

Bilton School – Planning for progress over time. Volleyball

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 8			Year 9			Year 10			Year 11		
	Big Picture- To introduce basic skills such in volleyball such as set/volley, dig, underarm serve and applying them to a game situation.			Big Picture- To improve basic skills such in volleyball such as set, dig, spike, underarm serve and applying them to a game situation.			Big Picture- To embed master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.			Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.		
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
	L2 Set Shot	L2 Game understanding	L2 Game Play - Assessment	L2 Set Shot	L2 Spike	L2 Game Play - Assessment	L2 Develop Dig	L2 Develop Spike	L2 Footwork and court positioning	L2 Develop Dig	L2 Develop Spike	L2 Footwork and court positioning
	L1 Positions	L1 Dig	L1 Underarm Serve	L1 Positions	L1 Dig	L1 Underarm Serve	L1 Develop Set and Volley	L1 Underarm/overarm serve	L1 Overhead technique: Block	L1 Develop Set and Volley	L1 Underarm/overarm serve	L1 Overhead technique: Block
<p>End Point Progress and assessment</p>	<p>At the end of the year 8 volleyball unit students will be able to begin to demonstrate:</p> <ol style="list-style-type: none"> Some core skills including: <ul style="list-style-type: none"> Set Dig Underarm serve. <p>Leadership Roles: <i>(officialing and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> Number of hits per side Catching or holding the ball Double hits Net contact Court Boundaries 			<p>At the end of the year 9 volleyball unit students will be able to improve their ability to demonstrate:</p> <ol style="list-style-type: none"> Some core skills including: <ul style="list-style-type: none"> Set Dig Spike Underarm serve. <p>Leadership Roles: <i>(officialing and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> Number of hits per side Catching or holding the ball Double hits Net contact Court Boundaries 			<p>At the end of the year 10 volleyball unit students will have advanced their ability by demonstrating:</p> <ol style="list-style-type: none"> Some core skills including: <ul style="list-style-type: none"> Set Dig Spike Underarm serve. Overarm serve Block <p>Leadership Roles: <i>(officialing and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> Number of hits per side Catching or holding the ball 			<p>At the end of the year 11 netball unit students will be able to master demonstrate:</p> <ol style="list-style-type: none"> Some core skills including: <ul style="list-style-type: none"> Set Dig Spike Underarm serve. Overarm serve Block <p>Leadership Roles: <i>(officialing and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> Number of hits per side Catching or holding the ball Double hits Net contact 		

			<ul style="list-style-type: none"> 3. Double hits 4. Net contact 5. Court Boundaries 	10. Court Boundaries
Key Vocabulary/ Literacy	<p>Skills: Serve, Pass, Set, Spike, Block, Dig</p> <p>Playing positions: Setter, outside hitter, opposite hitter, middle blocker, libero, defensive specialist.</p> <p>Court terms: rotation, side out, rally, service order</p> <p>Offensive strategies: Quick set, back set, pipe attack, slide, free ball</p> <p>Defensive terms: read block, stuff block, coverage, transition.</p> <p>Faults and violations: double hit, lift (carry) Foot fault, net touch, out of rotation.</p>	<p>Skills: Serve, Pass, Set, Spike, Block, Dig</p> <p>Playing positions: Setter, outside hitter, opposite hitter, middle blocker, libero, defensive specialist.</p> <p>Court terms: rotation, side out, rally, service order</p> <p>Offensive strategies: Quick set, back set, pipe attack, slide, free ball</p> <p>Defensive terms: read block, stuff block, coverage, transition.</p> <p>Faults and violations: double hit, lift (carry) Foot fault, net touch, out of rotation.</p>	<p>Skills: Serve, Pass, Set, Spike, Block, Dig</p> <p>Playing positions: Setter, outside hitter, opposite hitter, middle blocker, libero, defensive specialist.</p> <p>Court terms: rotation, side out, rally, service order</p> <p>Offensive strategies: Quick set, back set, pipe attack, slide, free ball</p> <p>Defensive terms: read block, stuff block, coverage, transition.</p> <p>Faults and violations: double hit, lift (carry) Foot fault, net touch, out of rotation.</p>	<p>Skills: Serve, Pass, Set, Spike, Block, Dig</p> <p>Playing positions: Setter, outside hitter, opposite hitter, middle blocker, libero, defensive specialist.</p> <p>Court terms: rotation, side out, rally, service order</p> <p>Offensive strategies: Quick set, back set, pipe attack, slide, free ball</p> <p>Defensive terms: read block, stuff block, coverage, transition.</p> <p>Faults and violations: double hit, lift (carry) Foot fault, net touch, out of rotation.</p>
Connected Knowledge with Physical Education	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 9 Core PE Volleyball</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 9 Core PE Hockey</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>
Cultural values	<ul style="list-style-type: none"> • Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success. • Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. • Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better 	<ul style="list-style-type: none"> • Forming an informed opinion, while showing respect for other’s beliefs and values who are part of your team or just participating in the same sport as you. • Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport? 	<ul style="list-style-type: none"> • Understand about positive relationships and wellbeing – how does this translate over to sport? • Encouraging relationships that foster trust and respect – working with others that you wouldn’t normally choose to, in order to achieve a common goal in sport. • Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<ul style="list-style-type: none"> • Demonstrate an understanding of what is meant by ‘good’ health and physical & mental wellbeing and the role that exercise and physical activity can play in maintaining it. • Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.

	about yourself, boosting self-esteem, self-confidence			
Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences, both within and outside of school</p> <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</p> <p>Showing understanding of the consequences of their actions</p> <p>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</p> <p>Willingness to participate in, and respond to sporting opportunities</p>			
British values	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life.</p> <p>Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values.</p> <p>Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.</p> <p>Tolerance of different cultures and religions</p> <p>Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.</p> <p>Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>			