

PE: Net and wall games – Volleyball

Class: Year 3 / 4 / 5 / 6	Year:	Term:	Teacher:
---------------------------	-------	-------	----------

Differentiation	Key vocab	Cross curricular links
SEN: use softer / lighter / bigger balls, support from teaching assistant or teacher, smaller court size, use lower net GT: use harder, smaller balls, work independently, increase court size, help weaker players improve, use higher net	court, target, net, striking, hitting, defending, attacking, scoring, volley, half-volley, bounce, depth, width, height	Science: how exercise affects our bodies. PSHE: working as a team. Paralympics (sitting volleyball). Numeracy: keeping score. Moving clockwise. Literacy: following instructions. Geography: where volleyball is popular.

'PE at Key Stage 2' from the National Curriculum

(1) Knowledge, skills and understanding
Acquiring and developing skills

1. Pupils should be taught to:

1. consolidate their existing skills and gain new ones
2. perform actions and skills with more consistent control and quality.

(2) Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:

1. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
2. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
3. apply rules and conventions for different activities.

(3) Evaluating and improving performance

3. Pupils should be taught to:

1. identify what makes a performance effective
2. suggest improvements based on this information.

(4) Knowledge and understanding of fitness and health

4. Pupils should be taught:

1. how exercise affects the body in the short term
2. to warm up and prepare appropriately for different activities
3. why physical activity is good for their health and well-being
4. why wearing appropriate clothing and being hygienic is good for their health and safety.

Throughout the games and drills in all lessons teacher and teaching assistant to praise good technique by referring to teaching points, and correct poor technique. Encourage children to give each other coaching tips by referring to the images and key teaching points. Praise children who do this.

Wk	Learning Objective	Skills/knowledge/activities	Resources	Success criteria	Evaluation
1	Setting / volleying	<p>Intro: Explain that we will be covering net and wall games this half-term. Ask children to think in partners of examples of net and wall games and then take suggestions.</p> <p>Explain that we will be learning to play volleyball over the next few weeks. Ask children what they know about volleyball already. What words do they know related to volleyball?</p> <p>Explain that there are three main skills in volleyball: setting / volleying, digging and spiking.</p> <p>Explain that this week we will be learning how to set / volley.</p> <p>Model how to set the ball, without saying the key technical points. Ask children to look at image of model volley as well without seeing key technical points. In pairs they discuss what I did / what the player in the image is doing. Take suggestions and talk through key teaching points, referring to images and demonstrating.</p> <p>Key technical points:</p> <ul style="list-style-type: none"> • Have your hands where the ball would hit your head if you didn't block or hit the ball • Dominant foot forward • Soft hands, but not 'holding' the ball • Both hands have to make contact with the ball at the same time • Arms follow straight through to target • Power comes from the legs, not from hitting the ball • Get height on the ball <p>Video of the set available at http://www.youtube.com/watch?v=CMsj9iW6tol</p> <p>Warm-up: Revise why we warm-up:</p> <ol style="list-style-type: none"> 1. To increase heart-rate and blood flow to our muscles 2. To prevent injury 3. To get our minds focused <p>Explain game of 'Clear your backyard' – objects on both sides of a net (bibs, balls etc). Children need to try and throw all of the stuff from their side over to the other side of the net to 'clear their backyard' (10 mins)</p> <p>Main: In partners, children stand a few metres apart and get in to setting position. One child throws the ball, using two hands, underarm, with height, to their partner. If the child throwing is finding it hard, get them to move closer to their partner. Partner practices getting their hands in position to set but then letting</p>	<p>Balls (some softer/ harder, lighter / heavier)</p> <p>Nets (different heights)</p> <p>Image of model volley (on A3 paper)</p> <p>Key teaching points (on A3 paper)</p> <p>Peer assessment sheets</p>	<p>MUST: know what a set / volley are and know the rules of a 2-aside game</p> <p>SHOULD: perform a set / volley in practice drills, defend their space and attack their opponent's space</p> <p>COULD: perform a set / volley in a match, deciding when to attempt a set and when to catch</p>	

the ball come through their hands to *hit their head* (not heading the ball like in football). Swap over who is throwing and who is 'heading'.
The ball should go straight back to their partner. Was the ball going straight back? If not, why not? Discuss the need to move if you get a bad throw so that you are straight under the ball.

Move drill on to catching the ball in the setting position and throwing it back in the setting position (not hitting it back).

Move this on to one partner throwing the ball, using two hands, underarm, with height and the other setting it back (hitting it this time).

Move on to both partners setting the ball to each other.

Competition – have 3 lines of cones / floor spots: a red line that is a short distance apart, yellow lines that are further distance apart and green lines that are furthest apart. All children start on red line and need to complete 10 sets without dropping the ball to move back to the next coloured line. Winners are those who get to the green lines first.



Repeat competition, but this time players on one side move one place to the right or to the left to mix up the partners.

Group children by ability in to fours for 2 VS 2 game of sitting volleyball (keep the court size for each four players small). Explain how sitting volleyball is a real sport in the Paralympics for people who have lost their legs. Sitting volleyball helps to teach the rules and movement patterns as it is more controlled and helps with having less space.

Introduce children to main rules for the game:

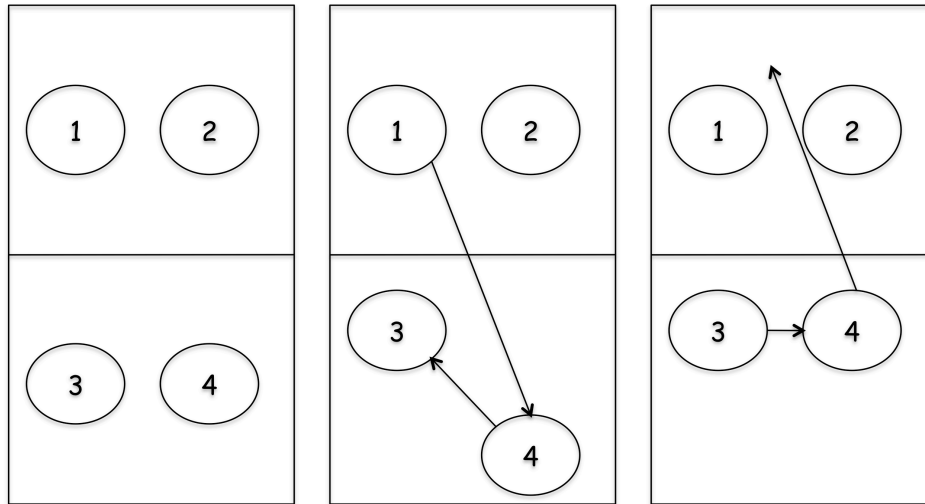
- Serve by throwing the ball over with two hands
- Take it in turns to serve
- Each time the ball comes to your side of the net you must have 3 touches between the 2 players
- The ball is not allowed to touch the ground on your side or you lose a point
- The ball is not allowed to go out of the court or the team that throws / hits it out loses the point

The main aim is to get the payers used to the movement and passing patterns in volleyball.

Both players begin in the middle of their respective side of the court. One team begins by throwing the ball over to the other side (serving) using the setting action.

One player will catch the ball. His / her teammate needs to move close to the net to be the 'setter'.

The setter returns the ball to his / her teammate to catch the ball before throwing it over again.



The pattern is repeated.

What is the aim of the game? (To get the ball to land on the ground on the opponent's side of the net)

So where should you try to throw the ball in to? (Empty spaces).

In the diagram above, what should players 3 and 4 do after they have hit the ball over the net? (Get back in to their starting positions so there is less space).

Less able continue to throw and catch the ball over a low net.

More able move on to trying to set as well as catching. Point for each successful set; lose a point for each failed set.

Plenary:

In partners children watch each other set / volley a few times and assess each other against the key technical points.

2	<p>Ready position</p> <p>Digging / forearm pass</p>	<p>Intro: Quickly revise the set / volley covered in the 1st lesson, modelling this again and going through the key teaching points.</p> <p>When might it be difficult to set / volley the ball? (When it is very low to the ground) So we are going to learn how to do a forearm pass or dig when the ball gets too low to set. However, if you can set the ball this is better as it is more accurate and controlled.</p> <p>Model ready position, without saying the key technical points. Ask children to look at image of model ready position as well, without seeing key technical points. In pairs they discuss what I did / what the player in the image is doing. Take suggestions and talk through key teaching points, referring to images and demonstrating.</p> <p>Key technical points:</p> <ul style="list-style-type: none"> • feet shoulder width apart • knees bent • head up • strong foot forward a little <p>Video of the ready position available at http://www.youtube.com/watch?v=BbPsHUcPfhM</p> <p>Model dig / forearm pass, without saying the key technical points. Ask children to look at image of model dig / forearm pass as well, without seeing key technical points. In pairs they discuss what I did / what the player in the image is doing. Take suggestions and talk through key teaching points, referring to images and demonstrating.</p> <p>Key technical points:</p> <ul style="list-style-type: none"> • stand up into it, don't swing your arms too much • keep thumbs pointed down to keep arm straight • keep arms straight (don't bend elbows) • ball contacts forearm (between wrist and elbow) • watch the ball on to your arms <p>Video of the ready position available at http://www.youtube.com/watch?v=BbPsHUcPfhM</p> <p>Warm-up: Revise why we warm-up:</p> <ol style="list-style-type: none"> 1. To increase heart-rate and blood flow to our muscles 2. To prevent injury 3. To get our minds focused <p>Children jogging around the hall / playground. I will call out one of the following: volley / set, ready position or dig / forearm pass. Children need to perform that skill. Praise good technique and why it was good.</p>	<p>Balls (some softer/ harder, lighter / heavier)</p> <p>Nets (different heights)</p> <p>Image of model volley (on A3 paper)</p> <p>Image of model ready position, dig / forearm pass (on A3 paper)</p> <p>Key teaching points (on A3 paper)</p> <p>Image of position changes (on A3 paper)</p> <p>Peer assessment sheets</p>	<p>MUST: be able to do the dig / forearm pass</p> <p>SHOULD: use the dig / forearm pass in a game</p> <p>COULD: look for space and direct their teammates on positional changes</p>	
---	---	--	---	---	--

Main:

Repeat setting exercise from 1st lesson in partners.

Progression:

- do 10 throws and catches without dropping the ball
- one person throwing, the other catching until get 10 without dropping
- setting to each other without catching until get 10 without dropping the ball
- move further apart, still setting without catching

In partners, children stand a few metres apart and get in to ready position, one partner sitting on a bench. Sitting on a bench should make the children get low and stand up into the dig.

Discuss the need to move if you get a bad throw so that you are straight under the ball (along the bench or off it if you need to).

One child throws the ball, using two hands, underarm, with height to their partner. If the child throwing is finding it hard, get them to move closer to their partner. Partner practices standing up from the bench to dig the ball so that their partner can catch it above their head in the setting position (this encourages the pattern of dig-set as in a real game). Swap over who is throwing and who is 'digging'.

Competition: Swap over partners throwing and digging again; see how many digs and catches each pair can get in a minute. Swap over partners and play again.

Group children by ability in to 6s for 3 VS 3 game of sitting volleyball (keep the court size for each six players small).

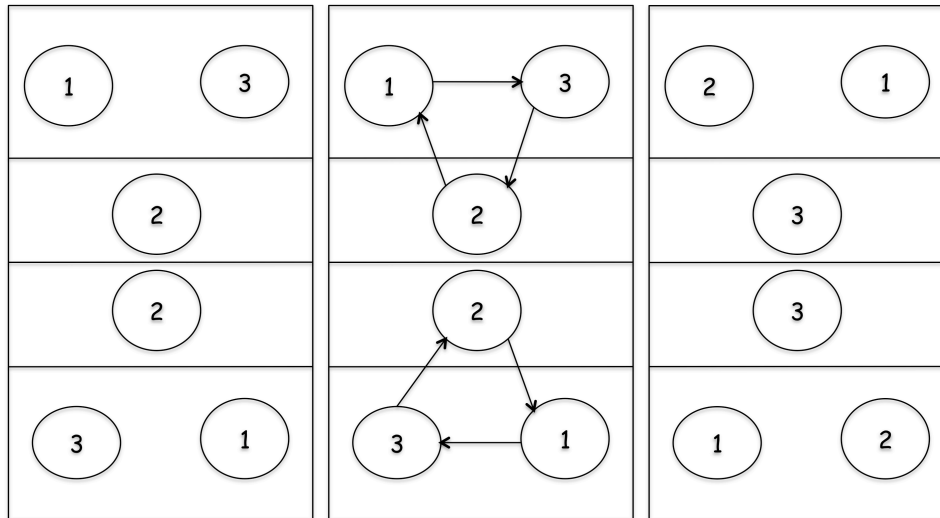
Revise main rules for the game:

- Serve by throwing the ball over from setting position
- Take it in turns to serve
- Each time the ball comes to your side of the net you must have 3 touches between the 2 players
- The ball is not allowed to touch the ground on your side or you lose a point
- The ball is not allowed to go out of the court or the team that hits it out loses the point

Introduce new rules:

- After your team serves move one place clockwise
- Player near net (the setter) not aloud to come into back half of court
- Player in back right hand corner serves

Positional changes:



The main aim is still to get the players used to the movement and passing patterns in volleyball.

Players move as shown in diagram above (display this in lesson on A3 paper)

Players in the back court can move ahead of the line, but player near the net cannot come back behind the line.

Model game with 6 children with others watching, emphasising pattern of either of the backcourt players catching (the other player moving to the net), throwing it to the setter near the net, who gives it to the person who hasn't touched it so far to throw / hit over the net.

Revise need to get back in to positions after hitting the ball over the net and need to try to hit / throw the ball into space.

Lower ability children to stick to throwing and catching over a low net.

Higher ability children to try to set / dig as well as catching and play over a higher net. Point for each successful set / dig; lose a point for each failed set / dig.

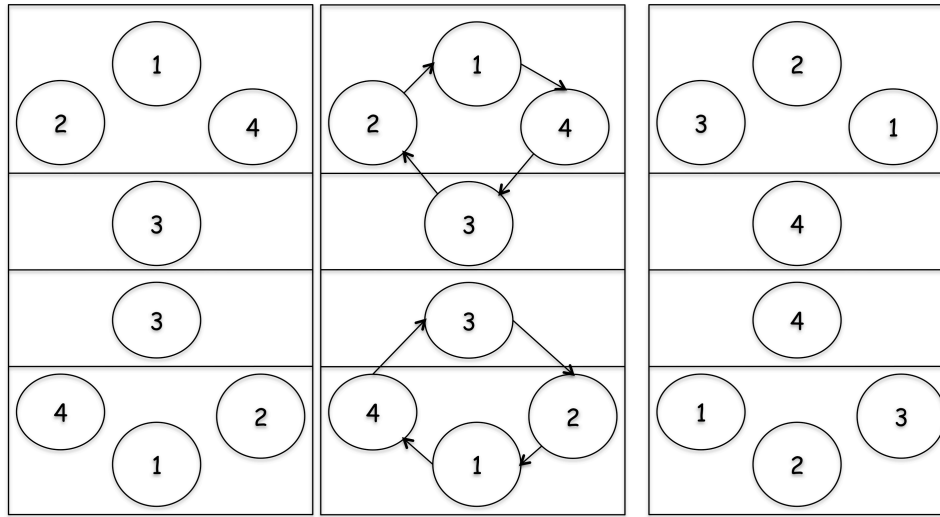
Plenary:

In partners children discuss what they needed to improve about their set / volley from lesson 1. Watch each other set / volley and dig / forearm pass a few times and assess each other against the key technical points.

3	Underarm serve	<p>Intro: Quickly revise the ready position, set / volley and dig / forearm pass covered in the previous lessons, modelling this again and going through the key teaching points.</p> <p>Explain that today we are going to learn to serve. What does serve mean? (Begin a point)</p> <p>Model underarm serve, without saying the key technical points. Ask children to look at image of model underarm serve as well, without seeing key technical points. In pairs they discuss what I did / what the player in the image is doing. Take suggestions and talk through key teaching points, referring to images and demonstrating.</p> <p>Key technical points:</p> <ul style="list-style-type: none"> • left foot forward (if you are right-handed) • turn your body in the direction you want to serve • hold the ball in the palm of your left hand • step forward as you swing • make a fist and hit the ball <p>Video on how to serve underarm available from http://www.videojug.com/film/how-to-serve-underhand-in-volleyball</p> <p>Warm-up: Revise why we warm-up:</p> <ol style="list-style-type: none"> 1. To increase heart-rate and blood flow to our muscles 2. To prevent injury 3. To get our minds focused <p>Children jogging around the hall / playground. I will call out one of the following: volley / set, ready position, dig / forearm pass or underarm serve. Children need to perform that skill. Praise good technique and why it was good.</p> <p>In partners, children practice setting the ball to each other and then practice setting and digging.</p> <p>In partners over the net children practice underarm serve and catching the ball. Start off close together and each time get 10 in a row move further away from each other. Children who are finding this easy can try to set / dig the return to themselves to catch, rather than just catch it.</p> <p>Competition: How many underarm serves and catches can each pair get in a minute?</p> <p>Group children by ability in to 8s for 4 VS 4 game of sitting volleyball (keep the court size small still).</p> <p>Same rules as lesson 3, (including still serving by throwing) except extra player and player nearest the back of the court serves.</p>	<p>Balls (some softer/ harder, lighter / heavier)</p> <p>Nets (different heights)</p> <p>Image of model volley (on A3 paper)</p> <p>Image of model ready position, dig / forearm pass (on A3 paper)</p> <p>Key teaching points (on A3 paper)</p> <p>Image of position changes (on A3 paper)</p> <p>Image of model underarm serve (on A3 paper)</p> <p>Peer assessment sheets</p>	<p>MUST: be able to do an underarm serve</p> <p>SHOULD: be able to do an underarm serve over a longer distance</p> <p>COULD: be able to dig / set the return from an underarm serve</p>	
---	----------------	---	--	---	--

Play demo game to demonstrate positional changes and passing pattern in game play of 1 player getting the ball to the setter near the net, the other players getting close to the net either side of the setter to hit the ball back over, and then all players getting back into position to cover the space on their side of the net.

Positional changes:



Plenary:

In partners children discuss what they needed to improve about their set / volley and dig / forearm pass from previous lesson. Watch each other set / volley, dig / forearm pass and underarm serve a few times and assess each other against the key technical points.

4	Cooperative game	<p>Intro: Explain to children that today we will be playing the game on our feet, as opposed to sitting volleyball.</p> <p>Warm-up: Quickly demo skills learnt in previous lessons and revise teaching points covered so far. In partners, children practice skills learnt so far: set / volley, dig / forearm pass, ready position and underarm serve. If finding it easy move further apart; if finding it difficult move closer together.</p> <p>Main: Need bigger court size because now standing up. Net height doesn't matter as much because playing cooperatively.</p> <p>Explain rules: Players on both sides of the net are on the same team because the aim is to get as many consecutive touches without dropping the ball as possible with following scoring system:</p> <ul style="list-style-type: none"> • Serve from behind the line • A player can catch the ball; this doesn't score a point, but stops the team having to go back to zero again • A player setting or digging the ball successfully to someone else scores a point • If the ball hits the ground or goes out of the court the team has to go back to zero and start again <p>Revise positional changes and movement / passing patterns (same as lesson 3)</p> <p>Revise movement patterns in game play of 1 player getting the ball to the setter near the net, the other players getting close to the net either side of the setter to hit the ball back over, then everyone getting back into position to cover the court and not leave any spaces.</p> <p>Introduce idea that setter (person near net) needs to turn three-quarters to face their own team to see who is passing to them. Introduce need to communicate by loudly saying 'mine' and how you should only call for the ball if you are in the best position to get it.</p> <p>Demo all of the above in a demonstration game.</p> <p>Introducing the standing-up version of the game in cooperative (not competitive) play should help the children focus on the movement patterns and technique, rather than just thinking about winning points.</p> <p>Begin games (in mixed ability today).</p> <p>Plenary: In partners children discuss what they needed to improve about their set / volley, dig / forearm pass and underarm serve from lesson 1. Watch each other do these a few times and assess each other against the key technical points.</p>	<p>Balls (some softer/ harder, lighter / heavier)</p> <p>Nets (different heights)</p> <p>Image of model volley (on A3 paper)</p> <p>Image of model ready position, dig / forearm pass (on A3 paper)</p> <p>Key teaching points (on A3 paper)</p> <p>Image of position changes (on A3 paper)</p> <p>Image of model underarm serve (on A3 paper)</p> <p>Peer assessment sheets</p>	<p>MUST: play by the rules in a cooperative game</p> <p>SHOULD: throw and catch the ball in the game</p> <p>COULD: set / dig the ball in the game</p>	
---	------------------	--	--	---	--

5	Competitive game	<p>Intro: Explain that today we will be playing a competitive game.</p> <p>Warm-up: Quickly demo skills learnt in previous lessons and revise teaching points covered so far. In partners, children practice skills learnt so far: set / volley, dig / forearm pass, ready position and underarm serve. If finding it easy move further apart. If finding it difficult move closer together.</p> <p>Main: Revise rules, positional changes, passing patterns, communication and setter facing own team from lesson 4.</p> <p>Introduce main refereeing signals and display these on A3 paper on the wall. I / teaching assistant will use these to referee games.</p> <p>Split children in to ability groups: LA – to throw and catch over the net. MA – to dig / set, catch, set HA – to dig / set with all touches</p> <p>Children will also be paired up within these groups. One partner will play in a game for 15 minutes, while the other partner watches them and assesses them against a list of success criteria. Swap over after 15 minutes.</p> <p>Plenary: In their partners, children feedback to each other using the peer assessment exercise that they completed. What did they do well? What do they need to improve? Model how to give feedback and</p>	<p>Balls (some softer/ harder, lighter / heavier)</p> <p>Nets (different heights)</p> <p>Images and key teaching points for all skills and positional changes covered on A3 to display</p> <p>Refereeing signals on A3 paper</p> <p>Peer assessment sheets</p>	<p>MUST: play by the rules in a competitive game</p> <p>SHOULD: throw and catch the ball in the game</p> <p>COULD: set / dig the ball in the game</p>	
6	Competitive game (trying to improve on weak areas of game)	<p>Intro: Explain that we will be playing a competitive game again this week, but trying to improve on our weaker areas from last week.</p> <p>Quickly demo skills learnt in previous lessons and revise teaching points covered so far. In partners, children practice skills learnt so far: set / volley, dig / forearm pass, ready position and underarm serve. If finding it easy move further apart. If finding it difficult move closer together.</p> <p>Main: Repeat main section of lesson 5, but before the games begin, children get back into their partners from lesson 5 and discuss again what they needed to improve on.</p> <p>Plenary: After the games, partners get back together and discuss if they improved on their target areas. Why did / didn't they?</p>	Same as lesson 5	<p>MUST: play by the rules in a competitive game</p> <p>SHOULD: throw and catch the ball in the game</p> <p>COULD: set / dig the ball in the game</p>	

Progression / level of challenge for different year groups

This is the first time the children have done volleyball so they all need to start from the basics; hence same plans for years 3, 4, 5 + 6. Years 5 + 6 will play in larger courts, use more tactics, use smaller / bouncier balls, hit / throw over further distances and provide better peer feedback.

Assessment (I have estimated the criteria for each level)

Level 2	Level 3	Level 4
<ul style="list-style-type: none">• Throw and catch over a net• Change positions correctly when directed where to go by an adult• Perform the set, dig and underarm serve, showing some of the key technical points• Assess their own and others' performance• Accept the decision of the referee	<ul style="list-style-type: none">• Combine throwing and catching with digging, setting and serving• Usually change positions independently, with some help from teammates• Perform the set, dig and underarm serve, showing many of the key technical points• Aim to land the ball in space• Assess their own and others' performance, justifying their assessments• Referee their own games, applying the rules correctly and fairly	<ul style="list-style-type: none">• Play the game digging, setting and serving, without catching and throwing• Change positions independently and direct teammates where to stand• Perform the set, dig and underarm serve, showing nearly all of the key technical points• Land the ball in space and get back in to position to defend their space• Assess their own and others' performance, providing constructive, effective feedback both during and after games• Referee their own games, applying the rules correctly and fairly, knowing some of the refereeing signals