

Net and Wall Games – Medium Term Plan – Sequence of Learning  
 Net and Wall Games Introduction, Tennis, Badminton and Volleyball

	Year Group	Overview	Sequence of learning (small steps)	Whole Child Objectives (SET)	End of Unit Outcomes	Vocabulary
Net and Wall Games (Introduction)	Year 1	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	<ul style="list-style-type: none"> <li>To defend space using the ready position.</li> <li>To play against an opponent and keep the score.</li> <li>To explore hitting with a racket.</li> <li>To develop racket and ball skills.</li> <li>To develop sending a ball using a racket.</li> <li>To develop hitting over a net.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, hit a ball, track a ball</li> <li><b>Social:</b> support others, work safely, communication, co-operation</li> <li><b>Emotional:</b> perseverance, independence, determination</li> <li><b>Thinking:</b> comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</li> </ul>	<ul style="list-style-type: none"> <li>I can hit a ball using a racket.</li> <li>I can throw a ball to land over the net and into the court area.</li> <li>I can track balls and other equipment sent to me.</li> <li>I can use a ready position to move to the ball.</li> <li>I know how to score points.</li> <li>I recognise changes in my body when I do exercise.</li> <li>I show honesty and fair play when playing against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Net</li> <li>Partner</li> <li>Point</li> <li>Racket</li> <li>Ready Position</li> <li>Score</li> <li>Track</li> <li>Underarm</li> </ul>
	Year 2	Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	<ul style="list-style-type: none"> <li>To use the ready position to defend space on court.</li> <li>To develop returning a ball with hands.</li> <li>To play against a partner.</li> <li>To develop racket skills and use them to return a ball.</li> <li>To develop returning a ball using a racket.</li> <li>To play against an opponent using a racket.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, hit, track</li> <li><b>Social:</b> co-operation, respect, support others</li> <li><b>Emotional:</b> perseverance, honesty</li> <li><b>Thinking:</b> select and apply, reflection, decision making, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>I can defend space on my court using the ready position.</li> <li>I can describe how my body feels during exercise.</li> <li>I can hit a ball over the net and into the court area.</li> <li>I can throw accurately to a partner.</li> <li>I can use simple tactics to make it difficult for an opponent.</li> <li>I know how to score points and can remember the score.</li> <li>I show good sportsmanship when playing against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Against</li> <li>Defend</li> <li>Partner</li> <li>Point</li> <li>Quickly</li> <li>Ready position</li> <li>Receive</li> <li>Return</li> <li>Trap</li> </ul>

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Tennis	Year 3	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<ul style="list-style-type: none"> <li>To develop racket and ball control.</li> <li>To explore rallying using a forehand.</li> <li>To explore returning the ball using a forehand.</li> <li>To explore returning the ball using a backhand.</li> <li>To learn how to score and use simple rules.</li> <li>To work co-operatively with others to begin to manage a game.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> forehand, backhand, throwing, catching, rallying</li> <li><b>Social:</b> co-operation, collaboration, respect, support and encourage others</li> <li><b>Emotional:</b> honesty, perseverance</li> <li><b>Thinking:</b> comprehension, decision making, select and apply, understand rules, use tactics, reflection</li> </ul>	<ul style="list-style-type: none"> <li>I am learning the rules of the game and I am beginning to use them to play fairly.</li> <li>I can provide feedback using key words.</li> <li>I can return a ball to a partner.</li> <li>I can use basic racket skills.</li> <li>I understand the aim of the game.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> </ul>	<ul style="list-style-type: none"> <li>Backhand</li> <li>Competition</li> <li>Control</li> <li>Court</li> <li>Face</li> <li>Feeder</li> <li>Forehand</li> <li>Opponent</li> <li>Opposition</li> <li>Rally</li> <li>React</li> <li>Return</li> <li>Tactics</li> <li>Track</li> </ul>
	Year 4	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<ul style="list-style-type: none"> <li>To develop racket and ball control.</li> <li>To develop returning the ball using a forehand and understand when to use it.</li> <li>To develop the backhand and understand when to use it.</li> <li>To keep a continuous rally going showing increased technique.</li> <li>To use and apply rules and simple tactics.</li> <li>To understand and use rules to manage a game.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throwing, catching, forehand, backhand, rallying</li> <li><b>Social:</b> co-operation, support and encourage others, collaboration, respect</li> <li><b>Emotional:</b> perseverance, honesty, determination</li> <li><b>Thinking:</b> identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can return to the ready position to defend my own court.</li> <li>I can sometimes play a continuous game.</li> <li>I can use a range of basic racket skills.</li> <li>I share ideas and work with others to manage our game.</li> <li>I understand the rules of the game and I can use them often and honestly.</li> </ul>	<ul style="list-style-type: none"> <li>Alternate</li> <li>Co-operative</li> <li>Compete</li> <li>Contact</li> <li>Continuous</li> <li>Control</li> <li>Court</li> <li>Deny</li> <li>Extend</li> <li>Rally</li> <li>Receiver</li> <li>Reflect</li> <li>Swing</li> <li>Tactic</li> </ul>

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Badminton	Year 5	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To return the shuttlecock using an underarm clear.</li> <li>To return the shuttlecock using an overhead clear.</li> <li>To use a variety of shots to keep a continuous rally going.</li> <li>To develop the serve and understand the rules of serving.</li> <li>To employ tactics to play against an opponent and with a partner.</li> <li>To apply rules, skills and principles to play against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm clear, overarm clear, serving, rallying</li> <li><b>Social:</b> collaboration, communication, respect, encouragement</li> <li><b>Emotional:</b> perseverance, patience, honesty</li> <li><b>Thinking:</b> using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection</li> </ul>	<ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work cooperatively with others to manage our game.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>	<ul style="list-style-type: none"> <li>Abide</li> <li>Contact</li> <li>Dominant</li> <li>Footwork</li> <li>Grip</li> <li>Overhead</li> <li>Placement</li> <li>Rally</li> <li>Recover</li> <li>Return</li> <li>Serve</li> <li>Sportsmanship</li> <li>Stance</li> <li>Technique</li> <li>Underarm</li> </ul>
	Year 6	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To return the shuttlecock using an underarm clear.</li> <li>To return the shuttlecock using an overhead clear.</li> <li>To use a variety of shots to keep a continuous rally going.</li> <li>To develop the serve and understand the rules of serving.</li> <li>To employ tactics to play against an opponent and with a partner.</li> <li>To apply rules, skills and principles to play against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm clear, overarm clear, serving, rallying</li> <li><b>Social:</b> collaboration, communication, respect, encouragement</li> <li><b>Emotional:</b> perseverance, patience, honesty</li> <li><b>Thinking:</b> using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection</li> </ul>	<ul style="list-style-type: none"> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Abide</li> <li>Contact</li> <li>Dominant</li> <li>Footwork</li> <li>Grip</li> <li>Overhead</li> <li>Placement</li> <li>Rally</li> <li>Recover</li> <li>Return</li> <li>Serve</li> <li>Sportsmanship</li> <li>Stance</li> <li>Technique</li> <li>Underarm</li> </ul>

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Volleyball	Year 5	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To use the serve with consideration of attacking principles.</li> <li>To develop the fast catch volley with consideration of attacking principles.</li> <li>To develop the set shot and use it to pass to a teammate.</li> <li>To recap the set shot and develop the dig, identifying when to use each.</li> <li>To use a variety of shots to keep a continuous rally going.</li> <li>To apply rules, skills and principles to play against an opponent.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, jump, set, dig, serve, rally</li> <li><b>Social:</b> communication, respect, support and encourage others</li> <li><b>Emotional:</b> perseverance, honesty, determination</li> <li><b>Thinking:</b> using tactics, select and apply skills, identify strengths and areas for development, reflection</li> </ul>	<ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can use the rules to referee a game.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to use these.</li> </ul>	<ul style="list-style-type: none"> <li>Abide</li> <li>Appropriate</li> <li>Communicate</li> <li>Create</li> <li>Cushion</li> <li>Dig</li> <li>Direct</li> <li>Extend</li> <li>Non dominant</li> <li>Placement</li> <li>Recover</li> <li>Serve</li> <li>Set</li> <li>Sportsmanship</li> <li>Tactic</li> <li>Technique</li> <li>Thrust</li> </ul>
	Year 6	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To use the fast catch volley to create space and place the ball.</li> <li>To develop the set shot and understand when to use it.</li> <li>To develop the dig and understand when to use it.</li> <li>To select and apply skills to keep a continuous rally going.</li> <li>To develop the underarm serve and learn the rules of serving.</li> <li>To apply rules, skills and principles to play in a tournament</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, jump, set, dig, serve, rally</li> <li><b>Social:</b> communication, respect, support and encourage others</li> <li><b>Emotional:</b> perseverance, honesty, determination</li> <li><b>Thinking:</b> using tactics, select and apply skills, identify strengths and areas for development, reflection</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to make decisions when refereeing.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Abide</li> <li>Appropriate</li> <li>Communicate</li> <li>Create</li> <li>Cushion</li> <li>Dig</li> <li>Direct</li> <li>Extend</li> <li>Non dominant</li> <li>Placement</li> <li>Recover</li> <li>Serve</li> <li>Set</li> <li>Sportsmanship</li> <li>Tactic</li> <li>Technique</li> <li>Thrust</li> </ul>