

Unit
1

Invaders

Lesson 1

Year 5 • Champions

- Lesson objectives:**
- To demonstrate basic passing and receiving skills using a netball.
 - To develop an understanding and knowledge of the basic footwork rule of netball.

- Lesson outcome:**
- Apply the footwork rule into a modified game.

- Prior learning:**
- Throwing and catching skills.
 - Playing in small groups and teams.

- Equipment:**
- Various sized balls, throw down spots or lines, bibs, cones.

- Vocabulary:**
- Footwork, land, step, pivot, pass, receive.

- Champions resources:**
- Champions movies: *ball skills*.

Warm-up:**Tails**

Use bibs or tag belts to make tails, and have every child except three wear the tails – they are runners.

Play in the area of the netball court. The three children without tails are the catchers, and they must remove the tails off the runners. Once a tail has been removed, the runner becomes a catcher.

Play until all runners have been caught.

Skills learning and development:**Ball handling**

Circle a ball around your waist and then your legs, without dropping it. Ask the children to have a go. Then in pairs, one child allows the ball to drop and the other attempts to catch it before it hits the ground.

Mark out a small grid using cones – one grid per pair. Each pair then passes and receives a soft ball as they move around the grid, using bounce passes. Ask the children to count consecutive passes. Discuss how to pivot and see if the children can pivot as they throw and catch the ball.

Footwork

Explain that in netball, if you have possession of the ball, you are not allowed to move your feet. Ask the children to practise landing on one or two feet (talk about the advantage of landing on two feet).

In pairs, one holds the ball up high (Statue of Liberty pose) and the other runs a few steps and jumps to take the ball using the correct footwork (land with one foot and then the other) then pivots on the landing foot, and holds the ball up high for their partner to take the ball.

Application and practice:

In pairs, ask the children to try passing and receiving the ball again in a small area – using correct footwork when landing.

Ask: *How many passes can you do in a row?*

Piggy in the middle

In groups of four, one child in the middle of the group tries to intercept the group members making consecutive passes.

Reflect and review:

Ask:

- *Can you explain the footwork rule?*
- *What is pivoting?*

Support

Play co-operatively to keep the ball moving and count how many passes can be made in a minute.

Allow the ball to bounce twice before collecting it.

Extend

Play competitively: try to send the ball into a space where your partner cannot reach it.

Start with ten points and lose a point each time the incorrect footwork is used.



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Lesson 2

Year 5 • Champions

Lesson objectives:

- To use good hand/eye co-ordination to pass and receive a ball successfully.
- To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.

Lesson outcome:

- Use a range of different passes appropriately in a modified game.

Prior learning:

- Footwork and basic ball handling skills.

Equipment:

- Throw down spots, netballs, bibs, cones.

Vocabulary:

- Pass, receive, footwork, pivot, step, push, point, chest pass, overhead pass, shoulder pass, bounce pass.

Warm-up:

The children practise their footwork using the Statue of Liberty drill learnt last week. In pairs, ask one child to hold the ball up high (Statue of Liberty pose) and the other runs a few steps and jumps to take the ball using the correct footwork (land/step or 1,2) then pivots on their landing foot.

They then hold the ball up high for their partner to take.

Skills learning and development:

The children explore different ways of passing the ball with a partner, and share these ideas with the rest of the class.

Practise chest pass, bounce pass and overhead pass. Use the teaching points below to aid learning:

Chest pass – *Step* into the pass, *push* the ball towards your partner's chest, *point* where you want the ball to go as you follow through. STEP-PUSH-POINT

Bounce pass – *Step* into the pass, *push* the ball down towards the floor but nearer to your partner than to you, *point* where you want the ball to go as you follow through. STEP-PUSH-POINT

Overhead pass – *Step* into the pass, *pull* the ball from behind your head towards your partner, *point* up high where you want the ball to go as you follow through. STEP-PULL-POINT

Note: The ball should make a rainbow shape in the air.

Practise the different passes, varying the distance between pairs. As they land, the children should jump and catch the ball using the correct footwork.

Passing challenges – Ask: *How many can you and your partner do successfully in 30 seconds?* Repeat to see if the score can be beaten.

Application and practice:

In small groups, play a game of 'Piggy-in-the-middle'. One child puts on a bib and steps into the middle of the group. The others use a variety of passes to keep the ball moving around the group. The player in the middle has to try and catch the ball.

Rotate the middle player after 10 passes.

Reflect and review:

Ask:

- *Which passes do you need to make to send the ball further distances?*
- *Which passes are best for shorter distances?*
- *Did you use the correct footwork when receiving the ball?*

Support

Take the 'piggy' out of the middle and see how many passes can be made in a row without dropping the ball.

Extend

Put two children in the middle to try and get the ball.



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Lesson 3

Year 5 • Champions

- Lesson objectives:**
- To understand the importance of 'getting free' in order to receive a pass.
 - To understand how to make space by moving away and coming back and by dodging.

- Lesson outcome:**
- Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation.

- Prior learning:**
- Footwork, passing and receiving a ball.

- Equipment:**
- Balls, bibs, cones.

- Vocabulary:**
- Dodging, non-contact, marking, pass, receive, footwork, signal.

Warm-up:**Cone grab**

In groups of four, each player stands on one corner of a small square. Spread ten small cones out in the middle of the square. On the blow of a whistle, players run in and grab a cone to bring back to their corner. This is repeated until all cones are collected from the middle. Players can then steal from the others in the group until the teacher says stop.

Skills learning and development:**See-Saw Drill**

Divide the class into groups of four.

Two children are the 'feeders'. The two remaining are 'receivers' who move from left to right. Each feeder passes the ball to a receiving child using a chest pass (revise the chest pass technique with the children if necessary) who then throws it back. Each feeder then passes the ball to the other receiving child using a chest pass who then throws it back.

Encourage the receiver children to signal with their hand where they want the ball to be thrown to. Feeders should only feed to the spot.

Line dash pass

Again, divide the class into groups of four.

This time, one of the feeders becomes a 'defender'. The feeder uses movement techniques (dodges) to try and outwit the defender and pass the ball to a receiver to the spot. Make sure the receiver uses a signal and the correct footwork.

Application and practice:**Gladiators**

In small groups, allocate three children to be defenders - each should be in a separate zone (see the diagram below).

Two attackers (x on the diagram) attempt to use passing and receiving to move the ball from the end of zone 1 to the other end of zone 3.

Defenders can only work within their zone. Attackers must signal and then move to receive the ball.

**Reflect and review:**

Ask:

- How did you manage to get away from your defender to move to a space?
- How many different ways did you find to dodge away? (Sprint dodge, Fake dodge, double dodge etc.)

Support

Make zones bigger.

Have three attackers working together against one defender in each zone.

Extend

Make zones smaller.

Attackers must make a set number of passes in each zone - e.g. three before they can progress into the next zone.



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Lesson 4

Year 5 • Champions

Lesson objectives:

- To be able to demonstrate a range of defending skills and understand how to mark an opponent.
- To understand how to intercept a pass.

Lesson outcome:

- Apply a variety of defending skills into a modified game.

Prior learning:

- Footwork, passing and receiving a ball, moving to receive the ball, signalling for a pass.

Equipment:

- Bibs, cones, balls.

Vocabulary:

- Defend, marking, intercepting, footwork, pass, receive.

Warm-up:**Trucks and trailers**

In pairs, one child is the truck and the other the trailer. The truck runs away and the trailer must try and stay as close as possible to the truck. On hearing a whistle, all children stop still and the trailers should be no more than a metre away from their trucks.

Skills learning and development:

Discuss the rule of no contact in netball, and the distance that a defender should be away from the player with and without the ball.

Jumps

Divide the class into groups of four. Two players pass the ball using a chest pass continuously back and forth. The other two players are defenders – they start by standing behind each of the players passing, and time their move to the front to allow them to jump in front and intercept the ball.

Piggy-in-the-middle

Again divide the class into groups of four. Three are attackers and one is defender. The attackers try and keep possession of the ball while the defending player in the middle attempts to intercept the ball. Teaching point – the defender should try and read where the ball is going, and move to that point.

Extension: the attackers could move within a defined area to receive the ball.

Application and practice:**End ball**

Divide the class into teams of five: four vs four plus a goalie on each team.

Mark out an area to be the court. The children nominated goalies stays behind the end line at their respective ends, and can move from side to side along this line. The remaining four players must move the ball around between the team and progress it up the court to the goalie. If the goalie successfully catches the ball, they score one point.

Reflect and review:

Ask:

- *What does 'intercept' mean?*
- *How can you ensure you have a chance to stop your opponent from getting the ball?*
- *How can an attacking player get away from their defender?*

Support

Play with four children per team – two goalies per team and two players.

Extend

Ensure everyone in the team has touched the ball twice before passing to goalie.



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Lesson 5

Year 5 • Champions

Lesson objective: • To learn how to shoot.

Lesson outcome: • Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle.

Prior learning: • Footwork, passing and receiving a ball, moving to receive the ball, signalling for a pass, marking and defending.

Equipment: • Netball posts, balls, throw-down spots.

Vocabulary: • Motif, unison, canon, variation, break-it-down, sections, beats, collaboration.

Warm-up:

In groups of four, play Piggy-in-the-middle using a netball. As the children play, reinforce the use of different passes and correct footwork. Rotate the middle player as necessary.

Skills learning and development:

Explain to the children that, in netball, only two players are allowed to shoot for goal. Model the correct technique for shooting to the children, using one hand to support the ball and pushing upwards and forwards with the other hand. Flick the ball towards the ring.

Remind the children of the footwork rule while shooting. Children should only hold the ball for three seconds before shooting.

Set up a range of shooting stations where children can work in threes to practise their shooting techniques.

To begin with, let the children shoot with no defender, but with another child feeding the ball to them,

ensuring that the shooter moves to receive the ball in the shooting circle and lands using the correct footwork. Then add a defender.

Rotate the children's roles so that everyone gets a turn.

Application and practice:**King of the ring**

Divide the class into small groups (five to seven children) and give each group two balls and one post.

Player One shoots for goal, and keeps shooting until they have scored. At the same time, Player Two also shoots. If Player Two scores before Player One then Player One is out. Player Three then tries to beat player Four and player Four tries to beat player Five etc. This continues until there is only one player left.

Players should ensure that they use the correct footwork and shooting technique.

Reflect and review:

Ask:

- How is the shooting technique different to passing the ball?
- How far must a defender be away from the shooter?

Support

Lower the post.

Allow players to stand closer to the post to shoot.

Extend

Add two defenders to mark each person's shot. Rotate positions to ensure everyone has a turn in both roles.



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Lesson 6

Year 5 • Champions

- Lesson objectives:**
- To understand the different positions in a netball team (five-a-side).
 - To recognise which positions are attacking and which are defending.

- Lesson outcome:**
- Take part in a full game of High 5 Netball, playing in a range of positions.

- Prior learning:**
- Footwork, passing and receiving a ball, moving to receive the ball, signalling for a pass, progressing the ball, shooting.

- Equipment:**
- Balls, bibs, netball court, posts, information on netball positions and rules.

- Vocabulary:**
- High 5 Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK), pass, receive, footwork, positions, goal.

Warm-up:

Revise footwork using the Statue of Liberty drill: in pairs, ask one child to hold the ball up high (Statue of Liberty pose) and the other runs a few steps and jumps to take the ball using the correct footwork (Land / Step or 1,2) then pivots on their landing foot.

They then hold ball up high for their partner to take.

Skills learning and development:

Talk to the children about different positions in the team and the roles of players in these positions.

Ask: *How can each player help the team?* E.g. making space, attacking, defending, shooting etc. Using a whiteboard initially, ask children to identify where each position should stand at the start of the game.

Teach the children to recognise the different parts of the court, where shooters have to be to score and how to defend the different parts of the court.

Allow children to select a position and then go and stand where they think they should start.

Put the children into positions and pass the ball down the court in groups of five from GK to GD to C to GA to GS, making sure that they all only move in their designated areas.

Application and practice:

Add a second team onto the court and play a game in each direction. Children are to wear bibs and only move within the sections they are allowed to.

Coach the children while they are playing. Encourage them to spread out and mark their opponent.

Reflect and review:

Revisit each of the positions. Ask:

- *What do the letters on the bibs stand for?*
- *Which players can shoot?*
- *How can you progress the ball up the court?*

Support

Reduce the number of rules to focus on – ie: footwork, three seconds and defending distance.

Ensure everyone has touched the ball before the shooter is allowed to shoot.

Extend

Add in additional rules. Marking the ball, sideline throw in.

Encourage players to pass in positional sequence down the court.

