

# ***PE LKS2 Unit 13***


## ***Net/wall games 1***

### **Lesson 6**

### **Playing net games**



# Lesson 6 Playing net games

 **35-40 mins**

## Learning objectives

### Children should learn:

- to consolidate and develop the range and consistency of their skills in net games;
- to keep, adapt and make rules for net games;
- to choose and use a range of simple tactics and strategies;
- to know why warming up is important;
- to recognise how playing affects their bodies;
- to recognise what skilful play looks like;
- to suggest ideas and practices to improve their play.

## Success criteria

### Children:

- play games using a racket, getting their body into good positions and hitting a ball fed to them accurately;
- try to make things difficult for their opponent by directing the ball to a space, at different speeds and heights;
- use and make rules and keep games going without disputes;
- perform the basic skills needed for the games with control and consistency;
- keep a game going using a range of throwing, catching and hitting skills;
- vary the speed and direction of the ball;
- choose good places to stand when receiving and give reasons for their choice;
- recognise what happens to their bodies when playing the games;
- know why warming up is important;
- describe what is successful in their own and others' play;
- identify aspects of their game that need improving and suggest how they could go about improving them.

## National Curriculum Attainment Targets

### Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis.
- apply basic principals suitable for attacking and defending.

## Vocabulary

court, defending, hitting, making it difficult for the opponent, net, scoring points, striking, tactics, target, underarm

## Resources

- bucket of balls
- sponge balls or tennis balls
- rackets
- nets (make 'nets' with cones and canes balanced on top, a line of cones or a rope laid out on the floor)

## Warm-up

### 5-10 mins

- Organise the children into pairs and give each pair a racket.
- Ask the children to form a circle so that alternate children are holding a racket.
- Explain to the children that if they have a racket in their hand, they must hold it by the handle with the racket head touching the floor. Explain that when you say 'go', they must all move around the circle in a clockwise direction to the next position. Children without a racket must try to catch hold of the handle of the racket to their left before it falls over and the person leaving go of that racket should move to the next empty space.
- Do this several times, or until the children have got used to the task. Then give a ball to each child in the circle without a racket. Explain that when you say 'go' those with a ball must bounce it before trying to get hold of the racket next to them. The person releasing the racket must try to catch the ball after it bounces once (before it hits the ground again).
- Do this several times, or until the children have got used to the task. If they become quite good at it, you could add in a change of direction so that the children have to think a little more about the task that they are performing.

- Ask the children to stop and put the rackets down, at one side of the playing area. Ask the children the following questions:

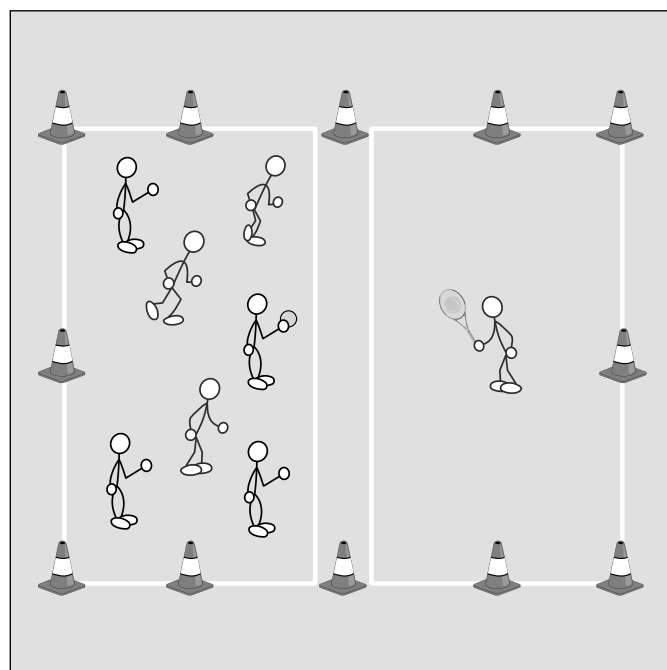
### Key questions

*Did you enjoy the game? Did it warm you up?  
Did moving around the circle make your catching more or less accurate?  
How did the exercise affect your breathing and heart rate?*

## Net games

### 25 mins

- Initiate a game of 'king of the court' so that the children recap the skills developed in the previous lesson. Place the children in groups of eight and set up a court for each group (see diagram). Make a net with cones, rope or white lines on the floor.
- One child has a racket and stands on one side of the net. All the other children stand on the opposite side.



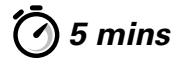
- Any child can start with the ball and they should feed it with an underarm action over the net. The child with the racket then attempts to hit the ball back so that it travels over the net and

lands within the court on the other side. If the ball lands in the court, the child with the racket remains where they are for another go. Again, any child on the other side of the net can feed the ball back. If the ball does not go over the net or lands outside the lines of the court, the child who fed the ball swaps roles and takes the racket for their turn. Similarly, if the ball is caught before it bounces, the child who catches the ball swaps roles and takes the racket for their turn.

- To make the task more accessible for all children, set a scoring system so that every successful hit and bounce over the net scores one point and then restrict the child hitting the ball to a maximum score of five or ten points.
- If a child scores the maximum number of points, they must pass the racket to another child in order to give everyone the opportunity to have a go.
- Let the children play this game for about ten minutes. Go round the groups to make sure that everyone is having the opportunity to participate. Praise and encourage the children as they play.
- Ask the children to stop and stand still.
- Explain to the children that you would now like them to develop their own games that incorporate all the skills that they have been practising over the last few lessons.  
Explain that you would like them to develop their games with good scoring systems, that they should be able to play their games well and that they should be able to teach their games to the rest of the group.
- Give each group the same amount of equipment and allow the children ten minutes to develop their own games and then a further five minutes to practise them.
- Ask the children to stop and stand still. Explain that each group will demonstrate their own game to the rest of the class and then all the children will go away and try that game for three or four minutes.
- Do this until all the games have been demonstrated and tried by all groups. Discuss

with the children what they thought of the games, for example, which aspects they thought were successful and which could be improved.

## Cool-down



- To end the lesson, finish with a whole-class game of 'king of the court'.
- You will stand on one side of the net with a bucket of balls and choose one child to stand on the other side of the net with a racket. Ask all of the other children to form a queue outside the court, behind the child with the racket. You should underarm feed a ball to the child with the racket, who then aims to hit the ball over the net so that it bounces within the court. If the child manages this, they should collect their ball, put it back in the bucket, pass the racket to the next child in the line and go to join the back of the queue of children.
- If, however, they hit the ball into the net or outside the confines of the court then they collect their ball, put it back in the bucket and join you on the other side of the net. They should now try to catch the balls that are returned as you continue to feed balls to the children in the queue. If a child on your side of the net catches any of the returned shots before the ball bounces, the child who hit that ball must also join you on your side of the court.
- Continue throwing balls for the children to hit until you are left with just one child on the opposite side of the net. They are the 'king of the court'!