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| PE-Net and Wall Games AT St Mary’s  A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | | | | | | |
| National Curriculum KS1:  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as   developing balance, agility and co-ordination, and begin to apply these in a range of activities   * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | National Curriculum KS2:  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  They should enjoy communicating, collaborating and competing with each other. They  should develop an understanding of how to improve in different physical activities and  sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Concept | Net and wall Games | | | | | |
| Vocabulary | Net  Racquet  Court  Grip  Pass  Receive | Net  Racquet  Court  Grip  Pass  Receive | Forehand  Backhand  Serve  Game  Set  Match | Forehand  Backhand  Serve  Game  Set  Match | Love  Stroke  Shot  Volley  Umpire  Smash  Spin  Singles  Doubles  Advantage | Love  Stroke  Shot  Volley  Umpire  Smash  Spin  Singles  Doubles  Advantage |
| Knowledge | | | | | | |
|  | Focus on throwing and catching – bean bags, scarves a tennis ball into a marker cone.  Balance the ball on a racquet.  Play games based on net games (like tennis). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3.  Play running and avoiding games.  Participate in team games.  Pass and receive a ball in different ways with control and increased accuracy. | Use their skills to play end to end games, games over a barrier.    Use their ability to solve problems and make decisions.    Participate in team games.  Understand how to hold a racquet correctly.  Pass and receive a ball in different ways with control and increased accuracy. | Practise throwing and catching with a variety of different balls and using different types of throwing.  Hit the ball with a racket.  Use different shots.  Play games using throwing and catching skills.  Vary strength, length and direction of throw.  Know how can they make it difficult for opponent to receive ball.  Stand when receiving.  Understand attack and defence tactics.  Understand rules about the games. | Play games using throwing and catching skills.  Vary strength, length and direction of throw.  Understand how they can make it difficult for opponent to receive ball.  Understand where to stand when receiving.  Understand attack and defence tactics.  Understand rules about the games. | Hold and swing a racquet and where to stand on the court when hitting, catching and receiving.  Hit the ball on both sides of the body and above head.  Use different types of shots during a game.  Improve accuracy.  Explain why they or others are playing well in the games.  Know what they need to get better at and what to practice. | Devise a scoring system.  Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.  Know where to stand when attacking and defending.  Explain why they or others are playing well in the games.  Know what they need to get better at and what to practice.  Understand how to change court to make easier. |
| **Non-negotiables** | | | | | | |
| **Grip** | Holding racquet in strongest hand and at the bottom of the grip imagen you are shaking hands with the racquet. This is called a chopper grip. Some children if played tennis before may have different grip and that’s fine just as long as they are able to get racquet face flat when hitting balls etc.  Backhand grip is the same but with two hands (easier at this age) important that strongest hand goes at bottom of grip. Common mistake by a lot of players getting their hands the wrong way which makes it harder to swing the racquet. | | | | | |
| **Preparation** | 2 hands on racquet, strongest hand at bottom. Hold racquet in the middle. This is called ready position. You get into this position before and after each shot so you are ready for next shot you need to play.  Tennis Player Standing In Ready Position Close-up Stock Image - Image of  hobby, isolated: 150540345  Split step – small jump in air and landing with feet apart like shown above. Land on balls of your feet so you’re ready to push off for next shot.  Warm up game – Excellent warm up game is getting players to move around in an area and when you shout of ready they need to split step and get into position shown above. | | | | | |
| **Forehand and Backhands** | Swing path – start with racquet below height of ball and finish over opposite shoulder, making sure racquet face is forwards or pointing to where you want them to hit.  Forehand is played with one hand and backhand is easier at this age to teach with two hands. Just make sure that players strongest hand is always at the bottom of the grip. | | | | | |
| **Volley** | GRIP CHANGE – place racquet face down on the floor and ask them to pick it up with hand behind the grip.  This shot is best taught to start off with like a high 5 action. No swing just a small high 5 firm punch.  Backhand volley with 2 hands on other side. You can do this with 2 or 1 hands. | | | | | |
| **Scoring System** | Point: smallest unit of scoring. Starts at love (0) then 15, 30, 40, game  Game: consists of 4 points as long as the leading player has a 2 point advantage  Set: won when a player wins 6 games with a lead of 2  Match: whichever player wins the majority of sets wins the match. | | | | | |
| Longitudinal study | * to gain proficiency in hand-eye o-ordination. To be able to take part in a rally. To have an understanding of the rules of a game. To be able to know the technique of different grips for different shots. * Show respect to fellow competitors at the end of the race/competition by shaking hands | | | | | |
| Pupil Offer | Partnership competitions  School clubs  Intra school competitions | | | | | |