

## P.E- Upper Key Stage two - Badminton/tennis Yr5 and Yr6

<u>Pupils should be taught to:</u>	<b>How we do this in Y5</b>	<b>How we do this in Y6</b>	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>use running, jumping, <del>throwing and catching</del> in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, <del>basketball, cricket, football, hockey, netball, rounders and tennis</del>], and apply basic</p>	<p>Continue to embed vocabulary already taught from years 3 and 4. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Recap key vocabulary and how to set up a badminton/tennis court</li> <li>- Continue assessing others on their stance and grip, but also show an awareness of their own technique and where to improve</li> <li>- When serving, children should be using the correct grip and using appropriate force when aiming at a target</li> </ul>	<p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Recap key vocabulary and how to set up a tennis court – children can take responsibility for setting up the field themselves</li> <li>- Children should be self-aware in their techniques with stance and grip and adjust accordingly</li> <li>- Children’s control, aim, force and speed should be consistently appropriate when</li> </ul>	<p><b>Year 5</b> Racquets, balls, nets</p> <p><b>Year 6</b> Racquets, balls, nets</p>	<p><b>Vocabulary Yr5</b> Badminton, serve, stance, grip, aim, strike, intercept, accuracy, speed, control, force</p> <p><b>Vocabulary Yr6</b> Badminton, serve, stance, grip, aim, strike, intercept, accuracy, speed, control, force</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p style="color: red;">Please note pupils should be active a minimum of 80% of the session</p>

<p>principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> <li>- Control, direction, speed and force should be shown regularly when serving and returning a ball/shuttlecock</li> <li>- Children should be confident when hitting a ball/shuttlecock served to them by another person and should be able to send the ball/shuttlecock in the direction of free space</li> <li>- Children who are serving the ball/shuttlecock should be adopting effective techniques for holding the ball/shuttlecock, stance and aiming accurately</li> <li>- In paired games, children should be positioned effectively and intercepting should be used regularly</li> </ul>	<p>serving</p> <ul style="list-style-type: none"> <li>- When serving, children should consistently be using appropriate control, direction, speed and force and showing good hand-eye coordination. They should be able to send the ball in the direction of free space in order to score points</li> <li>- Effective serving techniques should be used</li> <li>- When taking part in games, the position of team mates should be well thought out with the skills of each individual in mind. This can be assessed and adjusted throughout the game</li> <li>- Children should be</li> </ul>			
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	<ul style="list-style-type: none"> <li>- In games, children should be confident in showing their knowledge of the skills taught for each role</li> <li>- Children should be able to self and peer assess based on technique and offer ways to improve as a pair</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can call out for a catch in a game showing they know they are in the best place.</li> <li>- he/she can hit a ball into space to help increase his/her score within a game.</li> <li>- he/she can help other members of his/her team to find space within a team game.</li> </ul>	<p>able to self-assess their techniques at critical points during a game and adjust accordingly</p> <ul style="list-style-type: none"> <li>- Teams should be able to amicably discuss strengths and improvements of their performance within each game</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can call out for a catch in a game showing they know they are in the best place.</li> <li>- he/she can hit a ball into space to help increase his/her score within a game.</li> <li>- he/she can use a range of attacking and defending skills when playing a team game.</li> </ul>			
Compare their	Children will be given regular	Children will be given regular			

<p>performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Build on sequence using advice given</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>	<p>opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Compare sequences and how ideas can be used to develop a sequence</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>			
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