



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Badminton

YEAR GROUP: 6

TERM: Autumn 2

<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Hit • Return • Court • Forehand • Backhand • Shuttlecock • Points • Score • Underarm • Overarm • Smash • Rally • Drop shot 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Understand how to serve to start a game. • Choose and make the best shot in a game situation and link a range of skills together with fluency. • Demonstrate a good awareness of space. • Think ahead and create a plan of attack or defence. • Follow complex rules to play a game successfully. • Communicate plans to others during a game (doubles). • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition. 	<p style="text-align: center;">What we already know</p> <ul style="list-style-type: none"> • At KS1, children have previously had some exposure to trying to hit a ball using a tennis racquet. They will have practised this skill in isolation and have limited / no understanding of the rules of tennis/badminton or applying this skill in a game situation. • In lower KS2, these skills have been built upon (in tennis) and children have previously practised using forehand and backhand shots in isolation as well as applying these to small-sided games of tennis 1v1. They have also practised serving in isolation as well as practised using this in a small game. • Children have had no school experience of badminton previously. They may be able to transfer some of their tennis skills to badminton. The travel of the shuttlecock and the height of the net will be totally alien to them. 		
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • To apply all of the above skills in 1v1 and 2v2 games. There should be a greater focus on developing the tactics used in game play and getting children to understand why certain tactics are better and when to use them most effectively. Children should be communicating a plan with their partner in a doubles scenario. 		<p>Concepts</p> <ul style="list-style-type: none"> • Forehand • Backhand • Serving • Positioning • Rallies • Volley • Scoring a game 		
<p>Other/Cross Curricular Links with English/Maths</p> <ul style="list-style-type: none"> • Maths – direction, angles, speed • PSHCE – turn taking, working with peers, cooperation, relationships, teamwork. 	<p>Adaptation for SEND</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Adapted equipment e.g. various balls. • Simplified skills / adapted practices • Practising skills in isolation • Shorter distances </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Reduced playing area • Higher / lower nets • Less people in game situations • Selected learning partners </td> </tr> </table>		<ul style="list-style-type: none"> • Adapted equipment e.g. various balls. • Simplified skills / adapted practices • Practising skills in isolation • Shorter distances 	<ul style="list-style-type: none"> • Reduced playing area • Higher / lower nets • Less people in game situations • Selected learning partners
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