develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for games such as short tennis.

In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is defending. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.

WHERE THE UNIT FITS IN

This unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and will learn other net/wall games, *eg badminton, squash and volleyball*. They will also spend time developing effective serving techniques and tactics.

VOCABULARY

In this unit children will have an opportunity to use a range of words, such as:

- forehand, backhand, volley, overhead
- rally
- singles, doubles
- using width, using depth, changing direction, changing speed
- short tennis, badminton
- defending court, covering court and partner

RESOURCES

- short-tennis rackets and other small rackets
- a range of small balls that bounce and can be hit by the rackets. Balls need to be of different sizes and speeds
- markers to make small courts, grid areas
- benches, short-tennis nets, other equipment to make nets
- equipment to make higher nets, when needed

EXPECTATIONS

When carrying out the activities and tasks in this unit

most children will be able to:

use forehand, backhand and overhead shots increasingly well in the games they play; use the volley in games where it is important; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices

some children will not have made so much progress. They will be able to:

play games with help, *eg someone to catch the ball when it is hit, someone to feed them*; use a small range of basic shots on both sides of the body; with help, get games to flow; apply some of the basic tactics; recognise the need to warm up and carry out exercises safely; recognise when they and others are playing well and identify why, with help

some children will have progressed further. They will be able to:

play the full game of short tennis; use a wide range of shots in games, with a good degree of consistency and accuracy; start a game or point with a serve of their choice; work collaboratively with a partner; organise themselves well in a team; understand the need for different tactics; choose and use tactics effectively; lead others in short warm-up routines, selecting safe and appropriate activities and exercises; identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to develop the range and consistency of their skills, especially in specific net games
- Ask the children to hit a ball to each other so that it lands in the court. Help them to stand where they can hit, catch or receive the ball after it has bounced. Help them to hold and swing the racket well.
- Teach them to stand where they can see the ball and the court, and can hit the ball at the top of the bounce. Teach them to hit the ball on both sides of the body and above the head. Teach them to get their feet into position and to swing the racket. Teach them some of the basic principles of movement.
- Teach the children to use three or more different types of shot when playing a game. Help them to play their shots with reasonable accuracy most of the time. Ask them to keep a rally going that is not cooperative.

- play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game
- direct the ball reasonably well towards their opponent's court or target area
- show good backswing, follow through and feet positioning

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence
- Ask the children to devise a scoring system that rewards accurate hitting. Help them to devise scoring systems that are competitive.
- Ask the children to use different ways of hitting the ball to send it into the court. Teach them to hit the ball into court, but away from their opponent. Talk to them about ways to outwit their opponent, eg *changing the speed, height and direction of the ball*. Talk to them about how to defend their court well.
- Teach them where to stand to defend their court. Help them to identify where it is easiest to play attacking shots from.
- Give the children opportunities to talk to each other, so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise.

- hit the ball with purpose, varying the speed, height and direction
- explain what they are trying to do and why it is a good idea
- spot the spaces in their opponent's court and try to hit the ball towards them
- position themselves well on court

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know why warming up and cooling down are important
- to know how physical activity affects their health
- Ask the children to explain why they should warm up for net games. Talk to them about what their bodies feel like when they warm up. Ask them how this helps them to play better.
- Help them to identify the types of fitness they need for these games, eg *speed and flexibility*.
- Listen to the children talk about the best ways to warm up for games. Ask them to make up and carry out part of a warm up. Help them to choose activities, including skills, that will help them to get warm. Teach them the different parts of a warm up, eg *gentle exercise followed by stretching, followed by more vigorous exercise*.

- carry out warm-up activities carefully and thoroughly
- give good explanations of how warm-up activities affect the body
- know why warming up is important to help them play better
- know the types of exercise they should concentrate on, eg *speed and flexibility*

EVALUATING AND IMPROVING PERFORMANCE

- to evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements
- Ask the children who they think is best to work with. Ask them to explain why they or others are playing well, eg *good tactics they use*. Talk about what they need to do to get better at the games. Ask them what they need most help with and talk about what they could practise out of lessons.
- Talk to the children about anticipating and getting ready early. Ask them for their ideas on adapting skills and equipment to make the game easier to play. Listen to their ideas on how large the court should be to help them play better, and on what type of racket and ball they like to play with.
- Teach them practices that help the accuracy and consistency of their skills and their speed about the court.

- know what they are successful at and what they need to practise more
- try things out and ask for help to perform better
- work well with others, adapting their play to suit their own and others' strengths

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Skills practices should be used as some of the warm-up activities, especially when they involve some gentle and then more vigorous activities. Most lessons should end with cool-down activities.
- Organise the class to make the most of the space available. Get some of the children to carry out practices that do not take up much space, while others play games. Make sure that all children have as much opportunity as possible to hit the ball.
- Give the children the opportunity to become confident using particular equipment and skills before these are changed. Give them enough time to practise their skills, both in drills and in games. Ask them to see how well they can play their games when new rules and/or equipment are introduced. Ask them to make up practices to teach to each other.
- Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.
- When working on team play and formations, get teams to play against generally passive opposition.
- The children could use the internet to research the rules of mini-games.
- Give the children opportunities to record what they have done, and the rules and tactics used for games. They could use a digital video camera and an interactive whiteboard to record their performances and compare their techniques with professional players.
- They could use a concept keyboard to track and analyse players' performances.

Health and safety

- Do the children's footwear and clothing keep them safe and help their learning?
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Have all the children warmed up and cooled down properly?
- Is the equipment the right size for all the children?

PRIOR LEARNING

It is helpful if children have:

- developed basic racket skills. Most should be able to play cooperative rallies; many should be able to rally in a competitive game on a small, adapted court
- learned what a net/wall game is and the type of tactics they have to use to play well
- learned about rules and how to apply them consistently

CORE TASKS

Following are core tasks the children could be asked to carry out.

Task 1

The aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice.

Play the game one against one on a long, narrow court that is about half the size of a short-tennis or badminton court. Use a racket and a suitable ball. Players score a point when the ball lands in the court and bounces twice. Ask the children to choose their own way to start and restart the game. If the ball lands outside the court the rally continues – no points are lost for hitting the ball out or into the net.

The game can also be played on a wide, short court.

Task 2

This game is played in the same way as Task 1, but:

- raise the height of the net, so that it is above players' head height
- make the court a little narrower and longer
- introduce the rule that a point is scored by the hitter if the ball lands in court (this teaches the children basic volleying)

It may be helpful to play with a shuttlecock, rather than a ball.

Task 3

Play short tennis doubles and singles, using the basic rules on a full court.

Adaptations and variations on the tasks

Ask the children to:

- play similar games on a table
- use throwing and catching, or pushing and stopping, as the skills
- play on a smaller or larger court, and use equipment and rules that suit the needs of individual children
- play without a net, if appropriate
- play the game in half the space by hitting the ball against a wall
- play doubles, to make better use of space. Ask double partners to take alternate shots
- use positive scoring systems – try not to reward mistakes. Players should score points when their shot is so good that their opponent cannot reach it. 'Unforced' errors should not be penalised
- work together in groups of six to eight, taking turns to play, umpire and collect information, eg *the length of rallies, the most accurate shots*
- use volleyball-type skills, eg *throwing and catching, or catching and pushing, for Task 2*

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- practise skills or games at playtime, eg *using resource cards*
- practise at home – parents or guardians could be asked to practise with the children, or to provide a wall for them to hit against
- take part in extracurricular clubs at school
- join local tennis or badminton clubs with junior sections

CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – investigating materials and their properties (how different balls bounce), investigating how the body changes during exercise
- literacy – explaining rules could be linked with investigations into the language features of explanatory texts
- PSHE – making up rules and playing fairly

