

# Beaufort Community School Physical Education Department

## Scheme of Work for Badminton

Key Stage: 3	YEAR: 7	DURATION: 4 LESSONS
<p><b>AIM:</b> Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and officiate badminton games.</p>		
<p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Experienced a range of net games</li> <li>➤ Experienced a range of roles within games</li> <li>➤ Experienced some strategic ideas of attack and defence</li> </ul>	<p style="text-align: center;"><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to badminton. i.e. service, agility, power and coordination.</p> <p>Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Rackets &amp; shuttlecocks</li> <li>➤ Nets + posts</li> <li>➤ Cones</li> <li>➤ Information on local clubs</li> </ul>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will identify different areas of the court and be able to move between these areas using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play. Pupils will learn and perform more basic badminton skills with accuracy and control. Continual development and adaptation of the necessary skills will contribute to producing an improved performance.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use badminton skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand &amp; backhand), drop shots &amp; smashes will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;"><b>Making and Applying Decisions</b></p> <p>Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. Opportunities to score/coach pupils will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Suggest any badminton clubs within the school timetable and promote community links. Highlight badminton based fitness and the necessary components of fitness needed. i.e. <i>coordination</i>. Develop a deeper understanding of stretches for all major muscle group and those specific to badminton. Discuss the major benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess own performance and implement strategies for improvement.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

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<p><b>Extension &amp; Enrichment</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• practice skills at breaks and lunchtimes and at home</li> <li>• take part in school sport, either competitively or socially</li> <li>• join clubs in the community and/or use local facilities</li> <li>• watch live and recorded matches to appreciate high-quality performance</li> <li>• search the internet to find information about sports and opportunities to take part in sports, eg <a href="http://www.english.sports.gov.uk">www.english.sports.gov.uk</a></li> </ul>	<p><b>Expectations</b></p> <p><b>After carrying out the activities and core tasks in this unit</b></p> <p><b>most pupils will:</b> experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching</p> <p><b>some pupils will not have made so much progress and will:</b> make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance</p> <p><b>some pupils will have progressed further and will:</b> demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game</p>
<p><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• tactics and techniques, eg <i>Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation &amp; fitness</i></li> </ul> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> <li>• solve a problem, consider alternatives, structure plans and organise group activity</li> </ul>	
<p><b>By the end of this unit a pupil will reach level:</b></p>	
<p><b>3</b> Can use basic techniques in a game situation and replicates shots with some accuracy. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to copy tactics and uses others to help them improve their performance. Understand why activity is good for health and fitness.</p>	
<p><b>4</b> Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate basic badminton skills successfully and begins to understand importance of strategy and tactics when attacking. Can maintain a conditioned rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. Shows a deeper understanding of the health and fitness and the importance.</p>	
<p><b>5</b> Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the shuttle is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	

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<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
1	<p><b>Introduce the grip and ready position</b> To be able to demonstrate &amp; use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Pairs; demo grip and ready position. Teaching points; Shake hands, V of hand down side of racket, Wrist movement, side on racket up ready, on toes. Shuttle keepy uppy. Keep your eyes on the shuttle. Relax your wrist. Aim to land the shuttle in the centre of the racket face. Progression; backhand, spin round 360 degree. 1-1 maintain a rally. Singles basic games-teacher demo, 1v1 half court competition/ basic rules of badminton &amp; scoring.</p>	<p>All lessons start with badminton related warm-up and re-cap work of previous lesson.</p>
2	<p><b>Introduce the overhead clear</b> To perform and replicate overhead clear with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics. To understand court marking and basic scoring. i.e. winning points and gaining serve.</p> <p><b>Introduce the underarm clear</b> To perform and replicate underarm clear with control and accuracy. To understand when to use overhead/underarm clear. To develop the skill of outwitting an opponent using a combination of shots. To understand basic scoring for either double or singles. i.e. service sides.</p>	<p>Warm up – Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Recap grip. Overhead clear. Teaching points; Position of shuttle- key to shot, Aim towards flight of shuttle with non racket hand. Snap wrist on contact, high arc of shuttle. 1 vs 1 – front area of court OFB, emphasise using back court. Singles basic games, 1v1 half court competition. Recap basic rules of badminton &amp; scoring.</p> <p>Warm up – Student led, progressive jogging and dynamic stretching. Recap overhead clear in warm up. Discuss what type of shot it is? Attacking. Underarm clear; Use when shuttle drops below head. T.P's – eye on shuttle, judge flight. Singles basic games. Even score = serve from right side. Odd score line = serve from left hand side. 1v1 half court competition. Pupils to accurately score their match.</p>	<p>Make learning as active as possible</p> <p>Give opportunities to plan tactics &amp; strategies</p> <p>Research rules on internet</p> <p>Tasks set to cater for levels of ability</p> <p>Distance from target</p>
3	<p><b>Introduce the drop shot</b> To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. To confidently score a game of singles and accurately describe the badminton court markings.</p> <p><b>Doubles/singles game play</b> To develop their understanding and knowledge of basic outwitting strategies. To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. To describe the difference in doubles court markings. To be able to assess &amp; evaluate own performance and weaknesses.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Recap previously learnt skills – overhead/underarm clear. Drop shot, pairs. 1-1 – front area of court is the playing area. Drop shot rally. Teaching points; deception, low over net &amp; use of angles. Discuss tactics - Now allow use of overhead clear to force opponent backwards and follow up with drop shot to control rally. Singles games. 1v1 half court competition.</p> <p>Warm up – Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Recap all prior learning during a 2 minute badminton skill based warm up rally. Brainstorm badminton tactics. Teaching points; Use court dimensions (short &amp; fat = doubles, long &amp; thin = singles!). Front and back, or side to side. Move opponent/s around court. i.e. <i>mix up short and long shots</i>. Start with singles games. Progress to doubles games. Discuss the difference in court markings and positioning (1 fron and the others covers the back of the court).</p>	<p>Size of practice area</p> <p>Size of target</p>

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4	<b>Assessment</b> To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others	Warm up – Student led, progressive jogging and dynamic stretching. Recap prior learning in a 3 minute warm up rally. Play and perform the forehand clear and drop shots using the correct technique. Organise class tournament to allow all pupils to progress to max level (King of the court- 3 minute games, winners move up and losers go down a court) Pupils to officiate and score singles and doubles matches. Teacher grades against NC levels	
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