

Planning Portfolio

Subject: Physical Education	Module Topic: Badminton
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Module overview (The overall plan of your topic, how many weeks it will last for, content in each session, links to assessment, homework plan)

Lesson number	Content of lesson (Brief detail of the content of the lesson)	Type of assessment used (See KPI map for assessment opportunities)
1	Racket familiarisation and the Low Serve - Students will look at how to grip the racket correctly alongside understanding how to perform the short serve with correct technique.	Baseline teacher assessment throughout using core tasks. KPI = 2, 3, 6 and 7.
2	High serve - Students will build on the serve by focusing on high serve technique. This will be applied to in isolation and to a competitive situation.	Peer assessment using coach cards. KPI = 2, 3, 6 and 7.
3	Overhead clear (Y8) / Underarm clear (Y9) - Students will look at the clear shot in badminton. They will look at the basic technique and apply this to competitive situations. Students need to understand basic tactics around the use of the clear in a game.	Peer assessment using coach cards. KPI = 2, 3, 6 and 7.
4	Net shot / Drop shot - Students will look at the correct technique for the net shot. Students to understand the technique and apply the shot in isolation as well as competitively. Students need to tactically apply this to a game situation with correct technique.	Self-assessment - criteria checklist of teaching points KPI = 2, 3, 6 and 7.
5	Shot sequence / selection and game play - Students will look at the combinations of the shots they have learnt throughout the SOW. They will apply shots to ensure they are making the opponent move around the court alongside hitting all four corners. They will understand how to outwit opponents with shot selection.	Content focused - teacher assessment throughout KPI = 2, 3, 6 and 7.

6	Assessment lesson - Students to compete in competitive matches using the full rules/regulations throughout. Students will apply the skills they have learnt to a competitive situation. Teacher to finalise KPI / Steps to Success and share with students.	Teacher final assessment using KPI's.
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Resources (Where located?):

- SharePoint - <https://sheffieldparkacademy.sharepoint.com/sites/BAPeandDance> - 23/24 - KS3 SOW's


Lesson number 1 - Racket familiarisation/low serve

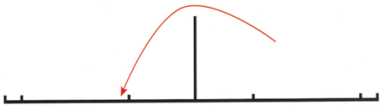
Learning Outcomes:

Students will **understand** the correct grip and the key teaching points for the low serve.
 Students will successfully **demonstrate** simple tactics for the low serve in isolation.
 Students will successfully **apply** low serve techniques and tactics to competitive situations.

Assessment = KPI 2, 3 6 and 7.

Key words (components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up	<ul style="list-style-type: none"> Show pupils how to set up one court correctly Set pupils off to then set the remaining 3 courts up as shown Collect a racket and return to teacher 	Teacher Baseline assessment - KPI 7
	Warm up - racket familiarisation	<p>Show pupils how to hold the racket correctly using the hand shake grip</p> <p>Shuttle relay - in group's first person runs with shuttle on racket and back and passes the shuttle to the next person. (looking at balance, hand eye coordination)</p> <p>Shuttle bounces - will need a shuttle each and bounce the shuttle up and down to see how many time you can keep it in the air.</p>	<p>Differentiation</p>  <p>MA pupils to bounce the shuttle by alternating the racket from forehand to backhand, or increasing how many they can complete in a set time</p>
	Low serve drill	<p>Explain the 2 types of low serve (forehand and backhand)</p> <ul style="list-style-type: none"> Singles Differentiated targets set against the wall Points achieved for reaching certain targets and players keep count. 	<p>Differentiation</p> <p>LA pupils to start with the back hand serve as this is easier to make contact with the shuttle</p> <p>MA pupils to move onto the forehand as this needs more hand eye coordination</p>

		<ul style="list-style-type: none"> This will be done by using the backhand and forehand. 	 <p>Assessment - KPI 2, 3 and 6</p>
	Rally - Start with the low serve	<ul style="list-style-type: none"> In pairs either over the net or in a space pupils are to try and keep the shuttle moving in a rally for as long as they can. Pupils are to start with a low serve to each other and then try and hit the shuttle however they can but try and get it back to their partner. This can also be used as a competition - short game. Differentiate depending on student ability. 	<p>LA Use large shuttlecocks for without rackets if struggling with initial game play. MA try to hit the low serve as close to the net as possible. Assessment - KPI 2, 3 and 6</p>
	King of the ring	<p>King of the ring (if time)</p> <ul style="list-style-type: none"> Split the courts into 2 equal groups Line up behind each other 1st person serves the shuttle over then net then runs to the right and joins the back of the other line The next person waiting returns the shuttle and does the same If a person misses the shuttle they lose a life (3 lives) Last 2 players in will rally to see who is the king of the ring (Can also play the other modified game format) 	<p>Differentiation Ensure students grouped in ability. Assessment - KPI 2, 3 and 6</p>
	Plenary	<p>Question Understanding: Targeted Q's - Pose, Pause and Bounce Self-assessment - assess each other's performance against LO's Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	

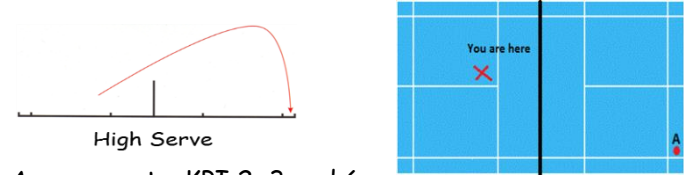
Lesson Number 2 - High serve

Learning Outcomes:

Students will **understand** the correct grip and the key teaching points for the High serve.
 Students will successfully **demonstrate** simple tactics for the High serve in isolation.
 Students will successfully **apply** High serve techniques and tactics to competitive situations.

Assessment = KPI 2, 3 6 and 7.

Key words (components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up and warm up	Each group allocated a court to set up Collect a racket and shuttle Rally between pairs starting rally off with the low serve last week	Assessment KPI - 7 MA students to lead warm up
	High serve drill 1 - Serve and catch	Explain the forehand high serve <ul style="list-style-type: none"> In pairs Player 1 has 5 shuttles Player 1 serves the shuttles over net to player 2 who is stood at the back of the court Player 2 must try and catch the shuttle that has been served by their partner. Pairs swop over when 5 have been reached.	Differentiation LA pupils aiming to get the shuttle to land around the middle of the court MA pupils to be getting the shuttle to land at the back of the court  <p>The diagram shows a red arc representing a high serve trajectory from a net to the back of a court. Below it is a blue badminton court layout with a black net line. A red 'X' is placed in the backcourt area, and a red dot is placed near the net. The text 'You are here' is written above the 'X'.</p>
	High serve drill 2 - target with hoops	<ol style="list-style-type: none"> Place hoops 4 hoops out on the court in each corner. Award point to the hoops Every time a pupil serves the shuttle and lands in a hoop they get the points Competition between members on their court to see who can score the most 	Differentiation LA pupils aiming to use bigger hoops on their court larger target for them to aim for MA pupils to use smaller hoops on their courts as this will challenge them to be precise and think about where to send the shuttle.

			Assessment - KPI 2, 3 and 6
	Serve and return /rally	<p>Pupils now looking to return the serve back to their partner</p> <ul style="list-style-type: none"> • First person serves the shuttle using either the high or low serve. • Partner is stood in middle of court waiting for the serve, when It has been served they must move either forwards or backwards to return either of the serves. • Pupils to then see how many times they can keep the shuttle in the air. 	Assessment - KPI 2, 3 and 6
	Plenary	<p><u>Question Understanding:</u> Targeted Q's - Pose, Pause and Bounce Self-assessment - assess each other's performance against LO's Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	

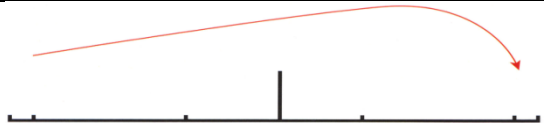
Lesson Number 3 – Overhead Clear (Y8) Underarm clear (Y9)


Learning Outcomes:

Students will **understand** how to perform the clear shot for underarm/overarm with the correct teaching points.
 Students will successfully **demonstrate** correct technique for the clear in isolation.
 Students will successfully **apply** the clear to competitive situations, using simple tactics.

Assessment = KPI 2, 3 6 and 7.

Key words (components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up and Warm up	Each group allocated a court to set up Collect a racket and shuttle Rally between pairs starting rally off with the low or high serve last week	Assessment KPI - 7
	Serve and overhead clear	Show pupils what the overhead clear looks like with the key teaching points <ul style="list-style-type: none"> • In pairs • First person serves the shuttle over the net (high or low) • Second player then returns the shuttle over the net using an overhead clear motion. 	 <p>1) Forehand grip 2) Sideways stance to the net, weight on your back foot 3) Bend your elbow and take the racket back 4) Contact the shuttle as high as possible and in front of your body, straighten your elbow as you hit the shuttle 5) Follow through with your racket, weight is transferred to front foot</p> <p>Assessment - KPI 2, 3 and 6</p>

	<p><u>Underarm Clear</u></p> <ol style="list-style-type: none"> 1) Forehand or backhand grip depending on which side you are hitting the shuttle 2) Keep your racket up in front of your body 3) Lunge forward 4) Racket high, drive the shuttle over the net, high and to the back of the court. 	<p>Show pupils what the underarm clear looks like with the key teaching points</p> <ul style="list-style-type: none"> • In pairs • First person serves the shuttle over the net (high or low) • Second player then returns the shuttle over the net using an underarm clear motion. 	<p>Differentiation</p> <p>MA pupils starting to picking the correct shot to use in games play</p>  <p>Assessment -</p>
	<p>Survivor</p>	<ul style="list-style-type: none"> • Approximately 3 or 4 with one group at the end of each court. • The object of the game is for the person at the beginning of the line to hit the shuttle across the net, using a clear only, and then run to the end of their line. • The first person in the opposite group does the same and players rotate through keeping the shuttle in the air as long as possible. • If the shuttle is not hit over the net or if it is hit out of bounds, the person who hit it goes to the other team. • The team with the least amount of players after the designated time period wins. 	<p>Assessment - KPI 2, 3 and 6</p>
	<p>Rally</p>	<p>If pupils overhead clear within the game (opponent has to return the shuttle from the matted area) they receive an extra point.</p>	
	<p>Plenary</p>	<p>Question Understanding:</p> <p>Targeted Q's - Pose, Pause and Bounce</p> <p>Self-assessment - assess each other's performance against LO's</p> <p>Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	

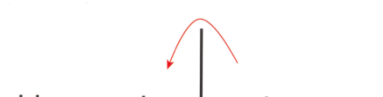
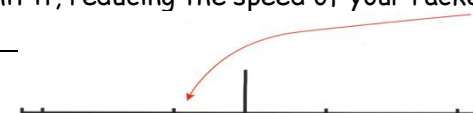
Lesson number 4 - Net shot (Y8) Drop Shot (Y9)

Learning Outcomes:

Students will **understand** how to perform the net and drop shots with control in both isolation and modified small games.
 Students will successfully **demonstrate** correct technique for the net shot in isolation.
 Students will successfully **apply** the Net shot to competitive situations, using simple tactics.

Assessment = KPI 2, 3 6 and 7.

Key words (components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up and Warm up	Each group allocated a court to set up Collect a racket and shuttle Rally between pairs starting rally off with the low serve last week	Assessment KPI - 7
	Net Shot	<p>Show pupils what the net shot looks like with the key teaching points</p> <ul style="list-style-type: none"> In pairs First person throws the shuttle over the net so it lands just over the net on the other side. Second player then returns the shuttle over the net using the net shot. <p>Advance</p> <ul style="list-style-type: none"> In pairs have a net shot rally between each other Keep the shuttle low and just over the net. 	<p><u>Net Shot</u></p> <ol style="list-style-type: none"> 1) Forehand or backhand grip depending on which side you are hitting the shuttle 2) Keep your racket up in front of your body 3) Lunge forward 4) Racket high, gently pushes the shuttle over the net, keeping it as low as possible. 5) The softer the push, the lower it will go. <p>Assessment = KPI 2, 3 and 6</p> 
	Drop shot	Show pupils what the net shot looks like with the key teaching points	<p>Same action as overhead clear but you <u>tap</u> the shuttle as you hit it, reducing the speed of your racket</p> 

			Assessment - KPI 2, 3 and 6
	Survivor	<ul style="list-style-type: none"> • Approximately 3 or 4 with one group at the end of each court. • The object of the game is for the person at the beginning of the line to hit the shuttle across the net, using a clear only, and then run to the end of their line. • The first person in the opposite group does the same and players rotate through keeping the shuttle in the air as long as possible. • If the shuttle is not hit over the net or if it is hit out of bounds, the person who hit it goes to the other team. • The team with the least amount of players after the designated time period wins. 	Assessment - KPI 2, 3 and 6
	Rally	<p>Pupils to try to complete a rally in their pairs Look at using the net and drop shot within the game Apply all shots learnt</p>	<p>Differentiation LA pupils to use the net shot within the games MA pupils to return back to the middle of the court MA pupils to start selecting the correct shot to use within the game</p>
	Plenary	<p><u>Question Understanding:</u> Targeted Q's - Pose, Pause and Bounce Self-assessment - assess each other's performance against LO's Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	

Lesson number 5 - Shot sequence / selection

Learning Outcomes:

Students will **understand** how to perform a variety of shots with control in both isolation and modified small games.
 Students will successfully **demonstrate** correct technique for each shot in isolation.
 Students will successfully **apply** all shots to competitive situations, using simple tactics.

Assessment = KPI 2, 3 6 and 7.

Key words (components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up and Warm up	Each group allocated a court to set up Collect a racket and shuttle Rally between pairs starting rally off with the low serve last week trying to include all shots looked at (overhead clear, net shot)	
	Shot sequence	Explain to pupils what shot sequence and selection is and why it is important within the game of badminton (getting pupils to start thinking tactically to win points). <ul style="list-style-type: none"> • Pupils to be placed on courts by teacher • Pupils will play singles games on $\frac{1}{2}$ court trying to follow the sequence hung over the net • Any pupils waiting will be helping to understand the selection of shots and providing feedback on how those shots can be executed better. • Pupils to move to a different court to try a different sequence out when teacher blows whistle. 	<p>Differentiation MA pupils to help coach and provide feedback to the LA pupils to help improve the skills</p> <p>Assessment - KPI 2, 3 and 6</p>

	Shot selection games	<ul style="list-style-type: none"> • Pupils to play a game of doubles • Pupils to use the knowledge of the shots and try to make their opponents move around the court trying to win the points. • Pupils not playing will have the basic rules of badminton sheet and be umpiring the games and keeping score. • Each game is played to 5 pts and swop over with the umpires • Pupils working on accuracy and control of shots and starting to think tactically on where to place the shuttle. 	<p><u>Differentiation</u></p> <p>All pupils to have a go at umpiring - LA pupils to use the help sheet to help them. MA pupils to start to think tactically while playing making their opponent move around the court.</p> <p>Assessment - KPI 2, 3 and 6</p>
	Plenary	<p><u>Question Understanding:</u></p> <p>Targeted Q's - Pose, Pause and Bounce Self-assessment - assess each other's performance against LO's Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	

Lesson number 6 - Assessment

Learning Outcomes:

Students will **understand** the rules and regulations of game play in Badminton. They will also be able to understand the techniques of all the skills they have learned throughout the scheme of work e.g. serving, shot selection etc.

Students will **demonstrate** the correct technique of different skills such as low serve and high serve etc. In isolated drills and activities throughout the assessment lesson. Students will successfully **apply** the correct rules and regulations into competitive game scenarios whilst also showing correct techniques of skills they have learned throughout the scheme of work. They will do this most of the time when they are under pressure from an opponent during game play.

Assessment = KPI 2, 3 6 and 7.

Key words learned throughout the scheme of work (Components of fitness) = Power, Coordination, Agility, Reaction Time

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Set up and warm up	Each group allocated a court to set up Collect a racket and shuttle Rally between pairs starting rally off with the low serve last week trying to include all shots looked at (overhead clear, net shot)	MA lead badminton specific warm up. Assessment KPI - 7
	Run around or king of the court	<ul style="list-style-type: none"> Split the courts into 2 equal groups Line up behind each other 1st person serves the shuttle over then net then runs to the right and joins the back of the other line The next person waiting returns the shuttle and does the same If a person misses the shuttle they lose a life (3 lives) Last 2 players in will rally to see who is the king of the ring 	Assessment - KPI 2, 3 and 6
	Shot selection games	<ul style="list-style-type: none"> Pupils to play a game of doubles 	Differentiation

		<ul style="list-style-type: none"> • Pupils to use the knowledge of the shots and try to make their opponents move around the court trying to win the points. • Pupils not playing will have the basic rules of badminton sheet and be umpiring the games and keeping score. • Each game is played to 5 pts and swop over with the umpires • Pupils working on accuracy and control of shots and starting to think tactically on where to place the shuttle. 	<p>All pupils to have a go at umpiring - LA pupils to use the help sheet to help them. MA pupils to start to think tactically while playing making their opponent move around the court. Assessment - KPI 2, 3 and 6</p>
	Plenary	<p><u>Question Understanding:</u> Targeted Q's - Pose, Pause and Bounce Self-assessment - assess each other's performance against LO's Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed.</p>	