

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - Year A– Spike ball

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

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

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 shot.
- Pupils will have some understanding of tactical play.

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

Spike ball

- To know the basic rules of and how to play the game spike ball, and to understand the similarities to volleyball.
 - To know how to return a serve/ spike shot for defensive plays
 - To develop underhand passes and overhead passes as well as serve and spike shots
- To know how to keep score and score a spike ball game.

Key Vocabulary

Agility, balance, control, coordination, teamwork, speed, power, Strike, dominant, “Lego hand”, spike, serve, awareness, stamina, Communication, defence, target, return shots, confidence, sportsmanship, timing

Recommended Resources:

- Spikeball sets (net, frame, ball)
- Cones to mark serve zones and boundaries
- Stopwatches or timers
- Vocabulary display cards
- Visual instructions/posters for “Reach, Grab, Give” and “Lego Hand” technique
- Scorecards or whiteboards for scoring
- Links to videos from Mark Elbourne – [Video 1](#), [Video 2](#)

Curriculum Connections:

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- **Literacy** – Key terminology: serve, spike, return, defence, communication
- **PSHE/Citizenship** – Sportsmanship, teamwork, cooperation
- **Science** – Muscle groups, hydration, exercise, and body response
- **Maths** – Measuring serve angles, scoring, tracking performance, timing plays

Career Opportunities:

1. Professional or Recreational Spikeball/Tennis/Volleyball Player
2. PE Teacher / Sports Coach
3. Sports Event Coordinator
4. Performance Analyst / Video Coach
5. Fitness Trainer / Agility Coach
6. Sports Official / Referee
7. Sports Broadcaster or Commentator
8. Community Recreation Officer
9. Athlete Development Specialist
10. Inclusion/SEND Sports Coach

☐ **Role Model: Chloé Clémence**

- International Spikeball athlete and European champion
- Known for promoting gender equity and high-level skill in a growing sport
- Inspirational figure for UKS2 children learning about emerging global sports and teamwork

Session 1 – Introduction to Spikeball Movement and Setup

LO: To explore the game of spike ball and learn the movements and positions required.

Objectives:

- I can move into space and position myself to receive a ball.
- I can react to my partner's movements.
- I can show control, speed and agility when moving.
- I can work effectively with others in a pair or group.

Teaching Content:

- **Warm-up:** *Movement Zones* – Pupils move in response to commands (side shuffle, sprint, jump, freeze).
- **Skill Practice:** Introduce circular net and demonstrate movement around it. Practise moving into position to receive.
- **Game Scenario:** *React and Return* – Work in pairs to roll or toss ball for partner to react and return (no striking yet).
- **Plenary:** What movements helped you stay balanced? Why is teamwork so important in spikeball?

Vocabulary: Agility, balance, control, movement, coordination, teamwork

Healthy Participation: To discuss how warming up supports quick reaction and joint safety in fast-paced games.

Session 2 – Developing the 'Lego Hand' and Two-Handed Passing

LO: To develop the Lego Hand pass and be able to use the correct technique in a two-touch pass.

Objectives:

- I can demonstrate the correct technique for a Lego Hand pass.
- I can use my hands to control and direct the ball to a partner.
- I can return the ball to the net using the correct passing action.
- I can perform the "Reach, Grab, Give" technique with some control.

Teaching Content:

- **Warm-up:** *High-Low Catch* – In pairs, toss ball at high and low angles to develop hand-eye coordination.
- **Skill Practice:** Practise "Lego Hand" technique (flat hands, triangle frame). Then practise two-touch pass with partner.
- **Game Scenario:** *Set and Spike Pattern* – One pupil tosses, partner uses "Reach, Grab, Give" to pass.
- **Plenary:** Which part of the pass was hardest? How did "Lego Hand" help with control?

Vocabulary: Lego hand, pass, strike, reach, grab, give

Healthy Participation: Understand how developing control and soft technique prevents wrist strain and supports better accuracy.

Session 3 – Serving and Returning Under Pressure

LO: To serve the ball under control and apply the rules of spikeball.

Objectives:

- I can demonstrate a basic underhand serve.
- I can serve the ball into the correct area with accuracy.
- I can follow basic serving rules and rotate as a team.
- I can react quickly to return serves and start a rally.

Teaching Content:

- **Warm-up:** *Serve Target Toss* – Aim underarm tosses into hoop targets or zones.
- **Skill Practice:** Demonstrate serve from behind boundary using “pop serve”. Practise aiming for consistent net rebound.
- **Game Scenario:** *Serve and Defend* – Pairs practise serving and defending 1-return challenges.
- **Plenary:** How did you know if your serve was successful? What helps make a fast and accurate return?

Vocabulary: Serve, strike, return, control, awareness

Healthy Participation: Recognise how cardiovascular health and muscular strength aid in fast returns and explosive plays.

Session 4 – Rally Play and Shot Selection

LO: To use forehand and backhand shots and begin to rally with a partner.

Objectives:

- I can use forehand and backhand techniques with increasing consistency.
- I can work with a partner to sustain a rally.
- I can select an appropriate shot depending on the position of the ball.
- I can recover quickly after making a shot and get back into position.

Teaching Content:

- **Warm-up:** *Wall Rally Challenge* – Hit against a wall alternating forehand and backhand to maintain rhythm.
- **Skill Practice:** Explore backhand passes and differentiate from forehand. Practise alternating both with a partner.
- **Game Scenario:** *Shot Selector Rally* – Pupils are told to use a specific shot type during rally (coach call).
- **Plenary:** Which shot do you prefer and why? What helps your partner rally with you?

Vocabulary: Forehand, backhand, rally, shot, position

Healthy Participation: Understand how variety in shot selection builds strength, agility, and mental flexibility.

Session 5 – Game Awareness and Small-Sided Matches

LO: To play small-sided games using correct rules, rotation, and scoring.

Objectives:

- I can serve and rotate correctly in a game.
- I can apply the rules consistently during match play.
- I can communicate with my partner to set up and return shots.
- I can show fair play and control under pressure.

Teaching Content:

- **Warm-up:** *Rotate and Call* – Rotate through 3 stations: serve, rally, rest – while calling movements to partner.
- **Skill Practice:** Reinforce court layout, rotation after serve, and how to reset position.
- **Game Scenario:** *Mini Matches* – 2v2 matches using scorecards and self-refereeing.
- **Plenary:** How did teamwork affect your match? What did you do well under pressure?

Vocabulary: Rotation, serve, score, partner, gameplay

Healthy Participation: Reflect on how fair play and communication support emotional wellbeing and game success.

Session 6 – Tournament and Reflection

LO: To apply my skills in a spikeball tournament and evaluate performance.

Objectives:

- I can play competitively and show good sportsmanship.
- I can evaluate my performance and set a goal for improvement.
- I can describe strengths in my gameplay and areas to improve.
- I can support my team and others through encouragement and teamwork.

Teaching Content:

- **Warm-up:** *Review Circuits* – Quick stations revisiting serve, return, and rally in pairs.
- **Skill Practice:** One final tactical tip on positioning and partner signalling.
- **Game Scenario:** *Class Tournament* – Round-robin or league format; pupils take roles as players and referees.
- **Plenary:** What is one skill you improved? How did competition make you feel?

Vocabulary: Tournament, score, reflect, sportsmanship, teamwork

Healthy Participation: Understand how positive competition builds confidence, motivation, and resilience.

Future learning this content supports:

This unit prepares pupils for:

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- **Phase 2 striking and fielding games** such as **softball and cricket**
- Transferring skills like: throwing, catching, returning a serve, striking a ball
- Developing teamwork, **spatial awareness**, and **tactical thinking**
- Building confidence in **game setup, scorekeeping**, and fair play