

## Riversides School Scheme of Work: Volleyball (Spring term 1)

Key Stage: 3	YEAR: 7	DURATION: 6 LESSONS
<p><b>AIM:</b> In this unit pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball. They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate volleyball games.</p>		
<p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>• developed an understanding of simple net/wall game tactics</li> <li>• developed a range of ground and overhead shots</li> <li>• used criteria to identify key aspects of tactical play and technique</li> <li>• understood and identified specialist positions in net/wall games</li> <li>• umpired mini-versions of the recognised game</li> </ul>	<p style="text-align: center;"><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to volleyball. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others to encourage teamwork/leadership skills. Watch video/compare professional game.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Volleyball balls</li> <li>➤ Posts &amp; nets</li> <li>➤ Hoops (or similar targets)</li> </ul>
<p><b>Key Concepts and Processes:</b></p>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils to use a basic range of movements with accuracy, timing, control &amp; consistency to outwit opponents. Pupils will identify different areas of the court and be able to place the ball to opposition's weaknesses. Pupils should develop the ability to become a reflective learner. Refinement of the learnt techniques will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>Use volleyball skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Throughout this scheme pupils will develop the skills necessary to outwit opponents Pupils will replicate shots with control and accuracy. Serves, digs, sets, smashes, blocks &amp; short and deep shots will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;"><b>Making and Applying Decisions</b></p> <p>Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of shots &amp; skill execution. Opportunities to score/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Suggest any volleyball clubs within the school timetable and promote community links. Highlight volleyball fitness needs and the necessary components of fitness needed. i.e. coordination, reaction time and agility. To understand why regular exercise has a positive effect on their health, fitness and social wellbeing.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

## Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, eg [www.english.sports.gov.uk](http://www.english.sports.gov.uk)

## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, eg *court positioning, angles, smash, overhead, dig, set, volley, block, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

## Expectations

**After carrying out the activities and core tasks in this unit**

**All pupils will:** experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching.

**Most pupils will:** make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance.

**Some pupils will have progressed further and will:** demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game.

## By the end of this unit a pupil will reach level:

**3** Can use basic techniques in a game situation and replicates shots with limited accuracy. Can demonstrate the dig and set techniques in isolation. Some control is evident but uses limited footwork to aid shot selection. Uses basic game strategy and will often follow other pupil's leads. Is able to copy tactics and uses others to help them improve their performance. Understand why activity is good for health and fitness.

**4** Can use an improving range of skills and techniques together with accuracy to outwit an opponent. Can demonstrate basic volleyball skills successfully and begins to understand importance of strategy and tactics when attacking. Can maintain a rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Shows a deeper understanding of the health and fitness and the importance.

**5** Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the ball is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their shot selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

Week	Learning objectives	Task examples	Information/ Differentiation
1	<b>Introduce set technique</b> To be able to accurately replicate basic volley technique. To be able to demonstrate & use volley in a game situation responding to changes. To understand the basic scoring and rules of volleyball. To begin to outwit opponents with the movement of the ball.	Warm up – Student led. 3’s; start sat down. Explore ways to keep ball alive. 1 touch each. Can’t touch it twice in a row. Competition. How many in minute. Teaching points; use finger tips, don’t catch ball. Discuss difficulties sat down. Stand up-Squat position + bend knees, Elbow’s out. 1-1 practice volley – feed and volley. 3’s competition, keep ball up for 1 minute. 4 vs 4 small sided games. Basic rules & scoring of V’ball over net –3 touches – King of the court.	All lessons start with volleyball related warm-up and re-cap work of previous lesson.
2	<b>Introduce dig technique</b> To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring system during a volleyball game.	Warm up – Student led pulse raiser. Pairs- Recap volley technique in a 2 min keepy uppy rally. Intro dig. Watch professionals in video clip. Dig used when ball is low- recovery. Set is high- attack preparation. Teaching points; Squat position, Palms together, Feet shoulder width apart. 1-1 free practice. In 3’s; feed-volley-dig – rotate (use net). 4v4 small sided games – have to use all three touches before returning the ball. No punching ball. Score to 21. 5 minute games. King of the court-winners up, losers down.	Make learning as active as possible  Give opportunities to plan tactics & strategies
3	<b>Basic underarm service</b> To accurately replicate serving technique. To be able to strike the ball consistently with enough height and weight to the serve. To begin to develop strategic and tactical play during a rally. To begin to score & officiate a competitive game.	Warm up – Student led pulse raiser. Pairs- Recap volley & dig technique in a 2 min keepy uppy rally. Competition- no of consecutive shots. Intro rules of serve & technique. 3’s –Serve trying to hit cone/target. Serve, dig and volley drill. Teaching points; underarm or overhead, aim for gaps in opposition half, side on, and eye on ball. 4v4 small sided games. Recap rules & scoring. Intro a serving order. Must stick to it throughout game. King of the court-winners up, losers down.	Research rules on internet  Tasks set to cater for levels of ability  Distance from target
4	<b>Use of 3 touches/tactical development</b> To understand how 3 touches may be used to create the perfect attacking strategy. To begin to analyse opponents weaknesses & devise strategies to exploit them. To understand how to adjust shot selection to enable the outwitting of opponents.	Warm up– Pairs-recap prior learning in a 2 min rally. Discuss power & vertical jump ability and the importance to volleyball. Discuss use of 3 touches and its importance. Teams of 5. Conditioned game- must use the 3 touches or team loses the point. ( <i>Dig, set, spike sequence is perfect!</i> ) First to 21. 5 vs 5 small competition. King of the court-winners up, losers down. Recap rules & scoring. Introduce correct service rotation.	Size of practice area  Size of target
5	<b>Outwitting opposition</b> To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of tactics and shot selection. To refine tactics based on opponents weaknesses. To be able to assess & evaluate own performance and weaknesses.	Warm up – Student led. Watch game clip - Brainstorm possible volleyball tactics- use of 3 shots? angles and ball direction? What are attacking and defensive type shots. 3vs3 to experiment with tactical and positional ideas. Feedback to group. (3 back and 2 front, or 2, 1, 2.) 5v5 games. Recap rules & scoring. New rule –can’t touch net. Score to 21. King of the court-winners up, losers down.	
6	<b>Assessment</b> To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop knowledge and understanding of the rules in volleyball. To demonstrate a variety of tactics based on the movements of others and the ball. To understand how peers may improve quality of shot replication.	Warm up in 4’s– Recap prior learning in a 3 min rally. Highlight assessment criteria. Play and perform a range of shots in 2vs2 small grid game. Use the correct technique and show ability to outwit opposition. 5 vs 5 full game. Tournament to allow all pupils to progress to max level with differentiated matches. Pupils get half time to discuss tactics and improve performance. Teacher grades against NC levels.	