

P.E- Lower Key Stage two - Badminton Yr3 and Yr4

<u>Pupils should be taught to:</u>	How we do this in Y3	How we do this in Y4	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p>Continue to embed vocabulary already taught from KS1. 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"> - Introduce new key vocabulary and recap the layout of a badminton court - When serving, children should be shown how to hold the shuttlecock correctly and some control over speed, force and direction should begin to be developed - Modelling of the appropriate stance for 	<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"> - Recap on key vocabulary used in year 3 and the layout of a badminton court - Observe a partner and give feedback on their stance and grip of the racquet - Take on board feedback from partners about their stance and grip, and take measures to improve these 	<p>Yr3 shuttlecocks, racquets, badminton nets</p> <p>Year 4 shuttlecocks, racquets, badminton nets</p>	<p>Vocabulary Yr3 Badminton, serve, stance, grip, aim, intercept, accuracy, speed, control, force</p> <p>Vocabulary Yr4 Badminton, serve, stance, grip, aim, 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"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>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>	<p>receiving the shuttlecock should occur and children should have sufficient time to practise this themselves</p> <ul style="list-style-type: none"> - Children should spend time establishing a good stance: feet slightly apart, knees bent, standing side on - Good grip of the racquet should be modelled, reviewed and replicated by the children - When serving, some control and direction should be beginning to be developed – continue practising with various levels of power and discussing the differences. - Children should become more confident when hitting a shuttlecock 	<ul style="list-style-type: none"> - Control, direction, speed and force should be shown more regularly when serving and receiving the shuttlecock - Children should be increasingly more confident when hitting a shuttlecock served to them by another person - When participating in paired games, children should begin to show an understanding of their role and the layout of the court by moving into appropriate spaces - Take part in paired games, making a conscious effort to independently use the skills taught <p>CRM</p>			
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	<p>served to them by another person</p> <ul style="list-style-type: none"> - When participating in games, children should begin to show spatial awareness and move to where the shuttlecock travels - When taking part in paired games, children should begin to think more about the most appropriate person based on distance from the shuttlecock <p>CRM</p> <ul style="list-style-type: none"> - he/she can hit a ball with a range of different bats/racquets. - he/she can find space to move into within a game. 	<ul style="list-style-type: none"> - he/she can move to catch a ball within a game, maintaining eye contact with the ball. - he/she can hit a ball with a range of different bats/racquets. 			
Compare their performances	Children will be given regular opportunities to review own	Children will be given regular opportunities to review own			

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