

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK: BADMINTON

YEAR: 7

KEY STAGE: THREE

NCPE CURRICULUM DESCRIPTION: NET / WALL

OBJECTIVES WITHIN THIS SCHEME OF WORK: The students should be able to identify different areas and lines on the court. They should be able to use the forehand and backhand serves to begin a rally, and know the rules relating to serving, scoring points on serve, and the service areas. Students should be able to return the shuttle accurately using the overhead clear, drop, underhand clear and basic backhand stroke (as appropriate) and know the advantages and disadvantages of each. Students should be able to link these shots to move their opponent around the court and will know the difference between attacking and defensive shots. Students should know and understand the rules regarding contact of the net and the boundaries used in competitive singles play. Students should also understand the reasons for warming up at the start of the session and be able to name major muscles and demonstrate stretches that are appropriate to a badminton lesson.

PREVIOUS SKILLS LEARNT AND PERFORMED: Students should have practised basic methods of sending and receiving though there will be little or no experience of working with a shuttle. They should understand the basic principles of attack and defence and be able to incorporate these into simple games. They should be able to work safely alone, in pairs, in small groups and as members of a team.

TERM:

Date start S.O.W: / /

Date finish: / /

LESSON TIME(S): -

PERIOD(S):

Number of Pupils: Boys:

Girls:

Total:

Ability of Group: Low / Medium / High

Special Educational Needs Pupils:

Total:

Gifted and Talented Pupils:

Total:

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK:	BADMINTON	YEAR: 7
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NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No.
KS 3 4. a AT L 3 4	Shuttle, Racket and footwork familiarisation	1	<p>To be comfortable with the feel and weight of the racket and to be able to hold the racket using the correct grip.</p> <p>To be able to recognise how the flight of the shuttle is different to that of a ball and to be able to contact the shuttle with the face of the racket.</p> <p>To be able to recognise different lines and areas on the court and be able to move around between them quickly.</p> <p>To understand the reasons for warming up and stretching at the start of the session.</p>	<p>-Students move to different areas of the court on teacher's call. (<i>Students take position midcourt. Teacher calls out lines and areas on the court which students move to and then return to midcourt</i>)</p> <p>-Partner Check grip (<i>Pairs 'shake hands' with each others rackets before checking each others grip</i>)</p> <p>-Partners take it in turns to keep the shuttle in the air by bouncing it on the racket. (<i>how long can they keep the shuttle in the air by themselves?</i>)</p> <p>-Shuttle Carry relays. (<i>Short relays where the shuttle is either continuously hit up and down or carried the distance</i>)</p>	Rackets Shuttles Nets & Posts	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS 3 1.a b 7.a AT L 3 4	Forehand & Backhand serve	1 – 2	<p>To be able to perform a forehand and backhand serve using the correct technique.</p> <p>To know and understand the rules governing the serve and the service areas.</p> <p>To be able to use the serve to begin a rally.</p> <p>To understand that the 'long high serve' is most effective in singles and the reasons for this.</p>	<p>-Partners stand 5 metres apart and take it in turns to 'forehand serve' the shuttle to each other. (no net)</p> <p>- as above using backhand.</p> <p>- Students choose their favourite serve and practice serving to each other over then net, bringing into play the service areas.</p> <p>- Pairs serve and rally. If a serve is good continue the rally and count how many times you can hit the shuttle over the net without it contacting the ground.</p>	Rackets Shuttles Nets & Posts Cards	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		

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KS 3 1.a b 7.a AT L 3 4	Overhead Clear	1 – 2	<p>To be able to perform the overhead clear using the correct technique to return a 'high serve' to the rear of the opponents court.</p> <p>To know the boundaries of the court in competitive singles play. (in normal play)</p> <p>To know that the clear is a defensive stroke and can be used to slow the pace of the game and regain position on court.</p> <p>To be able to use the clear to move your opponent around the court, to the rear and the rear corners.</p>	<ul style="list-style-type: none"> - Students shadow the overhead clear technique using racket (no shuttle). - Shot sequence. High serve-overhead clear rally. - A and B start in centre of court on opposite sides of the net. A high serves to B who must return the serve to the rear corners of A's court. A uses the overhead clear to return the shuttle to B before moving back to midcourt position. - ½ Court singles games with basic points. 	Rackets Shuttles Nets & Posts Cards	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS 3 1.a b 2.c 7.a b AT L 3 4	Forehand Drop Shot	1	<p>To know the difference between attacking and defensive shots and understand that the drop shot is used as an attacking shot and the reasons why.</p> <p>To be able to perform using the correct technique, an accurate drop shot that drops just over the net and to be able to deceive an opponent into thinking that you are about to clear the shuttle and instead, dropping it over the net.</p> <p>To be able to use the drop shot in conjunction with the clear to move your opponent around the 4 corners of the court in a half court singles game.</p> <p>To understand how points can only be won when the player is serving.</p>	<ul style="list-style-type: none"> - A high serves to B who attempts to drop the shuttle back over the net. - Shot sequence. High serve-overhead clear-drop. - Rally of overhead clears. Randomly use a drop shot, but trying to deceive your partner into thinking you are going to use a clear. - ½ court singles games with extra points awarded when a rally is won using a drop shot. 	Rackets Shuttles Nets & Posts	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		

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KS 3 1.a b 2.c 7.a b AT L 3 4	Underhand clear (lob)	1	To be able to perform, using the correct technique, a lob from the net to the rear of the opponent's court, to recover from an opponent's drop shot. To know and understand the rules regarding contact at the net. To be able to move to the net and lift the shuttle to the rear of the opponent's court, before regaining position midcourt. To be able to offer appropriate stretches for the start of a badminton session.	- A hand feeds the shuttle just over the net. B steps forward and attempts to underhand clear the shuttle over A's head to the rear of the court. - Shot sequence. High serve-overhead clear-drop-underhand clear-drop-underhand clear etc. (move to midcourt position following each shot.) - ½ court singles games.	Rackets Shuttles Nets & Posts
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation
Comments				Changes / Improvements	
KS 3 1.a b 2.c 7.a b AT L 3 4	Basic Backhand Stroke	2	To know that backhand shots are generally slower, less powerful and less accurate than forehand shots. To be able to use the correct basic backhand technique (inc. grip, body position & footwork) to return the shuttle over the net. To understand that it is more effective to play the shuttle into space away from your opponent.	- Shadow backhand movement (including body position & footwork) (no shuttle) - A hand feeds to B's backhand, who steps and returns the shuttle to A with a backhand stroke. (no net) - As above, using the net. - Partner cooperative backhand rallies over net. - ½ court singles games. - Video performances	Rackets Shuttles Nets & Posts Digital Camera TV Video
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation
Comments				Changes / Improvements	

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RISK ASSESSMENT:

PHASE 1- Ensure that all jewelry is removed before the lesson.

PHASE2 – All nets and posts should be correctly erected and secure

PHASE 3- Check the workspace before the lesson for any hazards, i.e. wet gym floor

PHASE 4 – All students should be wearing the correct clothing and footwear, appropriate for the game of badminton.

PHASE 5- Play should not begin until the court is clear of stray shuttles.

Evaluation / Overall progress of Scheme / Pupils and Group:

Targets:

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-
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CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK: BADMINTON

YEAR: 8

KEY STAGE: THREE

NCPE CURRICULUM DESCRIPTION: NET / WALL

OBJECTIVES WITHIN THIS SCHEME OF WORK: The students should be able to use the low forehand serve in conjunction with serves learned in year 7, to reduce the predictability of their play. They should be able to return a poor low serve with a push return and use the underhand clear as a way of clearing the shuttle to the rear of the opponent's court. Students should be able to perform a technically correct smash and use the shot as a primary attacking shot when the shuttle has been lifted close to the net by the opponent. Students should be able to demonstrate a range of soft net shots, including more advanced shots that require the shuttle to be 'tumbled'. By the end of the scheme students should be able to use a basic backhand shot to return shots played to their backhand side. Students should be able to umpire a ½ court singles game and will all understand the importance of raising heart rate and stretching at the start of the session and be able to demonstrate stretches appropriate to badminton.

PREVIOUS SKILLS LEARNT AND PERFORMED: Students should be able to identify different areas and lines on the court. They should be able to use the high forehand and backhand serves to begin a rally, and know the rules relating to serving, scoring points on serve and the service areas. Students should be able to return the shuttle accurately using the overhead clear and drop shot (as appropriate) and know the advantages and disadvantages of each. Students should be able to link these shots to move their opponent around the court and will know the difference between attacking and defensive shots. Students should know and understand the boundaries used in competitive singles play. Students should also understand the reasons for warming up at the start of the session and be able to name major muscles and demonstrate stretches that are appropriate to a badminton lesson.

TERM:

Date start S.O.W: / /

Date finish: / /

LESSON TIME(S): -

PERIOD(S):

Number of Pupils: Boys:

Girls:

Total:

Ability of Group: Low / Medium / High

Special Educational Needs Pupils:

Total:

Gifted and Talented Pupils:

Total:

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK: BADMINTON	YEAR: 8
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NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No.
KS 3 1.a b 2.c 3.b 4.a 7.a AT L. 4/5	Low Forehand serve	1	<p>To understand the importance of raising heart rate and stretching at the start of the session and be able to demonstrate stretches appropriate to badminton.</p> <p>To be able to perform a technically correct low forehand serve.</p> <p>To know that the serve must pass close to the tape of the net and why.</p> <p>To be able to land a low serve close to the short service line.</p> <p>To be able to use the low serve in conjunction with serves learned earlier, so as to reduce the predictability of your play.</p>	<p>- Partners low serve to each other over net, aiming for target pegged on tape. Third player observes and uses reciprocal teaching card to feedback to server.</p> <p>- As above, this time aiming to land the shuttle in the target area close to the short service line. <i>(area marked out with cones)</i></p> <p>- Partners serve to each other. A tries to disguise serve, B calls out “long” or “short”.</p> <p>- ½ court singles.</p>	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Forehand serve teaching cards Pegs/Targets	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS 3 1.a b 2.c 7.a b AT L. 4/5	Underarm Clear (lob)	1	<p>To be able to perform, using the correct technique, a lob from the net to the rear of the opponent’s court, to recover from an opponent’s drop shot.</p> <p>To be able to move to the net and lift the shuttle to the rear of the opponent’s court, before regaining position midcourt.</p> <p>To be able to offer appropriate stretches for the start of a badminton session.</p> <p>To be able to umpire a ½ court singles game using</p>	<p>- A hand feeds the shuttle just over the net. B steps forward and attempts to underhand clear the shuttle over A’s head to the rear of the court.</p> <p>- Shot sequence. High serve-overhead clear-drop-underhand clear-drop-underhand clear etc. (move to midcourt position following each shot.)</p> <p>- ½ court singles games with student umpires.</p>	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts	

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			the rules covered so far.			
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS 3 1.a b 2.c 7.a b c AT L. 4/5	Forehand Smash & Block	1 –2	<ul style="list-style-type: none"> - To know that the Smash is an attacking shot and why. - To know which shots can be returned with a smash and where the smash should be ideally placed. - To be able to perform a technically correct smash. - To be able to prepare for a player returning with a smash. - To be able to use the block to return a smash. 	<ul style="list-style-type: none"> - Individuals shadow smash technique (no shuttle) - A high serves, B returns with a smash (A awaits return with racket face covering face) - As above, this time A attempts to block the smash and return the shuttle back over the net, continuing the rally. - ½ court singles games with student umpires. 	<ul style="list-style-type: none"> White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts 	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS3 1.a b 2.c 7.a c AT L. 4/5	Net Play (Basic)	1	<ul style="list-style-type: none"> -To be able to softer shots close in at the net to return the shuttle to the opponent's court. -To know that the shuttle must always pass over the net as low as possible to prevent it being smashed back down by the opponent. -To be able to force the opponent left or right using soft net shots. 	<ul style="list-style-type: none"> - Partners stand close together and attempt to keep the shuttle in the air with soft underhand strokes. (No net) - As above but with the use of the net. (a feather shuttle or clothes peg can be placed on the tape of the net. Trying to hit this object will help ensure that all shots are low to the net.) <i>(The students don't actually have to hit the target, aiming for it will cause them to keep the shuttle low)</i> - Singles half court conditioned net game. The areas behind the short service line are out of limits throughout the game. - Doubles game. 	<ul style="list-style-type: none"> White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards Pegs/Targets 	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		

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BADMINTON OVERVIEW

KS 3 1.a b 2.c 7.a c AT L. 4/5	Forehand Drive	2	<ul style="list-style-type: none"> - To be able to play the forehand drive using the correct technique. - To understand that it is more effective to play the shuttle into space away from your opponent. - To be able to apply the strokes and rules covered so far to doubles games. 	<ul style="list-style-type: none"> - Shadow forehand drive movement (including body position & footwork) (no shuttle) - A hand feeds to B's forehand, who steps and returns the shuttle down the tramlines or diagonally across court. - Partner cooperative forehand drive rallies over net. - Doubles Games. 	<ul style="list-style-type: none"> White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards 		
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation		
Comments				Changes / Improvements			

RISK ASSESSMENT:

PHASE 1- Play should not begin until the court is clear of stray shuttles. - Ensure that all jewelry is removed before the lesson.

PHASE2 – CHECK the workspace before the lesson for any hazards, i.e. wet gym floor

PHASE 3- ENCOURAGE students to get into the habit of protecting the face with the racket head.

PHASE 4 – All nets and posts should be correctly erected and secure.

PHASE 5- Play should not begin until the court is clear of stray shuttles.

Evaluation / Overall progress of Scheme / Pupils and Group :

Targets :

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-
-

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK:	BADMINTON	YEAR: 9
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NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No.
KS3 1. a b 2. c 7. a AT L. 5/6/7	Back Hand Short Serve	1	To understand why the short serve is most effectively used in doubles play. To be able to use the backhand serve as well as the other serves so as to not make your play predictable. To be able to use the backhand short serve to direct the shuttle low over the net and land it close to the short service line. To be able to officiate doubles games with a partner.	- Shadow movement of backhand serve (no shuttle) using correct stance and racket grip. - Worker backhand serves shuttle to partner who catches around chest height (no net). - Backhand serve over net aiming to land shuttle close to short service line (use a target such as a hoop laid on the floor to aim for.) - Conditioned doubles games with extra points awarded when a rally is won that was started with a backhand short serve. (Student umpires)	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments				Changes / Improvements		
KS3 1. b 4. a 7. a AT L. 5/6/7	Push Return	1	To be able to identify which serve your opponent is going to use before they serve and to prepare to receive that serve. To know that the shuttle must be high enough above the net before the push return can be used. To be able to capitalise on a poor quality, high serve by pushing it straight back down into the opponents court. To know the rules regarding contact with the net. To be able to lead a small group through a stretching routine appropriate to badminton.	- Students in small groups leading each other through upper and lower body stretches. - Shadow lunging movement of push shot starting from the ready stance (as awaiting serve). - Feeder hand feeds shuttle to worker (standing in ready stance) who lunges forward and “pushes” the shuttle back to feeder’s feet. - Shot sequence. Low serve-push-low lob-push-low lob etc. - Conditioned doubles game with extra points awarded for scoring with a push return directly from a serve. - Video the pushes	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards TV Video Vide recorder	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	Watch pushes
Comments				Changes / Improvements		

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KS3 1.a 7.a AT L. 5/6/7	Back Hand Drive	1 - 2	To know that the shot should be as horizontal and low to the net as possible, and not high enough to be smashed back by the opponent. To be able to move from the middle of the court to the sidelines and play the shuttle down the sidelines of the court, or diagonally cross-court away from your opponent. To be able to use the correct grip, footwork and body position whilst returning the shuttle with an accurate backhand drive.	- Feeder hand feeds to backhand side. Worker steps across and returns the shuttle with a basic backhand stroke, which travels horizontally, back to the feeder. - Feeder feeds shuttle to workers backhand, worker steps across and returns the shuttle low over the net, aiming for it to land in the tramlines. - As above, this time returning the shuttle diagonally across court. - Pairs backhand rally (backhand shots only), diagonally across court. (Start rally with a backhand serve) - Feeder serves to workers backhand. A rally is played out where the worker must use only backhand shots to move the feeder around the court as much as possible. The feeder must return the shuttle to the workers backhand each time. - Doubles games with student umpires.	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards TV Video Vide recorder
Cross Curricular Aspects through this phase	English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	Watching umpiring
Comments			Changes / Improvements		
KS3 7.a AT L. 5/6/7	Net Play	1 - 2	To be able to use a variety of attacking shots from close in at the net instead of lifting the shuttle to the rear of the court following an opponents drop shot. To know that the shuttle must always pass over the net as low as possible to prevent it being smashed back down by the opponent. To be able to force the opponent left or right using soft net shots. To be able to spin the shuttle, causing it to 'tumble' and making it more difficult for your opponent to return.	Partners stand close together and attempt to keep the shuttle in the air with soft underhand strokes. (No net) Encourage the students to slice underneath the shuttle to cause it to tumble making it more difficult to return. As above but with the use of the net. Singles half court conditioned net game. The areas behind the short service line are out of limits throughout the game. Again, encourage students to tumble the shuttle. Doubles games with student umpires.	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards TV Video Vide recorder
Cross Curricular Aspects through this phase	English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	Watching umpiring / net play
Comments			Changes / Improvements		

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

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KS3 1. a b 2. a b 3. b 7. a 7.b AT L. 5/6/7	Back Hand Clear	2	- To be able to play a defensive backhand shot to the rear and the corners of the opponents court. - To know how the clear can be used to gain time to return to the centre-court position. - To be able to identify an opponents weakness, and use a variety of shots and strategies to exploit it.	- Shadow movement (no shuttle) of backhand clear stroke using correct stance and grip. - Feeder feeds shuttle high to backhand side of worker. Worker tries to return shuttle far and high over feeder's head using backhand clear technique. - Feeder feeds shuttle high over the net to the rear of the workers court (backhand side) Worker moves to rear of court, returns shuttle as high and deep as possible into feeders court and moves back into the middle of the court. The rally continues. - Doubles tournament/competition. Teams encouraged to watch opponents play, and to discuss any of their weaknesses and strategies to exploit these weaknesses. - pupils evaluate strengths and weaknesses through analysis of performance	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards
Cross Curricular Aspects through this phase	English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	
Comments			Changes / Improvements		

RISK ASSESSMENT:
PHASE 1- Play should not begin until the court is clear of stray shuttles - Ensure that all jewelry is removed before the lesson.
PHASE2 – All students should be wearing the correct clothing and footwear, appropriate for the game of badminton
PHASE 3- Check the workspace before the lesson for any hazards, i.e. wet gym floor
PHASE 4 – All nets and posts should be correctly erected and secure.
PHASE 5- Encourage students to get into the habit of protecting the face with the racket head, particularly in doubles play.

Evaluation / Overall progress of Scheme / Pupils and Group:

Targets :
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CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK : BADMINTON	YEAR:10
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NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No
KS4 1.a b 2.c 3.a 7.a b AT L. 7	Flick Serve	1 – 2	<p>To be able to use the flick serve to surprise an opponent who is anticipating a short serve.</p> <p>To be able to perform an accurate flick serve using the correct technique, body and foot positions.</p> <p>To be able to put enough pace on the serve to make it difficult for the opponent to return.</p> <p>To be able to officiate fully a doubles game and understand the roles of line judges.</p>	<p>- Individuals flick serve against a gym wall. Emphasis on disguising the serve, and snapping the racket through the shuttle, quickly uncocking the wrist.</p> <p>- Flick serve to partner across net. (take action photo's)</p> <p>- Mix flick and short serves to partner across net. As the shuttle is about to be contacted the receiver must shout either "short" or "flick", as an indicator of how well you are disguising the shot.</p> <p>- Conditioned serve and return game. Mix service styles and count how many serves the receiver can return without hitting the shuttle out or into the net.</p> <p>- Doubles competition with student umpires (use of line judges?)</p>	<p>White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards Digital camera Computer</p>	
Cross Curricular Aspects through this phase			English, Communication, Literacy, Mathematics, Science ICT	ASSESSMENT (within activities)	Peer Evaluation Q & A	Photo's analysis Observation
Comments				Changes / Improvements		
KS4 1.a b 7.a b AT L. 7	"Around the head shot"	2	<p>- To be able to return powerfully a shuttle aimed high on your backhand side.</p> <p>- To know that the shot is used to send the shuttle back to your opponent's court faster, giving them less reaction time and making your play less predictable.</p> <p>- To be able to use the shot to clear, drop and drive the shuttle.</p>	<p>- Shadow the movement of the shot (no shuttle) using correct footwork, stance and grip.</p> <p>- Feeder feeds a high feed to worker's backhand. Worker returns with ATHS.</p> <p>- As above, this time at the net and practicing hitting ATH (do not rally)</p> <p style="margin-left: 20px;">a. Clears b. Drives c. Drops</p> <p>- Shot sequence. Flick serve-ATHS-flat shot to backhand-ATHS-flat shot to backhand-ATHS etc.</p>	<p>White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards</p>	

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science <i>ICT</i>		ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance Observation
Comments				Changes / Improvements		
1.a b 7.a b AT L. 7	Backhand Smash	2	<ul style="list-style-type: none"> - To be able to deceive an opponent into thinking you are about to play a clear or drop before smashing the shuttle downwards. - To know that the smash must be a fast, downward shot, and so the shuttle must be contacted as high as possible, slightly in front of the body. - To be able to capitalise on an opponents lifted shot by smashing the shuttle and scoring a point. 	<ul style="list-style-type: none"> - Shadow movement of backhand smash using correct stance and grip. - Self toss and smash return. Toss the shuttle up above and slightly in front of the dominant shoulder, and smash into the wall/space. - Feeder serves a high friendly serve to the workers backhand, who attempts to smash the shuttle back down towards feeder's feet. - Shot sequence. High serve-backhand smash-lob-backhand smash.... Play until the rally is over and the shuttle has been smashed down onto court. 		<ul style="list-style-type: none"> White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science <i>ICT</i>		ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance Observation
Comments				Changes / Improvements		
1.a b 7.a b c AT L. 7	Backhand Drop Shot	2	<ul style="list-style-type: none"> To be able to deceive an opponent into thinking that you are about to perform a shot to the rear of their court, and instead dropping it just over the net. To use the correct body position and grip whilst performing an accurate drop shot which lands as close to the net as possible. To be able to use the shot along with others to move your opponent around the court and force them to defend the entire court. To be able to discuss tactics with a teammate and to implement these strategies into a competitive doubles game. 	<ul style="list-style-type: none"> - Feeder feeds high to rear backhand court of worker. Worker moves to shuttle and returns with a backhand drop to the net. Emphasis on disguising the shot as a clear or smash. - Shot sequence. High serve to backhand-backhand drop-lob to backhand-backhand drop etc. - Feeder high serves to workers backhand. Worker may use backhand drops, smashes, clears or drives to win the point. The feeder must try to keep the rally going by returning all shots high to the workers backhand. (Disguise the shots) - Conditioned doubles game with extra points awarded for rallies won with a backhand shot. 		<ul style="list-style-type: none"> White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science <i>ICT</i>		ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance Observation
Comments				Changes / Improvements		

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

KS4 1.a b 2.a b 7.a b c AT L. 7	Doubles Play	2 - 3	<p>To know to rotate and play as part of a team.</p> <p>To be able to change positions from “up and back” to “side-by-side”, depending on whether you are attacking/defending.</p> <p>To know to keep the shuttle going downward to gain and hold the offensive position.</p>	<p>- Doubles on court in ready position. On teachers call “shuttle lifted”, players move side-by-side into a defensive position. On call “shuttle down”, pairs move into up and back positions.</p> <p>- Shot sequence. High serve-rotate-smash-block. Team A serves high to B then assumes the side-by-side defensive position. Team B smashes the shot back down and team A attempts to block and continue the rally.</p> <p>- Doubles play with rotation of positions. When your team hits shuttle downwards rotate into offensive up and back positions. When you lift the shuttle move into side by side positions</p>	<p>White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Teaching cards</p>	
Cross Curricular Aspects through this phase		English, Communication, Literacy, Mathematics, Science ICT		ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance Observation
Comments				Changes / Improvements		

RISK ASSESSMENT:

PHASE 1- Play should not begin until the court is clear of stray shuttles.- Ensure that all jewelry is removed before the lesson.

PHASE2 – All students should be wearing the correct clothing and footwear, appropriate for the game of badminton.

PHASE 3- Check the workspace before the lesson for any hazards, i.e. wet gym floor - Do not smash directly towards another player/opponent

PHASE 4 – All nets and posts should be correctly erected and secure.

PHASE 5- Encourage students to get into the habit of protecting the face with the racket head, particularly in doubles play.

Evaluation / Overall progress of Scheme / Pupils and Group :

Targets:

-
-
-

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK: BADMINTON

YEAR: 11

KEY STAGE: FOUR

NCPE CURRICULUM DESCRIPTION: NET / WALL

OBJECTIVES WITHIN THIS SCHEME OF WORK: the students should be able to use advanced tactics and strategies in both singles and doubles competitive games. They should be able to observe a partners performance, offer informed feedback, suggesting and helping in drills and practices that will lead to an improvement in their overall play, as well as leading a partner through a full warm up and cool down. Students should then be able to evaluate their coaching and playing methods and measure their success. The group should know the format and workings of a league competition and be able to construct, officiate and play in a competition of their own.

PREVIOUS SKILLS LEARNT AND PERFORMED: Students have covered the basic shots that underpin the game of badminton and also some of the more advanced strokes. These include the long and short forehand and backhand serve, the flick serve, push return, overhead clear, forehand and backhand drop, lob, smash, block, forehand and backhand drive and the “around the head shot”, as well as shots from close in at the net. They are able to move opponents around the court using a variety of these shots, as a way of creating spaces and openings. Students have an advanced knowledge of both offensive and defensive court positions in competitive doubles games and can use these interchangeably during the course of a rally. Students understand the need to prepare for exercise by warming up and to recover by cooling down and can lead peers through a series of badminton related stretches. All students understand the roles of umpires and line judges and can take part in games as either player or official.

TERM:

Date start S.O.W: / /

Date finish: / /

LESSON TIME(S): -

PERIOD(S):

Number of Pupils: Boys:

Girls:

Total:

Ability of Group: Low / Medium / High

Special Educational Needs Pupils:

Total:

Gifted and Talented Pupils:

Total:

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

SCHEME OF WORK : BADMINTON					YEAR: 11	
NCPE location	Phases of Scheme	Wks	Objectives per progression	Activities	Resources	No.
KS4 1.a b 2.a b c 7.a b c AT L. 7	Singles Play	2	To be able to make decisions during a rally regarding the placement of the shuttle. To be able to anticipate correctly the shot your opponent is going to play and so be ready to cover that area of court. To know that a mixture of deep shots into your opponents court, and drop shots, is effective in singles play.	- A feeds the shuttle over the net to B, who uses a variety of shots to move A around the 4 corners of her court. Both A and B must return to mid-court following each shot. - Modified singles game. The only areas of the court that count as 'in' are the back tramlines, and the space between the net and the short service line (except on serves). This will encourage shots both deep into opponent's court, and also drops to the net. - Video performances	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Tactics cards Video TV Video recorder	
Cross Curricular Aspects through this phase			English, Communication, Literacy, Mathematics, Science ICT	ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance Observation
Comments				Changes / Improvements		
KS4 1.a b 2.a b 3.b c 4.a b AT L.7/8 & Ex. performance.	Peer Performance Observation and Coaching	3	To be able to lead a partner through a full warm up and cool down. To be able to identify faults/weaknesses in own/others technique. To be able to offer informed feedback regarding a partners play, and suggest possible ways of improving both tactically and technique-wise. To be able to suggest appropriate drills/practices that could help correct errors/improve performance.	Partner led warm up and stretching exercises to focus on... - Fast footwork and movement around court (shuffling/sidesteps/forwards/backwards etc) - Stroke shadowing -Upper and lower body stretches. (cool-down) Worker plays singles game while partner observes. Use regular time-outs so as weaknesses and strategies can be discussed. Partner suggests drills that may improve 'weak' and strengthen 'strong' shots, and feeds the shuttle in the drills offering constant feedback. (Teacher may help by suggesting drills and commenting on performance) <u>The player and coach must then put what they have discussed and practiced back into the full game and evaluate the training methods.</u>	White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Tactics cards	

CLAREMONT FAN COURT SCHOOL PE DEPARTMENT

BADMINTON OVERVIEW

Cross Curricular Aspects through this phase	English, Communication, Literacy, Mathematics, Science Citizenship			ASSESSMENT (within activities)	Peer Evaluation Q & A	Analysis of performance listen to feedback Observation
Comments				Changes / Improvements		
KS4 1.b 2.a b c 3.a 7.a b c AT L. 7	Singles/Doubles League (Depending on availability of courts)	3	To know how league/cup competitions work, the format they use with regards rules, points and placing. To be able to set up a league within the group and run the competition over a number of weeks. To be able to take part in league games. To be able to umpire competitive fixtures.	<u>N.B. This should not be taught as a separate phase to the above and should be incorporated by playing a number of league games at the end of each session following the peer coaching.</u> Group discusses and agrees upon the format to be used for the competition. Fixture lists are drawn up. Fixtures are played with full student officiating. Points are awarded and league positions drawn up each week.		White board & Markers Badminton Chart Cones Rackets Shuttles Nets & Posts Tactics cards
Cross Curricular Aspects through this phase	English, Communication, Literacy, Mathematics, Science Citizenship			ASSESSMENT (within activities)	Peer Evaluation Q & A Observation	Analysis of performance
Comments				Changes / Improvements		

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Evaluation / Overall progress of Scheme / Pupils and Group:

Targets:

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