

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject:** UKS2 Year A– Spike ball

**Key Concept- Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

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. 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 be.

### **Prior Learning (what pupils already know and can do)**

- Pupils will understand simple net/wall game tactics.
- Pupils will know how to use ground and overhead shot.
- Pupils will have some understanding of tactical play.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

#### **Spike ball**

- To know the basic rules of and how to play the game spike ball, and to understand the similarities to volleyball.
- To know how to return a serve/ spike shot for defensive plays
- To develop underhand passes and overhead passes as well as serve and spike shots
- To know how to keep score and score a spike ball game.

### **Key Vocabulary**

flexibility, stamina, timing, awareness, confidence, creativity, grab, reach, bounce, strike, serve, spike, return shots.

#### **Session 1 – To be able to understand the basic rules of spike ball and the aim of the game.**

- To know how to play the game spike ball and to understand the similarities to volleyball.
- To know that instead of hitting the ball over a net you spike the ball down across to your opponent.
- To know how to bounce and catch and throw. “Reach, grab and give”.
- To know how to throw the ball and look at how to use angles to see how the ball bounces off.

Healthy Participation – Highlight spike ball fitness needs and the necessary components of fitness needed. i.e., coordination, reaction time and agility.

Vocabulary – Agility, balance, control, coordination, teamwork, speed, power, agility, flexibility, stamina, timing, awareness, confidence, creativity, grab, reach, give, Lego hand, bounce, strike, serve, spike, return shots.

#### **Session 2 – To be able to strike the ball using dominant hand.**

- To know how to strike it down “strike it down, hold it up” ques.
- To know that pupils must not throw it but hold it up in their non-dominant hand and spike it down with their dominant hand.
- To know how to use a “Lego hand” when holding the ball up.

Healthy Participation – Discuss and suggest any spike ball clubs within the school timetable and promote community links.

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### **Session 3 – To be able to complete a serve/spike with accuracy.**

- To know how to play a small-sided game of spiker bowl.
- To know how to complete a spike ball serve/ spike.
- To know the basic rules of spike ball, how to set it up and play it.

Healthy Participation – To discuss the benefits of having regular drink breaks during PE can help to replace the fluids you lose when you sweat and can help to maintain normal body functions and performance levels.

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### **Session 4 – To be able to work in small groups and play fairly. To be able to use defensive strategies when playing modified games.**

- To know how to play a modified game working on target practise.
- To know how to use defensive plays to return shots.
- To know how to work well with others and communicate effectively.

Healthy Participation – To know and be able to explain why warming up is important. Can explain why keeping fit is good for their health.

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### **Session 5 – To be able to work effectively with a partner and show teamwork through game play.**

- To know how to work with a partner and work on underhand passes and overhead passes.
- To know how to return a serve/ spike shot.
- To know how to play a modified spike ball game partner pass and catch.
- To know how to play a game of spot shot to work on the spike ball serve.

Healthy Participation – To discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can have when playing spike ball

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### **Session 6 – To be able to set up, score and play a game of spike ball. To be able to communicate effectively with others.**

- To know how to play a full game of spike ball.
- To know how to keep score and score a spike ball game.
- To know how to assess and evaluate own performance and weaknesses.

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Healthy Participation – To understand why regular exercise has a positive effect on their health, fitness, and social wellbeing.

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Future learning this content supports:

This unit will support future subjects in LKS2. Pupils will be able to transfer skills within this unit and they will support learning in summer 1 when pupils go onto cricket and softball. Pupils will be able to throw and catch and strike a ball with some degree of accuracy. Pupils will be able to work well with other and be able to use different tactics within a game.

**Cross Curricular Links:** Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).