

The Warriner School Subject Curriculum Map

Subject: PHYSICAL EDUCATION	Year Group: KS3	Unit: VOLLEYBALL
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • Learn the positions in volleyball – 2 aside/ 3 aside, 4 aside, 5 aside or 6 aside • Learn where to stand/court allowances for each position • Learn the rules of volleyball and apply these to a game situation and umpiring • Learn the following passes: <ol style="list-style-type: none"> 1. Volley (leading to setting position) – most of the term will see most catch and play rather than full volley. 2. Serve – Under or overarm 3. Dig (leading to Libero) 4. Spike/ Hit (leading to outside hitter) • Learn the following court rotations: <ol style="list-style-type: none"> 1. Rotate clockwise when there is a new side out to the winning team 2. Front court hit only 3. First ball (usually backcourt) to Setter, Setter to outside hitter 4. Spatial awareness on court – anticipation of where the ball flight will be. • Learn the base and body position for defence and movement towards the net for attack. • Learn the correct technique for hitting the ball without running into the net. 		
Context for study: Unit for KS3 – there will be similar different starting points for all as this will be the first learning volleyball for most.		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the skill of playing a VOLLEY with two hands from above the head.

Know that there are different roles in the game of volleyball on a game of 2 aside to 6 aside.

To know the role of the SETTER

To know the role of the

Know the basic rules needed for a match and therefore be able to **umpire** competitive games accordingly.

Know where the different **positions** start (2 aside/3 aside/4aside/5 aside/6aside) and go to service offence or a service receive.

Know how to control space through teamwork.

To know how to link passes up to three before returning the ball into the oppositions side of the net.

To know about right time and right place – Base (starting place), Readiness (posture in preparation), Anticipation and judgement (flight of the ball), Movement and Timing (balance and control of body weight).

Know that the game is started from anywhere along the backline by the server, either over or underarm into the opposing team's court.

Know the opposing team is allowed a maximum of 3 touches on their side of the court before sending the ball back over the net.

Know that a player is not allowed to touch the ball twice in a row. However, they could hit the ball on the first and third contact.

Know that the ball must be hit and not caught however understand that when learning the game that a catching action for the set above the head is permitted.

Know that in Rally scoring, whether a team serves or not, either team can score a point.

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Know that there are two formats of games best of 3 or best of 5 Sets. Each set lasting 25 points with two clear points to win. In the Final set for 3 or 5 – the game is to 15 points.

Know that every time a team wins the serve from the other team, the players rotate their positions on court in a clockwise rotation so that everyone gets a chance to serve.

Know that there are rotating positions in a game of volleyball but on a full sized court of 6 players there are the following roles: Setter, Libero, Middle Blocker, Outside Hitter, Opposite Hitter, Specialists. Beginner students need to know Setter and Hitter.

Understand how to use tactics and strategies in a match to **outwit their opponents**.

REFERENCE - <https://www.rookieroad.com/volleyball/>

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning</i>.</p> <p>Choice of pass</p> <p>Every lesson will be needed to recap positions, court awareness so that all students are aware of every position and role on court.</p> <p>Do not rush through a lesson or onto next one if knowledge is not secure.</p> <p>Regular formative assessment through mini games throughout the lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary.</p> <p>Clear success criteria used to support teaching of CORE skills.</p> <p>Student discussion and feedback when learning new skills/watching performance.</p> <p>Questioning</p> <p>Umpiring</p> <p>Scoring</p> <p>Discussion of team rotation, teamwork and leadership on court and tactics.</p> <p>Explicit celebration of positive play and support for less successful play is part of volleyball culture.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students 9particularly those physically excused) should be able to umpire a game of volleyball – know the basic rules to be able to umpire.</p> <p>Students not umpiring should be able to score properly. Adaptive scoring to create shorter sets will be needed.</p>	