

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 6		Area of learning: Nimble Nets
Links to previous work/Remember when	A range of net/wall-based games including short tennis and tennis.	
Term		Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons		<p>Hit the shuttle with reasonable consistency and accuracy in a co-operative rally.</p> <p>Demonstrate the correct technique when serving the shuttle to start a game.</p> <p>Be able to explain and demonstrate the correct technique for the overhead clear shot. • To know the purpose and benefits of playing the overhead clear shot to outwit an opponent.</p> <p>Develop children’s ability to perform a ‘drop shot’ and their understanding of when to play the shot in a game in order to win a point.</p> <p>Be able to select and apply a range of shots in a game situation to win points.</p> <p>Be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point.</p>

Vocabulary

Shuttle, racket, court, net, shot, rally.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</p> <p>Warm-up: Shuttle relay Play this in small groups of four or five. Place six shuttlecock around the badminton court and a hoop in the middle of the baseline. Ask the children to line up behind the hoop. The first player runs out and brings the shuttles back to the hoop, one at a time. The next one takes them all back one at a time, then the third brings them all in again. Continue until all players have had a turn.</p>

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	<p>Skills learning and development: Model the grip and ready position for the children: use 'shake hands' grip to hold the racket, place the V of the hand down the side of the racket handle. As you model, explain that badminton requires lots of wrist movement. Model the ready position – stand side on, racket up ready, on toes. Shuttle keepy uppy Model for the children to copy. Keep your eyes on the shuttle. Ensure the wrist is relaxed. Aim to land the shuttle in the centre of the racket face. How many times can you hit the shuttle up in the air? Use the forehand side of the racket. In pairs away from the net, play keepy uppy but alternate who hits the shuttle: 1 then 2 then 1 etc. Ensure players stand close together and the shuttle is hit upwards. Progress to fours, and move shuttle around the group in order 1-2-3-4-1 etc.</p> <p>Application and practice: In pairs one-on-one maintain a rally across the net. How many shots can you play in a row? Play two-up – try to play two shots, then four, then six then eight etc adding two each time.</p>
2	<p>Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve.</p> <p>Warm-up: Each child has a racket, and stands 5–10 m from a partner. They hold their racket with the tip on the ground and, on a command, both let go – and run to try to catch their partner's racket before it hits the ground. Repeat as required.</p> <p>Skills learning and development: High/long serve teaching points: • Slight knee bend • Relax body • Non-racket leg in front • Racket back to about shoulder level • Swing forward • Hold shuttle by feathers and drop slightly in front • Hit with flat surface • Follow through to head level The person with the shuttle tries to hit it as far as possible, and their partner has to turn and run to try to catch it. If they catch it, then they receive one point, but if it is dropped then the server gets a point. Play best of five and then switch servers. Low/short serve teaching points: • Bring racket to waist level then start forward swing • Bring shuttle closer to meet the racket instead of dropping it in front • Contact at a higher point but still below waist • Push shuttle with face of racket. Have partners serve back and forth to each other, catching it each time (at their own pace).</p> <p>Application and practice: Badminton golf Set up a 'golf course', using hoops as holes and cones as a point of tee off. Label each cone and hoop with corresponding numbers so you know which hoop goes with which cone. Set them up at different distances, angles, and hoop sizes so there are a variety of holes. In small groups, each starts at a different cone: drive, quick arm swing, contact low, flat racket face. The first person starts at the cone and tries to serve the shuttle into the hoop. Repeat until everyone has taken a turn and start back with the first server. They now serve from where their shuttle landed if it didn't go into the hoop. Each individual records how many strokes it takes to make it into the hoop on a score card. Once everyone makes it in, then group rotates to the next hole.</p>
3	<p>To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</p>

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	<p>Warm-up: In small groups play a game of 'line tag' using the lines of the badminton court. Each group to use half a court. Use quick movement to outwit the catcher. Swap round when caught.</p> <p>Skills learning and development: Model the following with a racket: 1. Stand sideways on – non-hitting shoulder facing the net. 2. Raise the non-racket hand and point at the shuttle. 3. Contact the shuttle at its highest point. 4. Follow through with the hitting arm. In pairs – Child 1 to stand the same side as Child 2 and throw the shuttle as high as possible for Child 1 to hit. Child 1 tries to hit the shuttle in the air and send it as far as possible. Eventual target – To land the shuttle between the end lines of the court (5 shuttles each). Children to construct their own 'target zone' area using hoops, to suit their ability (feed 5 shuttles each). Children in pairs. Opposite each other (across a net for more able or away from a net for less able). Server plays the forehand serve to allow their partner to play an overhead clear, aiming to land the shuttle over their opponent's head and behind them. How many can each pair hit over their partner's head?</p> <p>Application and practice: King/queen of the court – In small groups of six. One player begins as the queen/king, the remaining five players line up on the opposite side of the net as the challengers. The first challenger serves the shuttle and plays a rally. Each tries to use the overhead clear to outwit their opponent. When the rally is over the winner becomes, or remains as, the queen/king and the next challenger steps up.</p>
4	<p>To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why.</p> <p>Warm-up: Round the court in small groups of six, try to keep the shuttle moving. Player hits the shuttle then runs to the other side of the court and joins the back of the line; players should hit, then run to the right side of the net. Keep the play continuous. If play breaks down, start over again. Begin with three on each side of the net and hit in turn.</p> <p>Skills learning and development: Model the drop shot for the children. It is usually played from above the head in the same way as the overhead clear, except the drop shot is hit with less power – just enough to clear the net, but then drop down to the floor. Teaching points: – Player needs to be behind and in line with the shuttle and turn side on to the net. – Have the non-racket arm in front of the body and the racket hand up behind the head. – Extend the racket arm and rotate the shoulders and hips round to face the net. – Make contact with the shuttle out in front of the body but when it is still high in the air. Make sure to direct the shuttle downwards. Set up a carousel of stations: Station 1 – Drop shot arena. In pairs play a rally of shots taking it in turns to attempt a drop shot. Players start close together; as they improve, move apart. Station 2 – Drop shot drill. Two on one side of the court one on the other. Player 1 feeds the shuttle to Player 2 using a high serve, Player 2 tries to hit a drop shot over the net attempting to land the shuttle into hoops placed just the other side of the net. Player 3 collects the shuttles and returns them to Player 1 so a continuous feed can occur. Rotate positions. Station 3 – "Serve, clear, drop." This is a co-operative pairs game.</p>

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	<p>Player 1 performs a high serve to Player 2, who attempts a drop shot back over the net. Player 1 must move to the front of the court to try to return the shuttle up high for another drop shot. The aim is to try and keep the shuttle moving.</p> <p>Application and practice: Play a half-court singles game. Children take it in turns to serve and score when the other player misses the shuttle or hits it out of bounds. Award an extra point if a rally is won using a drop shot.</p>
5	<p>To understand how to use different shots to outwit an opponent in a game.</p> <p>Warm-up: Keep the kettle boiling in sixes, three players on each side of the net taking it in turns to hit the shuttle; try to play as many shots in a row as possible. After a player has made a shot they should join the back of their team. Use a variety of the shots learnt during the unit.</p> <p>Skills learning and development: Revise the different shots learnt during the unit, such as: Low serve, high serve, overhead clear, drop shot. Ask the children how each shot can be used in a game situation to outwit their opponent and win a point. Children to work with a partner; provide them with three cones, two of the same colour and one of a different colour. Explain that one cone will represent the opponent and the other coloured cones will represent the player and the third, where they will need to aim the shuttlecock in order to outwit their opponent. Model how you will decide where the opponent will be standing and where the player will receive the shuttlecock. Model identifying where the target area for the shuttlecock is likely to be if the player is to be successful in outwitting the opponent. Discuss what type of shot needs to be played in order to reach target position. Will it be forehand or backhand, straight or angled, long or short? Each player to have three turns before swapping round. Pairs then join up with another pair and challenge each other. Each pair identifies who will be the player and who will be the shuttle collector. Set up a net or net line, place one cone on the opposite side of the net to the players. Players have a shuttlecock each and try to hit one of the cones. Shuttle collectors return the shuttlecock to the players after each go using a serve feed; it is from this feed that the player must strike the shuttlecock again to take another attempt at hitting the target cone. The first player to hit the cone is the winner. Swap roles. Move to challenge a new pair when each child has played. Adaptation – could use a hoop as a larger target. Challenge: Vary the distance between the players and the target cone dependent on players' strengths/weaknesses. E.g. If the player is good at short powerful shots, move the target cone further away.</p> <p>Application and practice: Staying in groups of four play a doubles game. Each team takes it in turns to serve and then teams play a rally trying to use a range of shots to outwit the other team and win a point. Play to seven points and then challenge a new pair</p>
6	<p>To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p> <p>Warm-up: Simon says Players jog around a defined area holding a racket. Call out a range of instructions, such as 'play an overhead shot',</p>

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	<p>'play a serve', 'run to the base line', 'run to the service line', etc. Sometimes preface them with 'Simon says'; sometimes not. Only if the children hear the instruction 'Simon says' should they carry out the action, using their racket as necessary. If 'Simon says' is not used – but a child carries out the action – then they have to carry out a forfeit.</p> <p>Skills learning and development: Teacher to talk to the children about playing in a mini tournament. Explain that they should try to use all the skills they've acquired throughout the lessons to play a competitive rally. Remind the children about the difference between a competitive rally and a co-operative rally. Children should try to use the attacking and defending shots – overhead and drop shots. When they have played the shot, they should move to the middle of the court to make their opponent's return shot harder. Use the backhand shot if the shuttle arrives at that side. Place the shuttle into space, either to the side or front/ rear of your opponent.</p> <p>Application and practice: Teacher to pair the children up appropriately. Three-minute games. Play on half court. Children to start the game with a serve and then continue taking the serve as long as they are winning points. When a point is lost the serve swaps to the opposite player. After three minutes rotate to the half court to your left and play that person for three minutes. Teacher to keep a record of scores. As an alternative, pairs who win a game should move up a court and pairs who lose a game should move down a court. This will give a rank order of pairs by the end of the tournament.</p>
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Learning Outcome/product	
<p>Hit the shuttle with reasonable consistency and accuracy in a co-operative rally.</p> <p>Demonstrate the correct technique when serving the shuttle to start a game.</p> <p>Be able to explain and demonstrate the correct technique for the overhead clear shot. • To know the purpose and benefits of playing the overhead clear shot to outwit an opponent.</p> <p>Develop children's ability to perform a 'drop shot' and their understanding of when to play the shot in a game in order to win a point.</p> <p>Be able to select and apply a range of shots in a game situation to win points.</p> <p>Be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point.</p>	

Assessment records	List only those children who have not achieved the expected outcomes.
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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question