





Scheme of Work: Netball

Key Stage: 3	YEAR: 9	DURATION: 6 LESSONS
<p>Unit Aims: In this unit pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced setting up and organising netball practices in groups ➤ Applied and adapted the principles of attack and defence in small sided games activities ➤ Warmed up and cooled down safely ➤ Experienced core netball skills and attempted more advanced variations ➤ Used and applied netball rules 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to netball.</p> <p><i>e.g. footwork, repossession, dodging, intercepting, marking, covering, delaying, positional names and areas, umpire calls, held ball, over a third, out of court, contact, obstruction, toss up, holding space,</i></p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Netballs (size 5) ➤ 3 sets of Bibs ➤ Cones/Spots ➤ Netball posts ➤ Whistles ➤ Stop watch
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced netball skills consistently applying a high quality of replication. Continual development and refinement of skills will contribute to producing an improved performance & technique.</p>	<p style="text-align: center;">Developing Physical & Mental Capacity</p> <p>Physical warm up's aid as a useful fitness tool in developing and testing pupil's physical capacity. Develop ability to perform sustained physical movements as part of small sided game activities. Pupils will become more competent in applying and maintaining netball rules and understanding positions and court markings.</p>	<p style="text-align: center;">Development & Replication of Skills</p> <p>Pupils will further develop the fundamental principles of play when selecting and applying core skills. Passing, receiving, pivoting, intercepting, dodging and shooting will be developed through small sided games and conditioned situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;">Problem Solving, Challenges & Making Decisions</p> <p>Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Further providing opportunities to play a variety of roles within a team (GS, GA, WA, C, WD, GD, GK and as an umpire + coach).</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will learn to prepare for and recover from exercise safely. Develop a deeper understanding of stretches for all major muscle groups and those specific to netball. Highlight the long term health benefits gained from taking part in netball. Suggest any clubs within the school and in the community.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of attack and defence and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.</p>
<p>Scan these QR codes for information</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Passing recap</p> </div> <div style="text-align: center;">  <p>Passing and Receiving Development</p> </div> <div style="text-align: center;">  <p>Creating Space/Use of Movement</p> </div> <div style="text-align: center;">  <p>Shooting</p> </div> </div>		

Progress & Assessment by Outcomes – Expected Learning Outcomes of the unit

<p>1. Develop possession and attack as a team</p> <p>All pupils will: Take part in competitive games, replicating a number of core skills with some consistency and effectiveness. Speed of movement in the team is developing.</p> <p>Most pupils will: Consistently use a range of core skills in competitive game situations, showing more precision when time and space is given. Will support others in the team to build an attack when an interception is made.</p> <p>Some pupils will: Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games. This application is done with speed and precision. Form game plans in a range of situations, making a significant contribution to team's effectiveness. Identifies space for themselves and others and uses this to advance the team.</p>	<p>2. Replication of advanced skills (Passing variations, Shooting techniques, dodging skills.)</p> <p>All pupils will: Use simple techniques in situations with limited pressure and will attempt passing and shooting variations.</p> <p>Most pupils will: Pass using more advanced variations in distance, height and depth. Accurate replication of core fundamental skills consistently even under pressure and is beginning to become influential in a game.</p> <p>Some pupils will: Identify the type of core skills needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and makes a significant impact on the games played. Rarely makes mistakes when performing skills.</p>
<p>3. Understanding set plays, ways to create scoring opportunities and implementation of rules</p> <p>All pupils will: Show knowledge of a set play and recognise why these are used. Play a limited role in the execution of such movements. Recognise basic rules during conditioned games</p> <p>Most pupils will: Understand how a set play can be set up and will play a role in the movement of the ball into the semi circle for a shooting opportunity. Understand the rules surrounding the game and highlights violations of others.</p> <p>Some pupils will: Help to create suitable set plays for different areas of the court. Make speedy decisions when facing an opposition and can use a range of core skills effectively to present goal scoring opportunities. Understands rules fully and make others aware of them too.</p>	<p>4. Developing Reflective learners/Creative thinkers/Self managers</p> <p>All pupils will: Recognise a need for strategies and creative thinking and can add to a group discussion.</p> <p>Most pupils will: Show creativity in planning ways to outwit opponents and execute the skills needed to complete this. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals.</p> <p>Some pupils will: Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved.</p>
<p>Other Links: Physical Literacy Skills (Agility, Balance, Coordination, Speed, Strength and control), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p>Personal, Learning and Thinking Skills (PLTS):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative thinkers <input type="checkbox"/> Reflective learners <input type="checkbox"/> Team workers <input type="checkbox"/> Effective participants

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	Recap netball fundamentals To demonstrate knowledge & understanding of netball rules. To perform a variety of passes at speed and with control. To be able to perform these in a small sided game activity to outwit opponents. To be able to catch the ball from a variety of situations with improved technique and greater consistency.	Warm up – Student led. Ball handling – in 2's focus on one & two-handed catching / moving into a space to receive a pass / high, low side to side drills (see 'passing recap' QR code) Revision of playing positions and responsibilities associated with player's roles. Individual skills practices focusing on accuracy and control: Catching, Throwing, Getting Free & Marking. 7 v 7 game – focus on good co-operation between passes. Accurate and well timed passes using space well. (GK-GD-WD-C-WA-GA-GS). Recap knowledge of rules. Players to officiate.	Adapt the size of practice area. Mid-lesson plenaries check – Recap technical points of passing and receiving the ball? What decisions are you forced to make in a competitive situation?
2	Use of space/court linkage To be able to make decisions about sending & receiving the ball into a space, positioning to receive a pass. To be able to outwit opponents using a variety of techniques and passes with accuracy and timing. To develop & refine strategic and tactical play and adapt ideas based on successful outcomes.	Warm up – Student led. Players given one of four colours and to stand in pairs. Steady jogging on netball court on whistle No 1 runs out to coloured cone area to collect a ball. Call out a type of pass and a number of passes for each pair to complete. On completion ball is returned and No 2 gets ready. Focus on conditioning structured games to achieve attacking outcomes. Improve timing of movement off the ball – GK pass from end line must go through every player in turn: GD-WD-C-WA-GA-GS. Teams to plan other passing patterns. 7 vs 7 game – focus on teams evaluating and adjusting their formation, strategy and roles (see 'passing & receiving development' QR code for information)	Mid-lesson plenaries check – recap teaching points. How might the player without the ball assist the ball carrier? Why does the backline pass need a strategy?
3	Attacking principles To demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. To perform skills in small sided game activities making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and in possession of the ball.	Warm up – Student led. Advance ball skills. In 2's: Moving left and right to receive the ball: one handed catch, bring ball into chest. Use cones, run to cone and suddenly change direction to receive a pass from partner – high, low. Discuss attacking tactics; Possession, Timing, Passing & space. Quick ball movement important. 2v1 – indicating to receive the ball, running patterns - sideways, forwards, backwards (see 'creating space' QR code) Recap shooting techniques, identify best position for success (see 'shooting' QR code) 7 v 7 game. Recap positions and rules. Students to gain experience as an official, using correct terminology.	Mid-lesson plenaries check – How might spatial awareness be used in a game? Identify variations in passes– Discuss use throughout. Why can running patterns help your team?
4	Defending principles To accurately replicate effective marking techniques and intercept any passes sent towards them. To outwit opposition when applying defending principles and when devising game plans. To evaluate individual performances and suggest ways to improve.	Warm up – Dodge or Defend game. Teams of 5 with one player as a 'defender'. Each player has to run down a ladder (SAQ) over 2 hurdles into the 'danger zone'. The 'D' has to try and stop them from getting into the 'safety zone'. How? ('D' to explore methods of marking a player, blocking/holding space), Developing effective team play – defending principles. Highlight; Interception, Marking, Goal protection & Space limitation. Set up 3 vs 2 situation in 'semi-circle. Progress to 7 v 7 game.	Introduce passive defender, then allow them to be fully active. Mid-lesson plenaries check – Why is it important to keep an eye on the ball as well as the player you are marking? Why should you stay close to your player? How can you increase pressure on the player with the ball?
5	Tactics- Centre pass/within the circle To be able to select advanced tactics to outwit opposition. To be able to evaluate tactical outcomes and consider how to improve performance. To adapt game plans in response to the opposition and the state of the game.	Warm up – Student led. SAQ ladders and hurdles – work in teams of 4 with a nominated leader taking charge of skills performed. Groups of 3 / 4 recap passing. Groups of 7 - Experiment with centre pass options (1xC, WA, WD, GA, GD, GS, GK) using half a court. Pupils are encouraged to become increasingly responsible for their own learning deciding how to develop and improve their own work and that of others. 7 vs 7 game – solve game problems by varying positional roles and game plans for each team. WA and C back up on the edge of the semi-circle to aid shooters.	Limit size of working area. Mid-lesson plenaries check – highlight why possession is key. How could opposing GD respond to different tactics from the GA? Who will receive the first pass from a Centre pass? Where should C and WA be positioned when the ball is in the semi circle?
6	Game play To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball.	Warm up – Student led. SAQ ladders and hurdles. Relay drill with shooting. Demonstrate passing and footwork in 3's, receiving on the move. Set up 1 vs 1 dodging drill - demonstrate the ability to outwit defenders. Shooting drill from a number of different cones (see QR code) All teams to complete a series of netball questions on rules, regulations and team (points to be added to netball scores). 7 vs 7 game. Rotate positions	Pair individuals up according to ability/fitness level. Mid-lesson plenaries check – discuss ways to beat a defender, which ones were successful?