



National Schools Squash

Schemes of Work for Primary Schools

Years 1 to 6 (KS1 & KS2)

Includes:

- Long Term Plans (Key Stage Overview)
- Medium Term Plans (Year Group Overview)
- Short Term Plans (Weekly Lesson Content and Fact Sheets/Resources)

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PREFACE

The aim of this resource is to provide a clear framework which teachers and other physical education and school sport professionals can use to develop squash in primary schools. It provides detailed schemes of work and lesson plans which primary colleagues will find invaluable. It links effectively to the current National Curriculum (Key Stage 1 and 2) and provides challenging activities. It strengthens the link between school and extra-curricular activities and competition and there is also focus on literacy and key words which lends itself to cross curricular activities.

It is extremely important to understand that this resource is simply a guide and as the user, lesson plans do not need to be followed exactly. When using it, you may find that you will achieve more or less than the suggested content in each unit of work, this is of course dependent on timings allocated for Physical Education at your school as well as the need for adaptation and differentiation. You will have to take into account that each pupil has their own individual needs, and different ability levels as well as different experiences with regards to physical education and sport, therefore those using it should consider how to differentiate tasks so that all pupils are included and are able to meet the learning objectives and outcomes with some degree of success.

Blank pages have been inserted into this resource following every unit of work, this will allow you to develop your own ideas, note any adaptations made or make necessary comments you feel are required for future personal use. I hope that the diagrams, photographs and DVD included with this resource help you to understand the material, develop confidence and increases your and pupils enjoyment of squash.

Chris Vine

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INTRODUCTION

Mini Squash is the UK approved programme for children aged 5 to 11 years (school years 1-6) and offers an ideal introduction to the game of squash, based on the fundamental movement skills of **agility** (A), **balance** (B) and **co-ordination** (C) known collectively as the ABCs. The exciting and fun game of Mini Squash fits the needs of younger children using specially adapted equipment for the school hall and club environment.

Popular thinking indicates that before the age of 10, children are most receptive to learning the fundamental movement skills of **agility** (jumping, running, and fast feet), **balance** (using the centre of gravity and the base of support), and **co-ordination**; throwing and catching, (and using a racket). All of these skills are essential for the long term development of the athlete (LTAD) and form the basis of the activities and games in relation to Mini Squash within this resource.

Mini Squash covers every element of the initial stages of a child's long-term squash development and is designed to enable every child to be included in maximising their individual potential.

Mini Squash also provides the vital curriculum link for **teachers** and **coaches** incorporating essential educational outcomes within the activities and games described in this resource, which is both flexible (for differentiation, easier or harder etc), easy to follow and mostly important good fun!

Level	Age Range	Rackets & Balls
FUN 1-6	Ages 5 to 7 years depending on ability	<ul style="list-style-type: none">• FUN racket or a mini-sized squash racket• FUN ball
PLAY 1-6	Age 7 & upwards depending on ability	<ul style="list-style-type: none">• PLAY racket or a junior-sized squash racket• PLAY ball
COMPETE 1-7	Age 8 & upwards depending on ability	<ul style="list-style-type: none">• COMPETE racket or a full-sized squash racket• COMPETE ball

Mini Squash is split into three levels which are colour coded to define the different levels of progressions – FUN, PLAY & COMPETE. This provides teachers and coaches with a clear direction as to the most appropriate way to meet the needs of the younger developing player. FUN is the starting point, followed by PLAY and then COMPETE as the top level for Mini Squash.

This resource deals exclusively with the first FUN level of Mini Squash for school years 1-6 (Key Stage 1 and 2), and is designed to maximise the ease of performance of the activities and games contained within. Obviously there is scope to make these activities easier or harder to cater for different ability levels, but still has a strong element of competition to inspire and enthuse. It is also intended that schools utilising this resource will look to compete in ‘school families’ or ‘partnership clusters’, with teams from years 4-6 culminating in a District/Regional final and ideally a nearby club-based coaching programme as a follow on.

The National Schools Squash Schemes of Work resource supports the Key Stage 1 and 2 Physical Education Programme of Study that is delivered in the Primary Curriculum. For Key Stage 1, sessions focus on the idea that pupils build on their natural enthusiasm for movement, using it to explore and learn about their environment. Practices are in place to allow pupils to start working and playing with others in pairs and small groups. By watching, listening and experimenting, pupils will develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Throughout Key Stage 1, this resource will focus on knowledge, skills and understanding. Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Physical Education Programme of Study – Key Stage 1:

Acquiring and developing skills

1. Pupils should be taught to:
 - a) explore basic skills, actions and ideas with increasing understanding
 - b) remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a) explore how to choose and apply skills and actions in sequence and in combination
 - b) vary the way they perform skills by using simple tactics and movement phrases
 - c) apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a) describe what they have done
 - b) observe, describe and copy what others have done
 - c) use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a) how important it is to be active
 - b) to recognise and describe how their bodies feel during different activities

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. Using this resource will aim to help them to learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. At this level, they enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Physical Education Programme of Study – Key Stage 2:

Acquiring and developing skills

1. Pupils should be taught to:
 - a) consolidate their existing skills and gain new ones
 - b) perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a) plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
 - b) develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
 - c) apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a) identify what makes a performance effective
 - b) suggest improvements based on this information.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a) how exercise affects the body in the short term
 - b) to warm up and prepare appropriately for different activities
 - c) why physical activity is good for their health and well-being
 - d) why wearing appropriate clothing and being hygienic is good for their health and safety.

The resource has been created and adapted to focus on two out of the four main areas of study in Physical Education. The two areas are **acquiring and developing skills** and the **selecting and applying skills, tactics and compositional ideas**.

LESSON THEMES - MULTI SKILLS AND MINI SQUASH KS1 & KS2 SCHEME OF WORK – WEEKLY OVERVIEW

	KS1 - YEAR 1	KS1 - YEAR 2	KS2 - YEAR 3	KS2 - YEAR 4	KS2 - YEAR 5	KS2 - YEAR 6
WEEK	THEME	THEME	THEME	THEME	THEME	THEME
1	Agility	Re- visit agility/balance	Re-visit ABCs	More complex - Co-ordination of ABCs	ABCs and racket/ball skills	ABCs and racket/movement skills
2	Balance	Co-ordination	Ball skills (4)	Racket and ball skills (2) (Forehand)	Racket and ball skills (FH/BH)	Racket/ball skills and movement
3	Co-ordination	Ball skills (2)	Introduce racket	Racket and ball skills (3) (serve and return)	Racket and ball skills, serve and return	Racket and ball skills and tactics
4	Ball skills (1)	Ball skills (3)	Generic ball and racket skills (1)	Introduce rules and game (bench)	Racket and ball skills, volley	Mini Squash matches/score sheets
5	Introducing festival stations – L1	Multi skills festival L1	Generic racket skills festival L1	Mini Squash games (benches/walls)	Mini Squash game - officials/score sheets	Mini Squash games - team selection
6	Intra-school festival/competition – L2	Intra-school festival L2	Intra/inter-school racket skills festival L1/2	Intra/inter-school Mini Squash League L1/2	Intra/inter-school Mini Squash League L1/2	Intra/inter-school Mini Squash League L1/2

KEY WORDS

Agility
Balance
Co-ordination

Ready
Timing
Tempo
Aiming
Target

Ready
Timing
Tempo
Aiming
Target
T-Zone
Throwing
Grip

Forehand
Serve and return
Referee and marker
Score sheet
Game
In/out
Rally

Forehand/Backhand
Serve and return rules
Basic tactics
T-Zone
Score sheets
League (boxes/grids)
Lets and strokes
Officiating

Forehand/Backhand
Serve and return rules
Tactics
T-Zone and movement
League/teams
Lets and strokes
Fair play
Score sheets

KEY STAGE 1 - LONG TERM PLAN – MULTI SKILLS AND MINI SQUASH

	YEAR 1	YEAR 2	
<p style="text-align: center;">LEARNING OBJECTIVES (Skills)</p> <p>Pupils should be able to:</p>	<ol style="list-style-type: none"> 1. Learn how to move and interact safely 2. Begin to acquire an awareness of agility balance and co-ordination 3. Begin to acquire and develop; A, B, Cs and Ball Skills 4. Take part in physical/movement activities safely in a hall environment 5. Begin to analyse others work and help them improve 6. Play games fairly (no cheating) 	<ol style="list-style-type: none"> 1. Learn how to move and interact safely 2. Begin to gain more knowledge in relation to agility balance and co-ordination 3. To develop; Ball Skills in relation to the ABCs 4. Take part in more vigorous physical/movement activities safely in a hall environment 5. To analyse others work and help them improve in relation to ABCs and ball skills 6. Play games fairly (no cheating) 	
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>Pupils should be taught to:</p>	<ol style="list-style-type: none"> 1. (a) Develop new skills 1. (b) The ability to move and be aware as to why things may go wrong (e.g. balance) 2. (a) Use ABCs to plan what they do 2. (b) Start to apply rules and good behaviour (fair play) 3. Take the initiative to analyse their own and others' work, using this information to improve its quality 4. How to work together for specific activities e.g. pairs 	<ol style="list-style-type: none"> 1. (a) Develop new skills 1. (b) The ability to move and be aware as to why things may go wrong (e.g. balance) 2. (a) Use ABCs to plan what they do 2. (b) To apply more complex rules and good behaviour (fair play) and conventions 3. Take the initiative to analyse their own and others' work, using this information to improve its quality 4. To work together for specific activities e.g. pairs towards a specific outcome 	
<p style="text-align: center;">LANGUAGE FOCUS (LITERACY)</p>	<p>Agility, jump, quick feet, balance, base centre of the body (gravity), co-ordination, hand eye, leg arm, ball skills, rolling, bounce, spin flight</p>	<p>Agility, jump, quick feet, balance, base of support, centre of (gravity), co-ordination, hand eye, leg, right, left, arm, ball skills, rolling, bounce, spin, flight, Ready timing, tempo, aiming, target rebound, underarm, over arm</p>	
<p style="text-align: center;">RULES</p>	<ul style="list-style-type: none"> • Importance of rules • How to keep score • Fair play • Pay attention 	<ul style="list-style-type: none"> • Importance of rules • How to keep score • Fair play • Pay attention 	

MEDIUM TERM PLAN – MULTI SKILLS AND MINI SQUASH		
KEY STAGE: 1	YEAR: 1	FOCUS: Developing movement techniques and first awareness of balance, agility and co-ordination in relation to Mini Squash.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: a) Use activities and games to promote awareness of ABCs and basic ball skills b) Use the principles of fundamental movement skills when planning what they choose to do c) Respond to changing situations when all the class are involved – safety and respect for others less able		Pupils should be able to: 1. Learn how to move and interact safely in a hall environment 2. Acquire an awareness of ABCs as fundamental movement skills 3. Develop ; a) Balance – what is it? b) Agility – what is it? c) Co-ordination – what is it? d) Ball skills – rolling and multiple bounces 4. Introduce ABCs and apply them to movement and ball awareness 5. Analyse others work and help them improve
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Agility, jump, quick feet, balance, base, centre of the body (gravity), co-ordination, hand, eye, leg, arm, ball skills, rolling, bounce, spin, flight		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 1. (a) Develop new skills 1. (b) The ability to move and be aware why things go wrong (e.g. balance) 2. (a) Use ABCs to plan what they do 2. (b) Start to apply rules and good behaviour (fair play) 3. Take the initiative to analyse their own and others' work, using this information to improve its quality 4. How to work together for specific activities e.g. pairs
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Awareness of others when sharing equipment Hall surface free from obstructions Equipment set out correctly Ensure correct warm up is carried out Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using parts of the body individually and collectively 		

KEY STAGE 1 – SHORT TERM PLAN – MULTI SKILLS – YEAR 1

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	AGILITY – what is it?	Begin to develop an awareness of agility and how to move and interact safely in a school hall environment the badminton court and how to pack away.	Using warm up to aid understanding of what agility is. E.g. The bean game (quick feet) (see resource sheet). A1 – Use spots on the floor – pupils jump on and off legs together – how many times in 30 seconds partner counts, do same with legs apart (if they can!) A2 – Standing jump – partner mark with line or spot, how far can you go? 3 jumps – with run up? Game – Scarecrow tag (see resource sheet). Game - Mirroring (see resource sheet).
2	BALANCE – what is it?	Begin to develop an awareness of balance and how this affects the success of how we are able to move and perform tasks.	Warm up – In teams, run, run forwards and backwards, side to side – Cars game (see resource sheet). A1 – Stand on one leg, right, and then left. A2 – Stand on one leg lean forward and try to touch the floor – in pairs watch partner and try to help to improve. Left leg better or right? A3 – Explore other balance points – body parts game teacher calls out part of body pupils must use this to contact the ground – must be in a balanced position. A4 – Explore base of support and centre of gravity – high or low – what is it? Game – Sticky body parts as above (A4) but pupils only put body part on the floor if teacher calls “sticky” first if no sticky pupils ignore! Game – Team line balance , in teams throw lines down. Teams have to move from one end of the hall to the other all standing on the lines.
3	CO-Ordination – what is it? - explain use of hand and eye together. (Watch, then act/do)	Begin to develop an awareness of co-ordination and how this affects the success of what we do. I.e. catching a ball (or not!)	Warm up – Foxes and rabbits using bibs, pupils stick a bib in the back of their trousers or pockets, these are rabbits, foxes wear bibs normally and try to pull rabbits bibs off if they get caught they become foxes! A1 – Left and right? Teacher calls “left hand up” right hand up” left hand down right hand up etc, then include leg(s) right hand up left leg out (to the side). A2 - As above but with movement e.g. arm circling other up and down, hand on tummy other tapping head etc. A3 – Hoops (in pairs) – try to see how many times round body? Game – Roll a ball to partner from one side of hall to the other – how many successful rolls in 1 minute? – Increase distance, or move closer (could be kneeling) Game – Dishes and domes (see resource sheet).

KEY STAGE 1 – SHORT TERM PLAN – MULTI SKILLS – YEAR 1

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
4	Ball Skills – what are they?	Pupils to acquire the ability to try to control a ball and send and receive it from a partner. Also to understand the difference between rolling the ball, more than one bounce, two bounces, one bounce, and no bounces.	<p>Warm up – Traffic lights; Red – freeze in shape (wide, tall, small; add levels wide/high; Amber – jogging, pogo jumping (like you are on a pogo stick); Green – sprinting skipping hopping; Zebra Crossing – make a straight shape on the floor.</p> <p>A1 – In pairs rolling ball across the hall (revise last week), to target. Partner sits cross legged opposite.</p> <p>A2 – In pairs across target use lines/spots.</p> <p>A3 – More than one bounce (3/4) to partner across the hall.</p> <p>A4 – Two bounces only.</p> <p>A5 – One bounce.</p> <p>Game – Ball roll (KS1 – year 1 resource).</p>
5	Multi Skill Festival (1) using stations	Using activities/stations as follows, in a team style (intra) class competition i.e. one class.	<ol style="list-style-type: none"> 1. Are you Ready 2. Roll a Goal 3. Roll and Field Team Challenge 4. Bucket Relay 5. Agility Relay 6. Coneman the Barbarian 7. Ball Pass Relay (1) 8. Team Ball Pass Relay (2)
6	Multi Skill Festival (2) using stations	Using activities as for week 5 above, but each class from the year group selects a team of three boys and three girls to compete in an intra class event.	<ol style="list-style-type: none"> 1. Are you Ready 2. Roll a Goal 3. Roll and Field Team Challenge 4. Bucket Relay 5. Agility Relay 6. Coneman the Barbarian 7. Ball Pass Relay (1) 8. Team Ball Pass Relay (2)

KS1 – Year 1 Fact Sheet – Resource

Contents:

The Bean Game – explanation
Cars Game - explanation
Ball Roll – explanation of game
Scarecrow Tag – explanation of game
Mirroring – explanation of activity
Dishes and Domes – explanation of activity
Ball Pass Relay – explanation of activity
Team Ball Pass Relay – explanation of activity

Week 5 – Multi skill festival Stations - class competition
Week 6 – Multi skill festival – Intra school competition

The Bean Game

Equipment needed: none except voice

- Class in space in the hall.
- When a type of bean is called out class perform the associated action.
- Runner Bean – running, String Bean – stand as straight as you can, Broad Bean – make yourself as wide as you can, Baked Bean – say “Ooh La La...”, Chilli Bean – shiver, Jelly bean – wobbling around, Jumping Bean – jumping around, Has bean – fall on the floor!

Cars Game

Equipment needed: cones for class to use as steering wheel (not essential)

- Use gears 1-5 to differentiate speeds.
- When a gear is called, class moves at that speed – Gear 1 – walking; Gear 2 – fast walking; Gear 3 – jogging; Gear 4 – running; Gear 5 – sprinting; Gear 6 – reverse (alter these depending on the space you have and also the group you are working with).
- Use imagination and add scenarios – e.g. parking in a tight space, on a motorway, country road – weaving in and out, up/down hill, bumpy road (up and down).
- If class has coloured cones – create garages for them to drive in to – red green blue etc.
- Sleeping policeman – (line of cones) class jumps over them in transit.
- Roundabouts – (group of cones together in a square or circle) – class drive round them (one way!)

Ball Roll

Equipment needed: bucket of Fun/sponge balls, lines to mark playing area

- Players line up at the end of the playing area (hall) – behind a line, playing area – rectangle.
- Two players stand at the side of the playing area (defined by throw down lines) with balls (sponge balls ideally).
- The players have to try to run from one end of the hall to the other without getting hit on the legs by a ball that is rolled from the side.
- If hit with the ball the players can either sit out, lose lives, or join the other two on the side and roll balls.

Scarecrow Tag

Equipment needed: throw down lines, cones to mark playing area (rectangle)

- Split class into two groups (could be boys/girls).
- One group sits at the side of a marked square (use throw down lines/spots).
- Marked area – two thirds of hall.
- On group stands up at one end of the hall – behind the line, teacher picks two to “tag”.
- Others have to run to the other end of the hall to get behind the other line (safe area) before being tagged, could be on the arm knee leg etc – they then stand with arms out wide and can be freed by others running underneath.
- How many tagged in specific time period (under one minute) – then swap groups.

Mirroring

Equipment needed: none

- In pairs, one performs an action, e.g. a simple side step to the left.
- Partner either does the same (side steps to the left) or does the opposite as if in a mirror.
- Could add more complex moves (i.e. quicker with emphasis on agility).

Domes and Dishes

Equipment needed: 20-30 cones positioned in random order across the hall, either dome up or dome down (dish)

- Can be played whole class split in half (girls vs. boys?) or teams against each other.
- One group runs round turning the cones upwards (dishes) the other group runs round turning them downwards (domes).
- At the end of a specified time period – how many domes? How many dishes?
- Can be best of 1, 3, 5 games – also can vary time periods.

Week 5 – Multi Skill Festival Stations – single class “team” competition

Recommended playing area – school hall.

Hall is set out with each activity in a space – if a class then 5/6 activities will be enough.

Station One

Are you Ready

Equipment needed: cones or floor targets to mark out goal area and 1 Fun ball per pair

- Players compete in pairs – one player stands in a goal marked with cones and gets into the ready position.
- The other player rolls the ball into the goal area to try and score a goal.
- The player in goal moves to stop/catch the ball with their hands to try and stop the ball entering the goal.
- Each pair counts how many goals are scored. Ensure players have the same number of attempts at goal e.g. 4 attempts each and keep swapping places.
- Teams score is the total number of goals scored.

Station Two

Roll a goal

Equipment needed: hoops, one Fun ball per team

- Players compete in teams, one at a time.
- Players try to roll the ball from behind a line to a hoop a specified distance away and try to roll it so it doesn't go out if it stays in they score a goal. Rolling player then retrieves ball, runs back to the team for next person to try.
- Winning team is team that scores most goals in specified time.

Station Three

Roll and Field Team rally Challenge

Equipment needed: bench (turned on its side) and floor lines, 1 Fun ball per team

- Each team works together.
- First player behind the starting line with the other team players in a line behind.
- Players try to keep "a rally" going rolling onto the bench and then fielding the ball behind the line or set area. Once the ball has been rolled the players move to the side and rejoin the back of the line.
- Team score is the highest number of successful rolls and fields in a specified time (e.g. 2 minutes).

Station Four

Bucket Relay

Equipment needed: one bucket/hoop per team

- In teams working together – same number in each team if possible. All teams do this together.
- First player picks up a ball and must throw it up and catch/field it at least three times from the start marked by a throw down line and the bucket/hoop placed a suitable distance away.
- The first player then runs back to the end to be tagged (behind the start) by the next player who does the same.
- The winning team is the first team who completes the task (everyone must do it).

Station Five

Agility Relay

Equipment needed: throw down lines to mark the start and finish

- In teams – as other activities, ideally same number in each team.
- Teams in order "bunny jump" (legs together) from one end of the hall to the other.
- Each player in each team does this twice, once through then again.
- First team to complete the task wins. (Could also be hopping or skipping).

Station Six

Coneman the barbarian!

Equipment needed: throw down lines marking start and finish, one cone per team

- In teams as with other activities, ideally same number in team.
- First player puts the cone on their head and then walks, runs, skips or hops etc to the end and then back, passes the cone to the next person.
- As with agility relay each player in each team does this twice once through, then again.
- First team to complete the task wins.

Station Seven

Ball Pass

Equipment needed: throw down lines, one Fun ball per team

- In teams (in line one in front of the other).
- First one in line has the ball and passes it round their body (sideways) to the next one and then when the end one gets it, they run to the front and the team move up the hall steadily.
- First team to the end wins – no cheating or running too far in front of team (from the back).
- Development as above but passing the ball, over their heads, between the legs, or rolling the ball through the legs to the one at the back.

Station Eight

Team Ball Pass

Equipment needed: as above for Ball Pass

- Activity is the same format as above but with team split into two threes – opposite each other:

xxx (across the hall) xxx

- Ball must be “passed” to each other by rolling, or multiple bounces, or two bounces or one bounce.
- Each side must pass and field once then run round to the back of the team opposite.
- First team to complete 12 passes successfully wins (could then be 10, 8, 6, 4, and then 2 to finish).

Week 6 Multi skill Festival – intra school competition

Using stations as identified above, classes in year group select teams of three boys and three girls to compete against other classes in their year groups.

Notes

MEDIUM TERM PLAN – MULTI SKILLS AND MINI SQUASH		
KEY STAGE: 1	YEAR: 2	FOCUS: Developing movement techniques and further awareness of balance, agility and co-ordination in relation to Mini Squash. Introduce ball skills with Fun ball.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: <ol style="list-style-type: none"> Use activities and games to promote awareness of ABCs and basic ball skills Use the principles of fundamental movement skills and ball skills when planning what they choose to do Respond to changing situations when all the class are involved – safety and respect for others less able 		Pupils should be able to: <ol style="list-style-type: none"> Learn how to move and interact safely in a hall environment Acquire more awareness of ABCs as fundamental movement skills and their relation to basic ball skills Develop; <ol style="list-style-type: none"> Balance – how base of support centre of gravity Agility – quick feet and power Co-Ordination – hand, eyes and feet Ball skills – rolling and multiple bounces, aiming, throwing and catching Refine ABCs and apply them to movement and ball awareness Analyse others work and help them improve
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Agility, jump, quick feet, balance, base, centre of the body (gravity), co-ordination, hand, eye, leg, arm, left, right, ball skills, rolling, bounce, spin, flight, catch, throw, ready (position), timing, tempo, aiming, target, rebound, underarm, over arm		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: <ol style="list-style-type: none"> (a) Develop new skills (b) The ability to move and be more aware why things go wrong – (e.g. balance) (a) Use ABCs and ball skills to plan what they do (b) Apply more complex rules and good behaviour (fair play) Take the initiative to analyse their own and others' work, using this information to improve its quality How to work together for specific activities and outcomes e.g. pairs and scoring for each other accurately
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Awareness of others when sharing equipment Hall surface free from obstructions Equipment set out correctly Ensure correct warm up is carried out Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using parts of the body individually and collectively 		

KEY STAGE 1 – SHORT TERM PLAN – MULTI SKILLS – YEAR 2

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Re-visits AGILITY and BALANCE – quick feet and centre of gravity (COG) over base of support (BOS)	Re-visit agility and balance and explore how they interlink?	Using warm up to aid understanding of what agility is. E.g. jogging at variety of speeds , then in and out of obstacles (cones on the floor) – not bumping into each other – body control, agility, balance, change direction. A1 – In teams running and then stopping and landing on one foot, left then right (any easier?) – One at a time how successful? – Take best example (why?) – Balance, co-ordination and agility needed. A2 – In teams sidestepping in and out of cones, one at a time from one end of the hall and back. Game – Domes and dishes – one team against another, best two teams in final showdown! (See resource sheet). Game – Cone retrieval game (see resource sheet).
2	CO- ORDINATION – Re-visit in relation to ABCs as whole	Re-visit co-ordination – explain how hand, arms and limbs and eyes work together in relation to balance and agility to give us the ability to move and perform physical tasks and actions. Explain the READY position.	Warm up – Jogging and changing direction (teacher calls change or no change or stop or freeze in position). A1 – In pairs one calls out same or opposite – one holds up right hand says “same” partner must touch with the same hand (right) – can use legs as well – explain how this works – watch, think, use hand, touch. A2 – Teacher calls out jump, stamp, left arm up, right arm up, both up both down etc – isolating a separate part of the body to perform an action – did you get it right all the time, most of the time or some of the time? A3 – In pairs same activity – one calls the other does. A4 – Explain the ready position, why is it important? Explain how the receiver stands in tennis, or a goalie in football - legs apart, low base, knees bent, on the toes, watching opponent and ball and direction – “ready” to move. Game – Spot and line game (see resource sheet). Game – Scarecrow tag (see KS1 year 1 resource sheet).
3	Ball Skills (2)	Begin to develop an awareness of Ball Skills in relation to ABCs and how these affect the success or otherwise of what we do. I.e. catching/receiving and sending a ball. Explain tempo (speed of the arm) and timing (co-ordinating the correct time to field, pick up, “grab” the ball etc.)	Warm up – As last week, teacher calls jog, run, change direction (as numbers) freeze, jump up, crouch down etc. A1 – “Are you Ready” – in pairs with two cones and one Fun ball. Idea is for one to send the ball (via a roll) to try and score a goal through the cones set approx 1 metre apart with partner “in goal” trying to stop them. A2 - As above but with multiple bounces instead of roll (must be more than two). A3 and A4 – As above but with two bounces or one bounce. Game – Rollers and Grabbers (see resource sheet).

KEY STAGE 1 – SHORT TERM PLAN – MULTI SKILLS – YEAR 2

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
4	Ball Skills – (3)	Pupils to acquire the ability to try to control a ball and send and receive it from a partner. Also to further understand the difference between rolling the ball, more than one bounce, two bounces, one bounce, and no bounces. Tempo and timing are important; every activity should be performed from the Ready position.	<p>Warm up – Ball roll (see KS1 Year 1 resource sheet).</p> <p>A1 – Flights and arrivals – building on last week – pairs activity - one stands on a spot/line the other rolls ball away from where they are standing – idea is to move to the ball quickly “field it” and return to partner – 10 times – how quickly?,</p> <p>A2 – As above but with multiple bounces, then two then one etc.</p> <p>A3 – As above but partners throw (underarm) against a wall / overturned bench, table on the side etc (watching for rebound “off the wall” – how does it move after the contact with the wall/table/bench etc.</p> <p>A4 – Game – as above - one partner throws, the other fields, and then throws (if partner miss-fields point is scored) – could also be roll if throw not working.</p> <p>A5 - Game – Ball roll to targets (set of cones) (see resource sheet).</p>
5	Multi Skill Festival (1)	Using stations as listed, class compete in teams of 5 or 6.	<ol style="list-style-type: none"> 1. Domes and Dishes 2. Cone Retrieval Game 3. Spots and Lines 4. Scarecrow Tag 5. Rollers and Grabbers 6. Ball Roll to Target
6	Multi Skill Festival (2)	Using stations as listed, select teams from year group and compete – 3 boys and 3 girls (intra).	<ol style="list-style-type: none"> 1. Domes and Dishes 2. Cone Retrieval Game 3. Spots and Lines 4. Scarecrow Tag 5. Rollers and Grabbers 6. Ball Roll to Target

KS1 – Year 2 Fact Sheet – Resource

Contents:

Domes and Dishes - explanation
Cone Retrieval game – explanation
Spot and Line game – explanation
Rollers and Grabbers – explanation of game
Ball Roll (to target(s)) – explanation of game

Week 5 – Multi skill festival Stations - class competition

Week 6 – Multi skill festival – Intra school competition

Domes and Dishes

Equipment needed: 20-30 cones positioned in random order across the hall, either dome up or dome down (dish)

- Can be played whole class split in half (girls vs. boys?) or teams against each other.
- One group runs round turning the cones upwards (dishes) the other group runs round turning them downwards (domes).
- At the end of a specified time period – how many domes? How many dishes?
- Can be best of 1, 3, 5 games – also can vary time periods.

Cone Retrieval Game

Equipment needed: 4 cones per group (4/6) or in pairs

- Players line up behind a line 2-3 metres away from cones put together in a straight line in front of them.
- Team/pair decide which one of the cones they retrieve (one at a time) either the nearest or the furthest away from them.
- Teams/pairs have to stack the cones neatly before they are finished (behind the line) and then sit down arms and legs crossed – first teams to do that wins!
- Could vary it by teams picking up cones one at a time then putting them back (in the same order if different colours).

Spots and Lines Game

Equipment needed: spots and throw down lines

- Spots and lines put in random pattern down on the floor of the hall – ideally all different colours.
- Players split into two groups (half the class) – one plays game, other sits as side.
- Players upon call from teacher i.e. a colour or a colour and a line e.g. “blue lines” – have to put a foot (could be left or right) on the spot or line, could be a hand or knee etc.
- Can limit the number of players allowed on one spot (two or three/four etc).
- Last player to find the correct sport/line is out until one or two are left.
- Can also remove spots or lines to make more difficult.

Rollers and Grabbers

Equipment needed: spots and throw down lines – enough Fun balls for one between two (pairs)

- Players sit in two lines opposite each other (down both sides of the hall) – with one spot/line positioned just over half-way between the roller (standing up) and the grabber (seated crossed legged).
- Roller rolls the ball up to the spot (and only when it gets there) are they are allowed to sprint quickly and retrieve the ball before the grabber “grabs it” – if the grabber grabs it they get the point, if the roller retrieves it first they get the point.
- Rollers must not move to get the ball until the ball reaches the spot/line otherwise they forfeit the point. Grabbers must not move up off of their seats/bottoms to grab the ball or they lose point.
- For differentiation – move the spot nearer to the grabber if roller finds it too easy.

Ball Roll to Target

Equipment needed: four cones, one Fun ball in groups of 4 – two teams of 2

- Players play against each other in teams of two.
- Set the cones out (grouped together in 4, different colours ideally) about 2/3 metres away from a line, behind which throwers should stand. If group more capable move cones further back.
- Players play by one a time throwing the ball (one each) at the cones, throw can be with one bounce two bounces or no bounce. If they hit the cones they score a point – best of 4 throws (2 each) what was the score? – Best of 5 games.

Week 5 – Multi Skill Festival Stations – single class “team” competition

Recommended playing area – school hall.

Hall is set out with each activity in a space – if a class then 5/6 activities will be enough.

Stations:

- 1. Domes and Dishes**
- 2. Cone Retrieval Game**
- 3. Spots and Lines Game**
- 4. Scarecrow Tag (team competition)**
- 5. Rollers and Grabbers**
- 6. Ball Roll to Target**

Week 6 - Multi skill Festival – intra school competition

Using stations as identified above, classes select teams of three boys and three girls to compete against other classes in their year groups.

Notes

KEY STAGE 2 - LONG TERM PLAN – GENERIC/MINI SQUASH RACKET SKILLS

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LEARNING OBJECTIVES (Skills)</p> <p>Pupils should be able to:</p>	<ol style="list-style-type: none"> Learn how to move and interact safely using a racket and ball Begin to gain more knowledge in relation to ABCs and generic racket and ball skills To develop; <ol style="list-style-type: none"> Practical ball and racket skills in relation to the ABCs Take part in activities involving rackets and balls safely in a hall environment To analyse others work and help them improve in relation to ABCs and ball and racket skills Play games fairly (no cheating) 	<ol style="list-style-type: none"> Learn how to move and interact safely when playing mini squash in a school hall Begin to acquire an awareness of the forehand, the serve and return and how to win a point Begin to acquire and develop; <ol style="list-style-type: none"> Specific Racket Skills A degree of technical knowledge as to HOW to play shots and what to change if not working Take part in game activities in pairs and groups using benches and the mini wall Begin to analyse their own and others work in relation to technical information given Play games fairly and accept decisions without disputing 	<ol style="list-style-type: none"> Learn how to move efficiently when playing mini squash in a school hall. Begin to acquire an awareness of the backhand, the volley and basic tactical strategies and how this helps to win a point Begin to acquire and develop; <ol style="list-style-type: none"> Further specific Racket Skills – face, angle follow through A further degree of technical knowledge as to HOW to play shots Take part in game activities in pairs and groups using benches and the mini wall Begin to analyse their own and others work in relation to technical information given Play games fairly and accept decisions without disputing 	<ol style="list-style-type: none"> Learn how to move efficiently when playing mini squash in a school hall in relation to the t-zone. Begin to acquire an awareness of the drop shot, basic tactical strategies, and how to apply pressure to win a point Begin to acquire and develop; <ol style="list-style-type: none"> Further specific Racket Skills – face, angle follow through A further degree of technical knowledge as to HOW to play most of the shots Take part in game activities in pairs and groups using benches and the mini wall Begin to analyse their own and others work in relation to technical information given Play games fairly and accept decisions without disputing
<p>LEARNING OUTCOMES</p> <p>Pupils should be taught to:</p>	<ol style="list-style-type: none"> (a) Develop new generic racket and ball skills (b) The ability to move and be aware as to why things may go wrong (E.g. missing the ball) (a) Use ABCs and generic racket skills to think through how to do activities and plan (b) To apply further complex rules and good behaviour (rules of mini squash and etiquette) Use initiative to analyse their own and others' work, using this information to break down and improve its quality To work together for specific activities e.g. pairs towards a specific outcome 	<ol style="list-style-type: none"> (a) Develop new specific Mini Squash racket skills (b) The ability to be aware as to why things may go wrong in relation to ABCs and racket skills (whole – part – whole) (a) Use knowledge of racket skills to plan what they do especially when working in pairs (b) Start to apply rules and scoring systems – both verbal and written Use initiative to analyse their own and others' work, using this information to break down skills and improve performance How to work together for specific activities e.g. pairs and groups and allocate roles 	<ol style="list-style-type: none"> (a) Develop new specific Mini Squash racket skills (b) The ability to be aware as to why things may go wrong in relation to ABCs and racket skills (whole – part – whole) (a) Use knowledge of racket and ball skills to plan what they do especially when working in pairs (b) To apply rules and scoring systems – both verbal and written and make correct decisions when officiating Use initiative to analyse their own and others' work, using this information to break down skills and improve performance How to work together for specific activities e.g. pairs and groups and allocate roles e.g. group leader and playing orders 	<ol style="list-style-type: none"> (a) Develop specific racket skills e.g. drop shot BH/FH (b) Develop the ability to fault diagnose to assist awareness, in analysing why things may go wrong and what to change to improve performance of Mini Squash skills (a) Use knowledge of mini squash skills to plan what and how they do activities and games (b) Apply rules of mini squash correctly, score accurately, especially written -using lets and strokes where relevant Use their initiative to analyse their own and others' work, using this information to improve the quality of theirs and others performance How to work together for specific activities e.g. pairs and in groups allocating roles to group members e.g. group leader and playing orders to ensure equity and inclusion
<p>LANGUAGE FOCUS (LITERACY)</p>	<p>Agility, balance, base of support, centre of (gravity), co-ordination, hand eye, leg, right, left, arm, Ball skills, bounce, spin, track the ball, flight, hitting point., ready position, timing, tempo, aiming, target, rebound, underarm, over arm, racket skills, grip, t-zone</p>	<p>Agility, quick feet, balance, base, centre of the body (gravity), co-ordination, hand, eye, leg, arm. ball skills, rolling, bounce, spin, flight hitting point, ready position, timing tempo, aiming, target, rebound, swing path, racket face, grip t-zone, forehand, serve and return, referee, marker, score sheet, in, out, rally, let and stroke</p>	<p>Ball skills, bounce, spin, flight, hitting point, ready position, timing tempo, aiming, target, rebound, swing path, racket face, grip, t-zone, forehand, serve and return, referee, marker, score sheet, in, out, rally, let and stroke, drive, volley, backhand, squash movement skills</p>	<p>Bounce, spin, hitting point, target, rebound, swing path, racket face, grip, t-zone, forehand, serve and return, in, out, rally, let and stroke, drive, volley, backhand, drop shot, squash movement skills</p>
<p>RULES</p>	<ul style="list-style-type: none"> Importance of rules How to keep score Fair play Pay attention Lets – what does this mean? 	<ul style="list-style-type: none"> Importance of rules How to keep score accurately Fair play, accepting decisions Officials of the game/roles Pay attention when not playing Lets and strokes 	<ul style="list-style-type: none"> Keep score accurately Fair play and accepting decisions Officials of the game/roles Pay attention when not playing Lets and strokes 	<ul style="list-style-type: none"> Keep score accurately Fair play and accepting decisions Officials of the game/roles Pay attention when not playing Lets and strokes

MEDIUM TERM PLAN – GENERIC RACKET SKILLS AND MINI SQUASH		
KEY STAGE: 2	YEAR: 3	FOCUS: Developing generic racket skills and their application through ABCs to balls skills and Mini Squash.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: a) Use activities and games to promote awareness of ABCs and generic racket and ball skills b) Use the principles of generic racket skills to plan and execute what they choose to do c) Respond to changing situations when all the class are involved – safety and respect for others less able, and spatial awareness to ensure successful activities		Pupils should be able to: 1. Learn how to move and interact safely in a hall environment using a racket and ball 2. Acquire more knowledge in relation to ABCs and generic racket and ball skills 3. Develop ; a) Practical ball and racket skills in relation to ABCs 4. Take part in activities involving rackets and balls safely in a hall environment 5. To analyse and evaluate others work and help them improve in relation to ABCs and racket skills
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Agility, jump, quick feet, balance, base, centre of the body (gravity), co-ordination, hand, eye, leg, arm, left, right, ball skills, rolling, bounce, spin, track the ball, flight, catch, throw, ready (position), timing, tempo, aiming, target, rebound, underarm, over-arm, racket skills, grip, t-zone		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 1. (a) Develop new (racket and ball) skills 1. (b) The ability to move and be more of aware why things go wrong – e.g. missing the ball 2. (a) Use ABCs and generic racket and ball skills to think through how to do activities and plan 2. (b) Apply further complex rules and good behaviour (rules of mini squash and etiquette) 3. Take the initiative to analyse and evaluate their own and others' work, using this information to improve its quality 4. How to work together for specific activities and outcomes e.g. pairs and groups, scoring for each other accurately and understanding the need to respect rules and boundaries
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Awareness of others when sharing and using equipment, especially rackets Hall surface free from obstructions Equipment set out correctly Ensure correct warm up is carried out Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using parts of the body individually and collectively 		

KEY STAGE 2 – SHORT TERM PLAN – GENERIC RACKET SKILLS AND MINI SQUASH - YEAR 3

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Re-visit AGILITY and BALANCE – quick feet and centre of gravity (COG) over base of support (BOS) CO- RDINATION in relation to generic racket skills	Re-visit agility, balance and co-ordination, and what order the body works in relation to more complex outcomes i.e. getting into position to strike and direct a moving ball to a desired target.	<p>Using warm up strike a pose to aid understanding of how agility and balance interlink e.g. jogging at variety of speeds, then teacher calls stop and class have to adopt a balance on one leg, legs apart, lunge and hold it before they set off again (vary length of “hold”) etc. – more difficult the faster they travel add quick change direction.</p> <p>A1 – In pairs – stand palm to palm opposite one another, heels together, approx one forearm distance apart – try to unbalance each other - best of three if foot moves that person loses – make sure fingers are not interlinked. Do same for right foot to right, (toe to toe) left to left and then in “Sumo” position (legs apart solid base, knees bent) – explain how centre of gravity moves over base of support – which position is most balanced?</p> <p>A2 – Individually (one ball each) move round hall, bouncing and catching the ball, without losing control and without bumping into each other.</p> <p>Game – Ready and catch game across hall (see resource sheet) – one handed or two handed catch.</p>
2	Ball Skills (4)	Re-visit ball skills – look at over-arm and underarm throwing using timing tempo and targets. All actions start from the READY position. Explain the need to return to the middle (T-Zone) of the court.	<p>Warm up – Ball bounce relay (in teams) – class in teams of 5/6 – one ball per team, players run up and down the hall one at a time bouncing and catching the ball at least 4 times up and 4 times back – if ball dropped, go back to where it was dropped – develop two hands then one hand then opposite hand.</p> <p>A1 – Explain how to throw over-arm – sideways on to partner across hall, ball in palm of hand, point elbow in direction of partner (high, fingers at back of ball, release the ball in front of body).</p> <p>A2 – Pairs throw over-arm to each other with one bounce in between, catch two handed (or one) then repeat how - many successful throws in 1 minute? Then add target in middle of hall (line or spot) – play against partner then move one side up one person to change opponent.</p> <p>A3 – In pairs same activity – start with “Ready” position - explain how to throw over-arm or underarm to control ball tempo and direction – throw can be long – nearer to partner or short nearer to spot – need to watch the ball carefully and think where from partners hand will it be likely to land? Ready position important to start.</p> <p>Game – Hand or catch squash (see resource sheet).</p> <p>Game – Final countdown (see resource sheet).</p>

KEY STAGE 2 – SHORT TERM PLAN – GENERIC RACKET SKILLS AND MINI SQUASH - YEAR 3

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
3	Introduce Racket and Generic Racket Skills (1)	Begin to develop an awareness of generic racket skills in relation to ABCs and how these affect the success or otherwise of what we do. Co-ordination of racket important and correct grip to make sure racket face is pointing in the direction you want the ball to go – i.e. like a throw, it goes where your throwing arm points.	<p>Warm up – Crocodile line – arrange class in one long line one behind the other facing teacher – number each pupil one or two – give commands “one’s 5 to the side with right hand” – one’s use side steps to touch the floor at the side of the hall with their right hands – then give other commands e.g.: “two’s 3 to the side with left foot – use different parts of the body hopping, skipping, bunny or frog jumping etc.</p> <p>A1 – Introduce the racket – working in pairs, one racket between two explain the grip (see resource sheet) – go round correcting bad grips then partner teaches to other – explain need for safety and racket down, ball on racket before we swap jobs for pairs activity.</p> <p>A2 - In pairs, one holds racket head down to floor (by grip) – other stands approx 1 metre away, partner with racket shouts “now” then lets racket go, partner must grab it before it hits floor – repeat but move further away – add two rackets one in each hand for difficulty.</p> <p>A3 – As above but with groups of three, then four, all working together in circle, holding their racket and when one shouts “1, 2, 3 now” they all move clockwise to the right to grab the next one’s racket – how many before one person drops a racket? - Two bounces or one bounce.</p> <p>A4 – As above but with groups of 6 or 8.</p> <p>Game – Racket relays (see resource sheet).</p>
4	Generic Racket and Ball Skills – (2)	Pupils to acquire the ability to try to control a ball with a racket with simple practices. Tempo and timing are still critical as is the grip the angle of the racket face and watching the ball closely.	<p>Warm up – Racket circle – everyone has racket (on floor in front of them in big circle) – class run round the outside and then return to racket, add change of direction, skipping hopping side stepping etc.</p> <p>A1 – In pairs, one racket and ball between two, one does activity other scores. Partner stands with racket out and ball still on the racket, other one at the side of hall but where they can see. Standing still, one with racket and ball rolls ball around the rim of the racket without dropping it – how many times round in one minute? – Explain how to control ball better - racket further away, one hand, watch the ball, move ball slowly – swap jobs.</p> <p>A2 – As above but with class moving around hall not all in same direction! – How many times around?</p> <p>A3 – As above but one tapping the ball up – how many in a minute? – Swap jobs - then how many without a mistake in a row? – If you drop ball start again.</p> <p>A4 – As above bouncing ball down on the floor – how many?</p> <p>Game – World champs tapping – first the boys then the girls. First group taps as above if you make a mistake (drop ball, lose control) you’re out! – Who’s left?</p>

KEY STAGE 2 – SHORT TERM PLAN – GENERIC RACKET SKILLS AND MINI SQUASH - YEAR 3

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
5	Racket Skills Festival (1)	Whole class split into teams of 5 or 6 (intra) who compete against each other using stations as listed.	<ol style="list-style-type: none">1. Domes and Dishes2. Ready and Catch3. Hand or Catch Squash4. Racket Caterpillar5. Racket Relays6. Fitness Relay
6	Racket Skills Festival (2)	Whole year group compete in teams of 3 boys and 3 girls using stations as listed.	<ol style="list-style-type: none">1. Domes and Dishes2. Ready and Catch3. Hand or Catch Squash4. Racket Caterpillar5. Racket Relays6. Fitness Relay

KS2 – Year 3 Fact Sheet – Resource

Contents:

Ready and Catch game – explanation of game

Hand or catch squash – explanation of game

Final Countdown – explanation of game

The Grip – explanation – also see DVD clip

Racket Caterpillar – explanation of game

Racket Relays - explanation

Week 5 – Multi skill festival Stations - class competition

Week 6 – Multi skill festival – Intra school competition

Ready and Catch Game

Equipment needed: throw down lines or spots, Fun ball (one between two)

- Whole class split into pairs one on side of the hall, other opposite – one line or spot between them.
- Ask partner whether right or left handed.
- One throws the ball across the hall towards partner's favoured hand, he/she tries to catch it one handed, if fails, point to thrower – ball must bounce once before partner or foul throw and no point scored – winner most points after set time (90 seconds).

Hand or Catch Squash

Equipment needed: wall or rebound surface (could be overturned bench or table/wall etc), one Fun ball between two

- In pairs, one player throws the ball against the wall within a defined wall/floor area.
- The other must catch the ball after one bounce & before it leaves the defined wall/floor area.
- Try to make partner move around the area.
- Put spot down in centre as (t-zone) explain centre of the court or t-zone.
- Win a point if partner does not catch after one bounce or if the throw is out of the area.
- First one to 11 points wins – if 10-all, player must be two clear points ahead.
- If players capable need not be catch, could be hit with hand (one attempt).

Final Countdown

Equipment needed: one Fun ball per pair

- In pairs, one player throws the ball (underarm) to their partner opposite them across the hall.
- Whole class - partner opposite.
- Partner catches the ball and they swap positions and throw and catch again.
- They start with 10 in a row, then 8, then 6 then 4 then 2 then 1 – they cannot move to the next one until they have done the previous one successfully (no dropped catches).
- If either drops the ball they have to start again.

The Grip - DIAGRAM or clip on Resource CD/DVD

Equipment needed: one racket between two

- Racket must be held within thumb and forefinger knuckle of preferred hand.
- Hand should be holding the racket “on top” not on the side like a frying pan.
- There should be a small V-shaped gap between the forefinger and the middle finger.
- Grip should be firm but not too tight to allow flexion.
- Grip checks should be performed on regular basis.

Racket Caterpillar (team game)

Equipment needed: one racket per team member (5/6 in each team), one Fun ball per team, and throw down lines, spots or cones to define playing area

- Players in teams face to the side of the hall and stand side by side – right shoulders towards playing area.
- Ball should be at the start of the team with the first one – ball still on racket.
- First one passes ball to other (racket to racket) all the way down the line until the last one then collects it and runs to the head of the team and repeats the process until all the team have move together from one end of the hall/playing area (could stop there) or ask them to go all the way back again.
- No cheating via teams moving without the ball – or not passing the ball from person to person correctly.
- Operate a two yellow card system – i.e. two yellows = one red and you’re disqualified!

Racket Relays

Equipment needed: spots and throw down lines – one Fun ball for each team, some activities need one racket per team member

- Players sit in teams of 5/6 depending on numbers, could be less if class size smaller.
- R1 – one at a time players walk with ball on racket up to defined line then walk back – give ball to partner’s racket.
- R2 – as above (run) – NB activity not finished until class sat back down in line with arms crossed.
- R3 – Players tap the ball up (minimum 4 times – and back!) to line then give to partner etc.
- R4 – bouncing ball down – as above one at a time etc.
- R5 – players run with ball on racket up to line, tap ball up, and let it bounce once, then retrieve it – do this 5 times then run back and pass to partner.
- R6 – players run with ball up to wall/table upturned or bench hit against it after one bounce – do this 5 times and then run back and pass to partner.

Week 5 – Racket Skills Festival Stations – single class “team” competition – could also be “inter” school with teams of 6, 3 boys and 3 girls

Recommended playing area – school hall/sports hall.

Hall is set out with each activity in a space – if a class then 5/6 activities will be enough.

Stations:

- 1. Domes and Dishes – see KS1 Year 2 Resource Sheet for game explanation**
- 2. Ready and Catch**
- 3. Hand or Catch Squash – put team in ranked order play opposite number, first one to 11 – if 10 all, player must win by two clear points ahead**
- 4. Racket Caterpillar**
- 5. Racket Relays**
- 6. Fitness Relay in teams sprinting to defined line and then back, 3 or 4 times through, one at a time tagging once passed back over the start line**

Week 6 – Racket skills Festival – intra school competition

Using stations as identified above, classes select teams of three boys and three girls to compete against other classes in their year groups.

Notes

MEDIUM TERM PLAN – MINI SQUASH RACKET SKILLS

KEY STAGE: 2	YEAR: 4	FOCUS: Developing Mini Squash racket skills (techniques) and awareness of how ABCs interlink with performing racket skills. Develop the game of Mini Squash and improve performance through evaluation and personal benchmarking (targets and scoring).
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PROGRAMME OF STUDY	LEARNING OBJECTIVES
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<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> a) Use activities and games to promote awareness of ABCs their role in the performance of fundamental racket skills b) Use the principles of fundamental racket skills when planning, analysing and improving their performance in activities and games c) Respond to changing situations when all the class are involved – safety and respect for others less able and spatial considerations especially when playing games 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to move and interact safely when playing mini squash in a school hall 2. Begin to acquire an awareness of the forehand, the serve and return and how to win a point 3. Begin to acquire and develop; <ol style="list-style-type: none"> a) Specific Racket Skills b) A degree of technical knowledge as to HOW to play shots and what to change if not working 4. Take part in game activities in pairs and groups using benches and the mini wall 5. Begin to analyse their own and others work in relation to technical information given 6. Play games fairly and accept decisions without disputing
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FOCUS ON LANGUAGE (Literacy)	LEARNING OUTCOMES (Assessment focus)
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<p>Agility, quick feet, balance, base, centre of the body (gravity), co-ordination, hand, eye, leg, arm, ball skills, rolling, bounce, spin, flight, hitting point, ready position, timing, tempo, aiming, target, rebound, swing path, racket face, grip, t-zone, forehand, serve and return, referee, marker, score sheet, in, out, rally, let and stroke</p>	<p>Through isolated skill practices, structured activities and competitive situations pupils should be taught to:</p> <ol style="list-style-type: none"> 1. (a) Develop specific racket skills e.g. forehand, serve and return 1. (b) Develop the ability language and skills necessary to be aware as to why things may go wrong and what to change 2. (a) Use knowledge of racket skills and ABCs to plan what and how they do activities and games 2. (b) Start to apply rules of mini squash and the scoring method written and verbal 3. Use their initiative to analyse their own and others' work, using this information to improve the quality of theirs and others performance 4. How to work together for specific activities e.g. pairs and in groups allocating roles to group members
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ASSESSMENT CRITERIA	INCLUSIVE PRACTICE
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<ul style="list-style-type: none"> • Acquiring and developing skills • Selecting and applying skills, tactics and compositional ideas 	<ul style="list-style-type: none"> • Open ended task setting • Pupils compete against those of similar ability • Variety of tasks and successes • Variety of ball sizes for various abilities • Variety of progressions • SEN/LSA support
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RISK ASSESSMENTS

<ul style="list-style-type: none"> • Correct footwear and clothing (removal of jewellery) • Awareness of others when sharing equipment • Hall surface free from obstructions • Equipment set out correctly • Awareness of lets and strokes • Safety of pupils during game situations i.e. spatial awareness and consideration of others • Awareness of using rackets and balls in a confined area
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KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 4

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Re-visit ABCs – more complex co-ordination utilising all 3 three.	Re-visit agility, balance and co-ordination – which is most important to begin with for likelihood of success with each task?	<p>Using dishes and domes as a warm up to aid understanding of which order ABCs work in - i.e. watching to find a cone to alter, then moving quickly towards it, stop and get balance before reaching down then changing dome to dish (hand-eye) is it better to do this quickly as you can or slower but get more done?</p> <p>A1 – Explain how the ball flies through the air then bounces – when do we need to catch the ball in relation to the bounce? – Answer: just after the top of the bounce as the ball begins to fall downwards – watch the spin as the ball moves through the air - any change of speed when the ball bounces?</p> <p>A2 – In pairs – standing opposite each other (one arm length apart) – spot between them, partner throws ball underarm onto spot and partner catches with two hands and vice versa, 6 successful catches, move one step back – how far can you get apart still performing task in specific time? – Could be done with two groups one watching to view success (then analyse) – start in ready position.</p> <p>A3 – In pairs as above standing on one leg.</p> <p>Game – Racket relays (see KS2 – Yr3 Resource sheet).</p> <p>Summary – How does the body process information before performing tasks? (Which order for which activity?)</p>
2	Racket and Ball Skills (2) - FOREHAND	Develop an awareness of the forehand as the basic building shot of the game and an awareness of how to change the technique if it's not working?	<p>Warm up – In pairs racket grab (see resource sheet).</p> <p>A1 – Introduce Forehand – demonstrate with class sitting by side of Mini Wall – (see resource sheet for technical information) – Grip/ swing/ body position/ impact point.</p> <p>A2 – In pairs one ball, one racket between two – one rolls the ball along the floor the other one with forehand action stops the ball then gently hits it back across the hall - watch partner and try to help to improve. If pair capable progress to partner throws underarm, recipient hits the ball after one bounce, forehand back to partner who catches (then swap jobs). Where is racket face and arm pointing?</p> <p>A3 – As above in pairs but with multiple bounces then two bounces, then one.</p> <p>A4 – As above racket each working together – how many in 90 seconds? (i.e. roll, multiple bounce, two bounces then one).</p> <p>Game – Activity as above, winner of rally serves (one chance to hit only) or define playing area. First one to 11 points wins then change partners. If all in one line opposite partner – everyone one side moves up one person/space.</p>
3	Racket and Ball Skills (3) – SERVE and RETURN	Develop an awareness of the Serve and Return as the first two shots in the game – and as with the forehand an awareness of why it does not work sometimes - (technically)?	<p>Warm up – In pairs (one ball between two) bounce the ball then hit (using their hands) to their partners – approx one arms length away, who catches it two handed then does the same back to partner.</p> <p>A1 – Introduce serve – demonstrate with class seated, onto mini wall (see Resource sheet for technical information) – explain need to spin the racket to decide who serves.</p> <p>A2 - In pairs, one Fun ball on racket between two. One bounces ball to themselves and then serves ball to partner who catches and returns – how many in 90 seconds. If timing issues or little success, what needs changing? Could be timing or proximity issues i.e. not waiting for ball to reach the top of the bounce before attempt at contact or simply getting too close to the ball, or not watching the ball closely enough.</p> <p>A3 – Introduce idea of return – use benches or walls to practice serve and return in groups – (see resource sheet).</p> <p>Game – In groups of 4, two play and two act as scorers, if any disputes one acts as referee whose decision is binding. Play for 4 minutes then swap over – change players.</p>

KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 4

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
4	Introduce rules, officials (roles) and introduce the scoring system they will use in Mini Squash League matches	Develop knowledge as to what are the basic rules of mini squash, what the officials do, and how do you win a point? – Also what a “rally” is.	<p>Warm up – Catch squash (in pairs, with one ball each) use a simple scoring system – allow them to talk it through then try to play the game – did it work? What were the rules? – Did you play without cheating? – Why is this important?</p> <p>A1 – Introduce the basic rules of mini squash and how to win a point, demonstrate with one of the class, others seated, demonstrate on wall and on bench – how is it different? (See resource sheet).</p> <p>A2 – Explain what a “rally” is i.e. one hit each until someone loses the point as explained above – vital they understand this.</p> <p>A3 – In groups of 4, 5, or 6 – get class to produce a simple grid system to record scores (see resource sheet) – explain how class score using the grid.</p> <p>A4 – Explain in more detail the need for officials. Marker and Referee – what does each one do? (See resource sheet).</p> <p>Game – Play mini Squash games against the benches/walls or tables on the side (vacant wall space). Class either plays one game up to 11 (in pairs) and then swap partners or play for a specific time period e.g. 4 minutes.</p> <p>A5 – Stop session and explain what a Let is? – Why is this necessary? (See resource sheet).</p> <p>Summary - How do we play mini Squash? – Question and answer session.</p>
5	Mini Squash league (1)	Whole class play in groups of 5 or 6 against each other using a Box League format.	Players play one against the other for a specific time period (4 minutes) then change over – scores are added up at the end. Most points wins! – Best players selected to represent school team (2 boys and 2 girls).
6	Mini Squash League (2)	Inter School Competition in League format (see Fact Sheet).	School teams play against each other in “family/cluster” – teams of 2 boys and 2 girls play in ranked order against each other – most points wins at the end of the match. Could be 3 rounds with family final as last round. Top two teams go through to Regional (Sports Partnership/District) Final.

KS2 – Year 4 Fact Sheet – Resource (a)

Contents:

Racket Grab – explanation of game

Forehand – How? Key points to look for

Serve – How? Key Points to look for

Serve Return – How? Key points to look for

Grid system – How to use (see Mini Squash Box Leagues for 4, 5, and 6 players) – Teachers Award Resource

Mini Squash – Basic rules, using a mini wall (or hall wall), and a bench

Officials and basic roles

Let? – What is it and why necessary? (Also explanation of a stroke)

Week 5 – Mini Squash Festival - Stations - class competition

Week 6 – Mini Squash Competition(s) – Intra school competition

Racket Grab

Equipment Needed: Mini Squash racket for each person (in class)

- Work in pairs to start with – one partner holds racket by end (head downwards to floor) with finger on top – other stands approx 1 metre away. When the one holding racket shouts “Now”, s/he lets go of the racket and other must grab it before it hits the ground – best of three then swap jobs.
- As above but players gradually stand further apart until no longer possible to move quickly enough to grab racket – develop with one holding two rackets, one with left hand other with right.
- Development - put class into groups of 4, everyone in circle, with racket in either left or right hands. One shouts “now” and everyone simultaneously lets go of their own racket and tries to grab the one next to them – if successful all will have not dropped a racket! – Can expand to groups of 6-8 etc.
- As above in 4’s, but try to grab racket opposite (more difficult) and needs more thinking through by group!

Forehand

Key Points to look for:

- Correct grip see resource sheet KS2 – Year 3 for explanation.
- Racket face pointing towards “target” and at a slight angle (open face).
- Swing path high to high (flat trajectory through the air) – tell class to imagine they are sweeping “stuff” off a table horizontally towards the target.
- Body position “side on” to target, left foot forward if RH, right foot forward if LH.
- Impact (hitting) point level with leading leg (whichever one).
- Timing of hit – just after the “top” of the bounce, as ball just begins to drop.

Serve

Key Points to look for:

- Decide who serves by spin of racket.
- Serve is forehand drive after the ball has been bounced by server (i.e. bounce first).
- Timing (of contact) is the key issue – separate actions as follows:
 - Racket back ready (behind the body and “up”).
 - Bounce the ball, wait a fraction of a second then swing racket towards the ball hitting just after the top of the bounce – 1. Racket back, 2. Ball bounce (to waist height) 3. Then hit i.e. “1, 2, 3”.
- Timing issues can be solved by patient application of procedure i.e. “1, 2, 3” – ensure class bounce ball gently and not too forcefully downwards!
- Swing racket (aim) in intended direction, look for where positioned initially.
- Where does serve go (above the line on mini wall?) – In mini squash must go “to” receiver not back to yourself!

Serve Return

Key Points to look for:

- Receiver in Ready position? – Are they watching ball or wall?
Because this will help them determine direction and pace of shot plus where how they are likely to be able to return it.
- Are they in centre of court (t-zone) or only standing on one side?
If they are in the middle this is the best place to stand to watch the ball and determine where it may go.
- Racket out in front (prepared or by feet?)
To get ready to play either forehand or backhand.
- Watch server’s action – underarm or over arm? – Where is ball likely to go?
Gives you longer to read the balls likely direction.
- Where does return go – have you moved server away from the middle or hit past server to make it difficult to return.
Best place is past server to move them away from the middle and put them in charge of the rally.

Mini Squash Basic Rules – Mini Wall

- Server must hit serve above the line – can be one attempt or two depending upon ability, if competent one serve should be sufficient.
- Server must bounce ball first before serving.
- Games are up to 11 points – if score reaches 10-all, play until one person reaches two clear points ahead.
- If using basic wall, after serve has gone above middle line, ball can go anywhere on the wall above or below the line, as long as it does not touch the outside of the net (posts or defined area).
- Can limit where the ball bounces (off the net) using lines to define a court space.
- The winner of the rally serves at the start of the next one.

Mini Squash Basic Rules – Bench Squash

- Two players, one spot defines the centre of the court- approx 1 metre away from the centre of the bench (turned on its side).
- Players hit the ball alternately against the bench (along the floor – bit like hockey) until one of them misses the ball (no second chance) or misses the bench and therefore loses point.
- Start with server hitting ball from the spot.
- If ball hits edge of bench – out.
- Scoring system same as for Mini Wall.

Mini Squash Officials – Basic Roles

- Two officials – Marker and Referee.
- Marker calls and records the score.
- Referee makes decisions and ensures marker calling and recording score properly.
- Officials need to stand in a safe space away from the playing area but near enough to see everything!
- Method of writing score down up to marker but they need to know 3 S's: **1. Score?** – What is the correct score (call out servers score first). **2. Side?** – Which side should the server be serving from? **3. Server?** – Who's serving?
- Best to write the score down before it's called out - players have to wait until marker calls before they serve or start to play.

LETS – what are they, and why are they necessary?

- Players are entitled to call for a LET if they are impeded by their opponent in the process of trying to play the shot.
- A LET means you are entitled to replay the point – the score stays the same and the original server still serves.
- Players should ask for a let from the match referee (the referee then decides whether or not they are entitled) BEFORE they try to play the shot – this is simply for safety reasons i.e. to prevent a potential injury or playing shot from a disadvantaged position.
- Encourage players to call for a let as soon as you can, they will then become more familiar with why it is necessary to do so.

Week 5 – Mini Squash League – single class “team or group” competition

Recommended playing area – school hall.

Hall is set out with each playing area, if a class then 6/7 groups of 4/5 are possible (see resource sheet KS2 Year 4 (b)).

- Matches are played using the box grid for each group – then all those who achieve a number one position can be grouped together, same for those who come runner up, 3rd, 4th, 5th etc – they should then be grouped into similar abilities and will still have even matched games.

- Matches can be played either one game up to 11, or if you want session to last longer two games (winners are those with most points accumulated) – can also time matches e.g. 4 minutes per match, then record score etc.

Week 6 Mini Squash League – inter school competition

- Having identified top two boys and top two girls from week 5 “class” competition.
- School team of 4 plays against other schools in “Family” in ranked order.
- Each school’s number one boy plays one game up to 11, against all the other number one boys – same for boy no. 2, girl no. 1 and girl no. 2 – all the points scored by each team member is then added up and the winning school is the one with the most points accumulated at the end.
- “The Family/Cluster Mini Squash League” can be as many weeks as appropriate, would suggest 2 rounds and then a “Cluster/Family” final.
- Each top two schools from each Cluster/Family finals then play in a Grand SSP Play-off to find the District Champion Mini Squash team!
- Could potentially lead on to a county/regional Mini Squash event (organised by County Development Coach for England Squash & Racketball in liaison with participating SSP’s).
- At Regional/district Finals teams are seeded as follows – 3 rounds.

Round One:

Number one seeds play the number 8’s – match A

Number two seeds play the number 7’s – match B

Number three seeds play the number 6’s – match C

Number four seeds play the number 5’s – match D

Round Two:

Winner of match A plays the winner of match D (semi-final) – match 1

Loser of match A plays loser of match D (play-off) – match 2

Winner of match B plays the winner of match C (semi-final) – match 3

Loser of match B plays the loser of match C (play-off) – match 4

Final Play-Offs:

Winner of match 1 plays the winner of match 3 (final)

Loser of match 1 plays the loser of match 3 (3/4 play-off)

Winner of match 2 plays the winner of match 4 (5/6 play-off)

Loser of match 2 plays the loser of match 4 (7/8 play-off)

KS2 – Year 4 Fact Sheet – Resource (b)

Mini Squash Box Leagues for 4, 5 and 6 Players

4 PLAYERS

	Name	1	2	3	4	Wins	Draws	Losses	Points	Position
1										
2										
3										
4										

Playing order: 1 v 2; 3v4; 1v3; 2v4; 1v4; 2v3.

5 PLAYERS

	Name	1	2	3	4	5	Wins	Draws	Losses	Points	Position
1											
2											
3											
4											
5											

Playing order: 1v2; 3v4; 1v5; 2v3; 1v4; 2v5; 1v3; 4v5; 2v4; 3v5.

6 PLAYERS

	Name	1	2	3	4	5	6	Wins	Draws	Losses	Points	Position
1												
2												
3												
4												
5												
6												

Playing order: 1v2; 3v4; 5v6; 1v3; 2v5; 4v6; 1v4; 3v5; 2v6; 1v5; 3v6; 2v4; 1v6; 2v3; 4v5.

Notes

MEDIUM TERM PLAN – MINI SQUASH RACKET SKILLS

KEY STAGE: 2	YEAR: 5	FOCUS: Further development of Mini Squash racket skills (techniques) and introduction of basic tactics. Further development of the game of Mini Squash and improve performance through more detail in evaluation and personal benchmarking (targets and scoring).
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PROGRAMME OF STUDY	LEARNING OBJECTIVES
<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> a. Use activities and games to promote awareness of Mini Squash skills b. Use the principles of Mini Squash skills when planning, analysing and improving their performance in activities and games c. Respond to instruction and be aware of potentially dangerous situations when all the class are involved – safety and respect for others less able and spatial considerations especially when playing games 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to move efficiently when playing mini squash in a school hall. 2. Begin to acquire an awareness of the backhand, the volley and basic tactical strategies and how this helps to win a point 3. Begin to acquire and develop; <ol style="list-style-type: none"> a) Further specific Racket Skills – face, angle, follow through – height, length, width b) A further degree of technical knowledge as to HOW to play shots 4. Take part in game activities in pairs and groups using benches and the mini wall 5. Begin to analyse their own and others work in relation to technical information given 6. Play games fairly and accept decisions without disputing

FOCUS ON LANGUAGE (Literacy)	LEARNING OUTCOMES (Assessment focus)
<p>Ball skills, bounce, spin, flight hitting point, ready position, timing, tempo, aiming, target, rebound, swing path, racket face, grip, t-zone, forehand, serve and return, referee, marker, score sheet, in, out, rally, let and stroke, drive, volley, backhand</p>	<p>Through isolated skill practices, structured activities and competitive situations pupils should be taught to:</p> <ol style="list-style-type: none"> 1. (a) Develop specific racket skills e.g. backhand, volley 1. (b) Further develop the ability language and skills necessary to be aware as to why things may go wrong and what to change 2. (a) Use knowledge of mini squash skills to plan what and how they do activities and games 2. (b) Apply rules of mini squash and the scoring method written and verbal, using lets and strokes where relevant 3. Use their initiative to analyse their own and others' work, using this information to improve the quality of theirs and others performance 4. How to work together for specific activities e.g. pairs and in groups allocating roles to group members e.g. group leader and playing orders to ensure equity and inclusion

ASSESSMENT CRITERIA	INCLUSIVE PRACTICE
<ul style="list-style-type: none"> • Acquiring and developing skills • Selecting and applying skills, tactics and compositional ideas 	<ul style="list-style-type: none"> • Open ended task setting • Pupils compete against those of similar ability • Variety of tasks and successes • Variety of ball sizes for various abilities • Variety of progressions • SEN/LSA support

RISK ASSESSMENTS
<ul style="list-style-type: none"> • Correct footwear and clothing (removal of jewellery) • Awareness of others when sharing equipment • Hall surface free from obstructions • Equipment set out correctly • Greater use of lets and strokes to ensure less likelihood of injury as games become more vigorous • Safety of pupils during game situations i.e. spatial awareness and consideration of others • Awareness of using rackets and balls in a confined area

KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 5

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	ABCs and Racket/Ball skills and Movement (1)	Recognise the importance of practicing movement skills in relation to ABCs and racket/ball skills and also how fatigue affects performance.	<p>Warm up – In teams, behind a different coloured spot at one end of the hall – first one in each team runs to the line approx 2/3rds of the length of the hall away – then the next one and so on for approx 2 minutes – at nearly full speed! – Then class do same but forwards and backwards, then side to side for 2 minutes each time – are they tired? Explain what happens when you get tired i.e. mind and body fatigue!</p> <p>A1 – Explain how ready position best one to start off – in pairs one says “go” the other (starting on the spot) has to lunge forward and touch the floor with the right hand or left, then as fast as possible return to the spot. Teacher times for 90 seconds - how many touches? – Then swap jobs</p> <p>A2 – In pairs – “walk the dog” (see resource sheet).</p> <p>A3 – Explain why movement skills are important in squash and any racket sport (see resource sheet).</p> <p>Game – Fitness stations (see resource sheet)</p> <p>Game – Racket relays (see resource sheet)</p> <p>Summary – Why is fitness important? - Stay healthier, less ill, sleep better, better at sport they love!</p>
2	Racket and Ball Skills (4) - BACKHAND	Develop an awareness of the backhand as the other basic building shot of the game and an awareness of how to change the technique if it's not working?	<p>Warm up – In pairs racket grab (see KS2 Year 4 resource sheet) but with opposite hand to preferred!</p> <p>A1 – Introduce Backhand – demonstrate with class sitting by side of Mini Wall – (see resource sheet for technical information) – Grip/swing/body position/ impact point.</p> <p>A2 – In pairs one ball, one racket between two, – one rolls the ball along the floor with their racket, the other one with backhand action stops the ball then gently hits it back across the hall - watch partner and try to help to improve. If pair capable progress to throw underarm, backhand hit, catch (after one bounce) – one racket and ball between two. Where is racket face and arm pointing?</p> <p>A3 – As above in pairs but with multiple bounces then two bounces then one.</p> <p>A4 – As above, racket each, working together – how many in 90 seconds? (i.e. roll, multiple bounce, two bounces then one) – could also be against wall or bench/table etc.</p> <p>Game – Activity as above, winner of rally serves (one chance to hit only) or define playing area. First one to 11 points wins then change partners. If all in one line opposite partner – everyone on side moves up one person/space.</p>

KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 5

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
3	Racket and Ball Skills (5) – VOLLEY	Develop an awareness of the volley as a means of speeding the game up and also to return serve – recognise the difference between a drive and a volley.	<p>Warm up – In pairs (one ball between two) stands opposite partner quite close then hits (using their hands) to their partners – approx one arms length away, catches it two handed then does the same back to partner – how many in 90 seconds? – Change jobs. I.e. no bounce!</p> <p>A1 – Introduce volley – demonstrate with class seated, onto mini wall (see Resource sheet for technical information) – explain need to keep racket face “open” – demonstrate FH and BH.</p> <p>A2 - In pairs, one Fun ball one racket between two. One throws ball underarm to partner who volleys the ball back, thrower catches and repeats – how many in 90 seconds. If timing issues or little success what needs changing? Could be timing or proximity issues i.e. playing shot too soon or racket at wrong angle, or simply getting too close to the ball, or not watching the ball closely enough.</p> <p>A3 – Introduce idea of volley as return of serve – difficult with benches better to use wall(s) doors, upturned tables or mini walls to practice serve and volley return in groups.</p> <p>Game – In groups of 4 two play, two act as scorers, see if use of volley affects outcome(s) of rallies?</p>
4	Racket and Ball Skills – Tactics (1)	Recognise the need to use tactics – what are they? To implement different tactical approaches when playing different opponents e.g. left hander!	<p>Warm up – Catch squash (in pairs, with one ball each) using a simple scoring system – allow them to talk it through then try to play the game – did you or your partner change the way you played if you started to lose? If so what did you change and did it make a difference? – Why is sometimes changing things important?</p> <p>A1 – Introduce the idea of basic tactics in mini squash and how this helps you to win a point, demonstrate with one of the class, others seated, demonstrate on wall and on bench – how is it different? – (see resource sheet).</p> <p>A2 – Explain how to play straight instead of cross court – what does this make your opponent do? – Important they begin to understand this.</p> <p>A3 – In groups of 4, 5, or 6 – using the grid system to record scores – class play games and devise a simple playing system that allows for equity and inclusion (see KS2 – Year 4 resource sheet).</p> <p>A4 – When playing their games stop the class and ask are you using a tactical approach or just standing there watching your shots? Is opponent being made to move? If not what can you change?</p> <p>Game – Class either plays one game each against each other, up to 11 (in pairs) and then swap partners or play for a specific time period e.g. 4 minutes.</p> <p>Summary - Use Q and A - what are Tactics? And why are they important to enable you to win a point and ultimately the game?</p>
5	Mini Squash Box Leagues	Whole class split into groups of 5 or 6 to play matches against each other.	Players play one against the other for a specific time period (4 minutes) then change over – scores are added up at the end. Most points wins! – best players selected to represent school team (2 boys and 2 girls).
6	Mini Squash League (2)	Inter School Competition in League format (see fact sheet).	School teams play against each other in “family/cluster” – teams of 2 boys and 2 girls play in ranked order against each other – most points wins at the end of the match. Could be 3 rounds with family final as last round. Top two teams go through to Regional (Sports Partnership/District) Final.

KS2 – Year 5 Fact Sheet – Resource

Contents:

Walk the dog – explanation of activity
Movement skills – How? Key points to look for
Fitness Stations – explanation
Racket Relays - explanation
Backhand - How? Key points to look for
Volley – How? Key Points to look for
Basic Tactics – How? Key points to look for

Week 5 – Mini Squash Festival - Stations - class competition
Week 6 – Mini Squash Competition (s) – Intra school competition

Walk the Dog

Equipment needed: one Spot, one racket and one Fun ball between two (in pairs)

- Work in pairs to start with – one partner holds racket and stands on spot.
- Other partner waits crouched down in Ready position, on toes balanced ready to move quickly.
- Player with racket gently pushes the ball away (on the ground) in any direction.
- “Dog” (waiting partner) has to retrieve the ball and place it back on the spot as soon as he can.
- Time limited – how many retrievals in specified time period (typically 90 seconds to two minutes).

NB: Activity is quite tiring! – Good one for showing how ABCs break down, subject to fatigue!

Mini Squash Movement Skills consist of:

- Forward and backward running/striding/lunging from a central point (t-zone) or middle of the court.
- Also side to side with small and large steps.
- Quick feet important to get into position early to ensure good balance when hitting and correct hitting point when playing shot.
- The Ready position as the starting stance, weight on the balls of the feet, knees bent, watching opponent and ball before doing a “split step” and then moving quickly to where the ball is, racket out in front.
- Important to “recover” back to the middle immediately after hitting last shot – don’t shot watch!

Fitness Stations

Equipment needed: stopwatch, throw down lines or spots

- Jumping up as high as possible – how many in 45 seconds?
- Line on the floor – how many jumps across (heels together) side to side in 45 seconds.
- Press ups? – Can be with knees on floor instead of full movement – how many in 45 seconds?
- Shuttle runs (forwards) – how many in 45 seconds?
- Shuttle runs forwards and backwards – how many in 45 seconds?

- Side to side cone touch with right and left hand (to cones approx 1.5 metres apart) – how many in 45 seconds?
- Two spots out in front – one on left one on right, person stands approx 2 metres away at spot in between the two in front. How many lunges (right foot and left foot) to spots (45 seconds)?

Racket Relays

Equipment needed: spots and throw down lines – one Fun ball for each team, some activities need one racket per team member

- Players sit in teams of 5/6 depending on numbers, could be less if class size smaller.
- R1 – one at a time players walk with ball on racket up to defined line then walk back – give ball to partner's racket.
- R2 – as above (run) – NB activity not finished until class sat back down in line with arms crossed.
- R3 – Players tap the ball up (minimum 4 times – and back!) to line then give to partner etc.
- R4 – bouncing ball down – as above one at a time etc.
- R5 – players run with ball on racket up to line, tap ball up, and let it bounce once, then retrieve it – do this 5 times then run back and pass to partner.
- R6 – players run with ball up to wall/table upturned or bench hit against it after one bounce – do this 5 times and then run back and pass to partner.

Backhand

Key Points to look for:

- Correct grip see resource sheet KS2 – Year 3 for explanation.
- MOST IMPORTANT -Turn shoulders away from target to get body rotation into the hit (watch ball over shoulder).
- Racket face pointing towards “target” and at a slight angle (open face).
- Swing path high to high (flat trajectory through the air) – tell class to imagine they are sweeping “stuff” off a table horizontally towards the target.
- Body position “side on” to target, right foot forward if RH, left foot forward if LH.
- Impact (hitting) point level with leading leg (whichever one).
- Timing of hit – just after the “top” of the bounce, as ball just begins to drop.

Volley

Key Points to look for:

- Volley is a shot that is hit without a bounce.
- Timing (of contact) is the key issue.
- Racket back ready at waist height and top of racket head level with eyes.
- Action is more of a short swing either forehand or backhand.
- Watch for “open” racket face.
- Swing racket (aim) in intended direction, look for where positioned initially.
- Side on to target.

Basic Tactics

Key Points to look for:

- Receiver in Ready position? – Are they watching ball or wall – this is known as “tracking”.
Because this will help them move into the correct position to hit the ball where they want it to go.
- Are they in centre of court (t-zone) or only standing on one side?
The middle is the best place to stand – equal distance from anywhere on the court.
- Where are they hitting the ball in relation to their opponent?
The further away they hit it from their opponent the more tired he becomes!
- Straight hitting makes the opponent move more than you!
Cross court hits go back to where they are standing.
- Hit a good serve – no mistakes!
- Is your opponent always hitting the ball back to you – what are they doing?
Be clever - be aware of where you opponent hits most of their shots.
- Who is moving around the most and if so why?
Most likely cause you are hitting the ball back to them all the time!
- How can you/we change things if we are losing?
Change the direction, pace, or shot you are hitting i.e. on to their worst shot Backhand?
- Is your partner/opponent left or right handed – are they better at backhand or forehand?

Week 5 – Mini Squash League – single class “team or group” competition

Recommended playing area – school hall.

Hall is set out with each playing area, if a class then 6/7 groups of 4/5 are possible (see resource sheet KS2 Year 4 (b)).

- Matches are played using the box grid for each group – then all those who achieve a number one position can be grouped together, same for those who come runner up, 3rd, 4th, 5th etc – they should then be grouped into similar abilities and will still have even matched games.
- Matches can be played either one game up to 11, or if you want session to last longer two games (winners are those with most points accumulated) – can also time matches e.g. 4 minutes per match, then record score etc.

Week 6 Mini Squash League – inter school competition

- Having identified top two boys and top two girls from wk 5 “class” competition.
- School team of 4 play against other schools in “Family” in ranked order.
- Each school’s number one boy plays one game up to 11, against all the other number one boys – same for boy no 2, girl no 1 and girl no 2 – all the points scored by each team member is then added up and the winning school is the one with the most points accumulated at the end.
- “The Family/Cluster Mini Squash League” can be as many weeks as appropriate, would suggest 2 rounds and then a “Cluster/Family” final.
- Each top two schools from each Cluster/Family finals then play in a Grand SSP Play-off to find the District Champion Mini Squash team!
- Could potentially lead on to a county/regional Mini Squash event (organised by County Development Coach for England Squash & Racketball in liaison with participating SSP’s).
- At Regional/district Finals teams are seeded as follows – 3 rounds.

Round One:

Number one seeds play the number 8's – match A
Number two seeds play the number 7's – match B
Number three seeds play the number 6's – match C
Number four seeds play the number 5's – match D

Round Two:

Winner of match A plays the winner of match D (semi-final) – match 1
Loser of match A plays loser of match D (play-off) – match 2
Winner of match B plays the winner of match C (semi-final) – match 3
Loser of match B plays the loser of match C (play-off) – match 4

Final Play-Offs:

Winner of match 1 plays the winner of match 3 (final)
Loser of match 1 plays the loser of match 3 (3/4 play-off)
Winner of match 2 plays the winner of match 4 (5/6 play-off)
Loser of match 2 plays the loser of match 4 (7/8 play-off)

Notes

MEDIUM TERM PLAN – MINI SQUASH RACKET SKILLS		
KEY STAGE: 2	YEAR: 6	FOCUS: Further development of Mini Squash racket skills (techniques) and application of basic tactics to apply pressure. Further development of the game of Mini Squash; improve performance through more awareness of shot construction in evaluation and via personal benchmarking (targets and scoring).
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: a) Use different activities and games to promote awareness of the difference between the variety of Mini Squash skills b) Use the principles of acquired Mini Squash skills when fault diagnosing analysing and improving their performance in activities and games c) Respond to instruction apply instructions - be aware of potentially dangerous situations when all the class are involved – safety and respect for others less able and spatial considerations especially when playing games in pairs and groups		Pupils should be able to: 1. Learn how to move efficiently when playing mini squash in a school hall in relation to the t-zone. 2. Begin to acquire an awareness of the drop shot, basic tactical strategies, and how to apply pressure to win a point 3. Begin to acquire and develop; a) Further specific Racket Skills – face, angle follow through b) A further degree of technical knowledge as to HOW to play most of the shots 4. Take part in game activities in pairs and groups using benches and the mini wall 5. Begin to analyse their own and others work in relation to technical information given 6. Play games fairly and accept decisions without disputing
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Ball skills, bounce, spin, flight, hitting point, ready position, timing tempo, aiming, target, rebound, swing path, racket face, grip t-zone, forehand, serve and return, referee, marker, score sheet, in, out, rally, let and stroke, drive, volley, backhand, drop shot, tactics, applying pressure, attacking or defending		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 1. (a) Develop specific racket skills e.g. drop shot BH/FH 1. (b) Develop the ability to fault diagnose to assist awareness, in analysing why things may go wrong and what to change to improve performance of Mini Squash skills 2. (a) Use knowledge of mini squash skills to plan what and how they do activities and games 2. (b) Apply rules of mini squash correctly, score accurately especially written - using lets and strokes where relevant 3. Use their initiative to analyse their own and others' work, using this information to improve the quality of theirs and others performance 4. How to work together for specific activities e.g. pairs and in groups allocating roles to group members e.g. group leader and playing orders to ensure equity and inclusion
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Assist with putting out equipment safely (net/benches etc) Hall surface free from obstructions and safe zones created Mini Squash Equipment used in a safe manner Greater use of lets and strokes to ensure less likelihood of injury as games become more vigorous Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using rackets and balls in a confined area 		

KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 6

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	ABCs and Racket/Ball Skills and Movement (2)	Recognise the importance of relating movement skills to a successful performance in relation to ABCs and Racket/ball skills and how efficient movement reduces the onset of fatigue.	<p>Warm up – In pairs ball drop (see resource sheet).</p> <p>A1 – Explain how quick reactions essential for above activity – expand on Ball Drop by partner turning and facing the opposite way then after “Go” tries to catch the balls as described. Teacher times activities for 90 seconds how many successful catches? With one hand? Two hands?</p> <p>A2 – Get class in one long line one behind the other facing Teacher – explain the movement “ghosting” or “shadowing” (see resource sheet) – number the class in the line 1 or 2.</p> <p>A3 – Do “ghosting” activity but with racket in the hand (ensure enough space – try to get footwork and shoulder turn incorporated – (could show video clip here of top players playing and using movements they are working on).</p> <p>Game – Cone retrieval game (see resource sheet).</p> <p>Summary – Why is fitness important in racket sports? - Move better, less tiring, better at sport they love.</p>
2	Racket and Ball Skills (6) – DROP SHOT	Develop an awareness of the drop shot as an attacking shot and an awareness of when to use it and HOW to play it.	<p>Warm up – Dynamic warm-up (see resource sheet).</p> <p>A1 – Introduce Drop Shot – demonstrate with class sitting by side of Mini Wall – (see resource sheet for technical information) – Grip/swing/body position/ impact point.</p> <p>A2 – In pairs, one ball, one racket between two – one throws underarm, other tries to play soft shot from where they are standing to spot target approx 1 metre away - watch partner and try to help to improve. Where is racket face and arm pointing?</p> <p>A3 – As above swap jobs – ensure BH and FH practiced. A4 – Using wall/benches try to practice drop shots together – pick target (not too long) – how can you apply this shot in a game?</p> <p>Game – (In groups). First one to 11 points wins then change partners.</p> <p>Game – Ball roll to target (see resource sheet)</p> <p>Summary – Use Q and A what is a drop shot and how can it be used? Attacking or defensive?</p>
3	Racket and Ball Skills - TACTICS (2)	Develop a further awareness of the application of tactical strategies and their effect on your opponent – also when to change and how if not working.	<p>Warm up – Dynamic warm up – emphasis on quality of movements (e.g. balance on lunges?)</p> <p>A1 – Revise Tactics – ask class what are they? (See resource sheet for reminder).</p> <p>A2 - Using the walls/benches/tables in groups of 4, 5 or 6, give them simple strategies to try i.e. one plays all their shots straight one plays cross court all the time – get others in the group to try to work out who is doing what and what happens (see resource sheet).</p> <p>A3 – As above but players vary the pace of their shots.</p> <p>A4 – As above but players vary the height of their shots.</p> <p>Game – In groups of 4 two play, two act as scorers/observers - can they work out their opponent’s strengths and weaknesses?</p> <p>Summary – Why are tactics important?</p>

KEY STAGE 2 – SHORT TERM PLAN – MINI SQUASH RACKET SKILLS – YEAR 6

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
4	Racket and Ball Skills – Mental skills	Recognise when you are under pressure in a rally and what to do to change the game. How do you use your head to keep calm and not panic.	<p>Warm up – Dynamic warm up.</p> <p>A1 – Introduce mental strength – what is it? (See resource sheet) use example of Roger Federer or Raphael Nadal – why do they win so often?</p> <p>A2 – Explain why it is so important to keep calm when playing sport – get them to try to think of a sporting situation when they saw someone else “lose their cool” – what was the result?</p> <p>A3 – Explain what determination and why not giving up is often the way we turn things around from looking like losing to winning – get class to try and come up with examples of their own.</p> <p>A4 – As for last week set up groups for games, but say that players must try not to call out if they lose or win a point – can they do it? - When playing their games stop the class and ask are players questioning ref’s decisions if so what does that make opponent feel or ref’s themselves? – Explain Pressure – mostly comes from within or is applied by opponent not giving you any time (to think or act) could be a fast paced game/ shots?</p> <p>Game – Class either plays one game each against each other, up to 11 (in pairs) and then swap partners or play for a specific time period e.g. 4 minutes.</p> <p>Summary - Use Q and A - what is mental strength? Why is it important to help you to win a point and ultimately the game?</p>
5	Mini Squash Box Leagues	Whole class play against each other in groups of 5 or 6 using a box league system.	Players play one against the other for a specific time period (4 minutes) then change over – scores are added up at the end. Most points wins – best players selected to represent school team (2 boys and 2 girls).
6	Mini Squash League (2)	Inter School Competition in League format (see fact sheet).	School teams play against each other in “family/cluster” – teams of 2 boys and 2 girls play in ranked order against each other – most points wins at the end of the match. Could be 3 rounds with family final as last round. Top two teams go though to Regional (Sports Partnership/District) Final.

KS2 – Year 6 Fact Sheet – Resource

Contents:

Ball Drop – explanation of activity
Ghosting or Shadowing
Ball Roll to Target
Cone Retrieval – explanation of game
Dynamic Warm up – explanation of activities
Drop Shot - How? Key points to look for
Tactics – How? Key points to look for (full game)
Tactical strategies
Mental strength – What is it? How can we get it?

Week 5 – Mini Squash Festival - Stations - class competition

Week 6 – Mini Squash Competition(s) – Intra school competition

Ball Drop

Equipment needed: one Fun ball each (in pairs)

- Work in pairs – one partner holds the ball with arm out straight at shoulder height and drops the ball.
- Other partner must start with hands by their sides and then catch the ball two handed before it hits the floor.
- Develop by moving pairs further distance apart or trying to catch with one hand.
- Could also add another ball in the other hand.
- Develop by one facing in the opposite direction - partner shouts “now” and person catching turns round and as above tries to catch the ball before it hits the floor NB: Activity is quite tiring!

Ghosting or Shadowing

No equipment needed (but could add racket if group capable)

- Ghosting or Shadowing is an activity that “mirrors” an actual shot played. I.e. a practice forehand from a set point – can be any shot, it gives the player a chance to get the movement right before adding a ball!
- Group in one long line facing teacher one behind the other.
- Number group “1” or a “2”.
- Number “1” s go sideways from the line and practice a forehand (using correct movement).
- Number “2”s are simultaneously going to practice a backhand in the opposite direction.
- At this stage they are imagining that they are hitting the ball with their hands.
- A development would be to use rackets but obviously bear in mind proximity issues!
- Teacher calls out how many shots they are playing say “5 Forehands” and then swap over – each person must return back to the centre of the line in between each shot!

Ball Roll to Target

Equipment needed: four cones, one Fun ball in groups of 4 – two teams of 2

- Players play against each other in teams of two.
- Set the cones out (grouped together in 4, different colours ideally) about 2/3 metres away from a line, behind which throwers should stand. If group more capable move cones further back.
- Players play by one a time throwing the ball (one each) at the cones, throw can be with one bounce two bounces or no bounce. If they hit the cones they score a point – best of 4 throws (2 each) what was the score? – Best of 5 games.

Cone Retrieval Game

Equipment needed: 4 cones per group (4/6) or in pairs

- Players line up behind a line 2-3 metres away from cones put together in a straight line in front of them.
- Team/pair decide which one of the cones they retrieve (one at a time) either the nearest or the furthest away from them.
- Teams/pairs have to stack the cones neatly before they are finished (behind the line) and then sit down arms and legs crossed – first teams to do that wins!
- Could vary it by teams picking up cones one at a time then putting them back (in the same order if different colours).

Dynamic Warm Up

Equipment needed – none, but adequate space required

- Each movement is done “in motion”.
- Class in two lines opposite each other - down the sides of the hall (at the edges).
- Teacher leads class – one line does the movement and then the other – could number them “1’s and 2”’s.
- Activities are as follows, running forward and back, running forwards and back backwards, running forwards then stopping and lunging on the right foot, then back and forward again lunging on the left foot.
- Side to side, lunging down to touch the floor then back.
- Step and lunge (watch balance).
- Arm circling in motion.
- Knee to chest.

(England Squash & Racketball video clips of Nick Matthew.)

Drop Shot

Key Points to look for:

- Correct grip see resource sheet KS2 – Year 3 for explanation.
- MOST IMPORTANT – slower shot for control.
- Racket face pointing towards “target” and at a slight angle (open face).
- Swing path high to low - towards the target, ball must travel downwards from racket.
- Body position shoulder pointing to target, right foot forward if RH, left foot forward if LH.
- Impact (hitting) point level with leading leg (whichever one).
- Timing of hit – just after the “top” of the bounce, as ball just begins to drop.

Basic Tactics

Key Points to look for:

- Receiver in Ready position? – Are they watching ball or wall – this is known as “tracking”.
Because this will help them move into the correct position to hit the ball where they want it to go.
- Are they in centre of court (t-zone) or only standing on one side?
The middle is the best place to stand – equal distance from anywhere on the court.
- Where are they hitting the ball in relation to their opponent?
The further away they hit it from their opponent the more tired he becomes!
- Straight hitting makes the opponent move more than you!
Cross court hits go back to where they are standing.
- Hit a good serve – no mistakes!
- Is your opponent always hitting the ball back to you – what are they doing?
Be clever - be aware of where you opponent hits most of their shots.
- Who is moving around the most and if so why?
Most likely cause you are hitting the ball back to them all the time!
- How can you/we change things if we are losing?
Change the direction, pace, or shot you are hitting i.e. on to their worst shot Backhand?
- Is your partner/opponent left or right handed – are they better at backhand or forehand?

Tactical Strategies

Key Points to look for:

- Playing straight shots most of the time – will move opponent around more.
- Playing slower shots if your opponent hits the ball hard.
- Increasing the pace of your shots to give opponent less time.
- Using height to push opponent back then play short ball to move them forward quickly.
- Hitting the ball into the space (where opponent isn't).
- Playing on their weaknesses – backhand?

Mental Strength:

- To be strong minded when playing sport is very important, determination and “a never say die” approach often works as your opponent begins to believe that they can't beat you.
- Never give up even when match ball down – you can still win from that point!
- Mental strength also comes from being prepared properly before you play – have you done enough practice to be at your best for the match?
- Mental strength comes from the knowledge that you are “fit enough” to last a tough match.
- Mental strength comes from a history of winning and confidence in your ability.
- Mental strength comes from self-belief – if you think you can do it, you probably can!
- Mental strength comes from dealing with the pressure of a match well; not letting anything upset you or deter you from your aim!

Week 5 – Mini Squash League – single class “team or group” competition

Recommended playing area – school hall.

Hall is set out with each playing area, if a class then 6/7 groups of 4/5 are possible (see resource sheet KS2 Year 4 (b)).

- Matches are played using the box grid for each group – then all those who achieve a number one position can be grouped together, same for those who come runner up, 3rd, 4th, 5th etc – they should then be grouped into similar abilities and will still have even matched games.
- Matches can be played either one game up to 11, or if you want session to last longer two games (winners are those with most points accumulated) – can also time matches e.g. 4 minutes per match, then record score etc.

Week 6 Mini Squash League – inter school competition

- Having identified top two boys and top two girls from wk 5 “class” competition.
- School team of 4 plays against other schools in “Family” in ranked order.
- Each school’s number one boy plays one game up to 11, against all the other number one boys – same for boy no 2, girl no 1 and girl no 2 – all the points scored by each team member is then added up and the winning school is the one with the most points accumulated at the end.
- “The Family/Cluster Mini Squash League” can be as many weeks as appropriate, would suggest 2 rounds and then a “Cluster/Family” final.
- Each top two schools from each Cluster/Family finals then play in a Grand SSP Play-off to find the District Champion Mini Squash team!
- Could potentially lead on to a county/regional Mini Squash event (organised by County Development Coach for England Squash & Racketball in liaison with participating SSP’s).
- At Regional/district Finals teams are seeded as follows – 3 rounds.

Round One:

Number one seeds play the number 8 – match A

Number two seeds play the number 7 – match B

Number three seeds play the number 6’s – match C

Number four seeds play the number 5’s – match D

Round Two:

Winner of match A plays the winner of match D (semi-final) – match 1

Loser of match A plays loser of match D (play-off) – match 2

Winner of match B plays the winner of match C (semi-final) – match 3

Loser of match B plays the loser of match C (play-off) – match 4

Final Play-Offs:

Winner of match 1 plays the winner of match 3 (final)

Loser of match 1 plays the loser of match 3 (3/4 play-off)

Winner of match 2 plays the winner of match 4 (5/6 play-off)

Loser of match 2 plays the loser of match 4 (7/8 play-off)

Notes

REFERENCES