

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 - Year A – Volleyball

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- Pupils will understand simple net/wall game tactics.
- Pupils will know how to use ground and overhead shots.
- Pupils will have some understanding of tactical play.

Long-term Learning (what pupils MUST know and remember) End Goals

- To know what a rally is and how a point is scored
- To know how to receive a volleyball using a bump and dig, and to know how to set and spike with some accuracy
- To know how to serve over the net and over a distance.
- To work well in a team and come up with tactics that can be used in game play

Key Vocabulary

Agility, balance, control, coordination, teamwork, speed, power, flexibility, stamina, timing, awareness, confidence, creativity, spike, high, game play, dig, set, serve, tactics

Recommended Resources:

- Soft or foam volleyballs suitable for indoor use
- Adjustable or low-level volleyball nets
- Cones and floor markers for court boundaries
- Tactic boards or whiteboards for team planning
- Video clips demonstrating serve, dig, set and spike techniques

Curriculum Connections:

- **Literacy:** Use of vocabulary in team coaching and peer evaluation (e.g., “serve”, “rotate”, “set”)
- **Science:** Understanding joints and bones in the body, hydration, fitness, and how the body changes during exercise
- **Maths:** Keeping score, using accurate positional and directional language to support evaluations and feedback to one another or within a group
- **PSHE/Citizenship:** Emphasis on sportsmanship, leadership, cooperation and resilience

Career Opportunities:

1. **Volleyball Player** (Beach, Indoor, Paralympic)
2. **PE Teacher / School Coach**
3. **Volleyball Referee or Tournament Coordinator**
4. **Sports Physiotherapist or Athletic Trainer**
5. **Tactical Analyst or Team Coach**

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- 6. Event Organiser or Club Manager**
- 7. Community Sports Mentor**
- 8. Sports Journalist or Commentator**

Role Model: Zhu Ting

Chinese volleyball superstar and Olympic gold medallist. Zhu Ting is known for her precision, power, and leadership as team captain. She's admired globally for her teamwork and dedication, inspiring young athletes in volleyball and beyond.

Session 1 – Volleying in Pairs

LO: To be able to volley with control and power with a partner.

Objectives:

- I can accurately volley the ball to my partner.
- I can control the direction and height of the ball.
- I can make two-hand contact on the ball with consistency.
- I can move into position quickly when working with a partner.

Teaching Content:

- **Warm-up:** *Volley & Move* – Pupils move between cones and perform soft self-volleys on cue.
- **Skill Practice:** Partner volleying with controlled height. Use cue words: “ready–soft–lift.”
- **Game Scenario:** *Target Zone* – Pairs volley into a hoop or designated area and rotate.
- **Plenary:** What helped you get more control on your volley? How did your body position help?

Vocabulary: Volley, height, control, direction, partner

Healthy Participation:

To understand how hand-eye coordination and focus help players improve reactions and control when volleying.

Session 2 – The Set Shot

LO: To be able to perform the set shot to control and direct the ball.

Objectives:

- I can use two hands to lift the ball upwards.
- I can apply power while maintaining control.
- I can aim for a target using a set shot.
- I can work with a partner to complete three-touch rallies (dig, set, catch).

Teaching Content:

- **Warm-up:** *Set Challenge* – How many times can pupils “set” to themselves in 30 seconds?
- **Skill Practice:** Teach hand positioning (triangle above forehead) and footwork.
- **Game Scenario:** *Set & Catch* – 2v2 rallies using dig–set–catch rules.
- **Plenary:** What helped your set shot stay controlled? What did you change to increase height?

Vocabulary: Set, power, control, triangle, lift

Healthy Participation:

To discuss how technique and strength combine to build power in a volleyball shot and reduce strain.

Session 3 – The Dig and Team Communication

LO: To be able to dig the ball to a teammate with purpose.

Objectives:

- I can demonstrate correct hand position for digging.
- I can keep my arms straight and use legs to generate power.
- I can direct the ball towards my teammate or a target.
- I can call “mine” or “go” when ready to hit.

Teaching Content:

- **Warm-up:** *Dig & Drop* – Pupils dig a dropped ball back to a partner with soft control.
- **Skill Practice:** Practise digging against a wall or with partner feeds.
- **Game Scenario:** *Dig Rally* – Teams of three use a dig–set–catch sequence.
- **Plenary:** How did your body help you stay balanced when digging? What’s the role of communication?

Vocabulary: Dig, arms straight, teamwork, call, bump

Healthy Participation:

To understand the importance of bending knees and using leg muscles when performing a dig, and how communication supports safety and effectiveness.

Session 4 – The Serve

LO: To serve the ball into a designated area and apply scoring rules.

Objectives:

- I can demonstrate an underhand serve with correct form.
- I can serve into a target zone consistently.
- I can rotate correctly after each point.
- I can apply scoring rules and keep track of the game.

Teaching Content:

- **Warm-up:** *Serve for Distance* – Serve over increasing distances, aiming for accuracy.
- **Skill Practice:** Break down serve steps: hold, step, strike, follow-through.
- **Game Scenario:** *Serve & Score* – Serve into three scoring zones to earn points.
- **Plenary:** What helped your serve land in the zone? What part of your body added power?

Vocabulary: Serve, target, underarm, rotate, rules

Healthy Participation:

To explain how strength and posture affect how far and accurately we can serve.

Session 5 – Mini Matches and Teamwork

LO: To apply skills in a mini match and show cooperation.

Objectives:

- I can use dig, set and serve in gameplay.
- I can rotate and follow basic gameplay rules.
- I can work with my team to build a rally.
- I can show encouragement and respect for teammates and opponents.

Teaching Content:

- **Warm-up:** *Rotation Relay* – Practise rotating quickly on a call while remaining focused.
- **Skill Practice:** Recap all skills – serve, dig, set, return.
- **Game Scenario:** *Mini Match 2v2 or 3v3* – Use simple rally scoring and rotation after serve.
- **Plenary:** What part of the game made you feel proud? How did your team help you?

Vocabulary: Rally, rotation, respect, encouragement, game play

Healthy Participation:

To reflect on how physical activity can support confidence, social interaction and respect in sport.

Session 6 – Tournament and Reflection

LO: To participate in a tournament and reflect on performance.

Objectives:

- I can use the correct rules during competition.
- I can apply tactics and work with teammates under pressure.
- I can show resilience when I make mistakes.
- I can reflect and set a goal to improve.

Teaching Content:

- **Warm-up:** *Volleyball Circuit* – Rotate through stations for dig, set, serve and movement.
- **Skill Practice:** Recap technique as needed based on assessment of groups.
- **Game Scenario:** *End-of-Unit Tournament* – Teams play round-robin matches, rotating and keeping score.
- **Plenary:** What skills did you improve most? What is one thing you'll keep practising?

Vocabulary: Tournament, reflect, goal, tactics, resilience

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Healthy Participation:

To celebrate effort and growth, and recognise how regular participation in sport builds both skill and personal character.

Future learning this content supports:

This unit will support future subjects in phase 2. Pupils will be able to transfer skills within this unit and they will support learning in summer 1 when pupils go onto cricket and softball. Pupils will be able to throw and catch and strike a ball with some degree of accuracy. Pupils will be able to work well with other and be able to use different tactics within a game.