

## Scheme of Work: Netball

Key Stage: 3	YEAR: 7	DURATION: 6 LESSONS
<p><b>AIM:</b> In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for Netball. Pupils will work on improving the quality of their skills with the intention of beating opposition. In all games activities, pupils think about how to use skills, strategies and tactics to beat the opposition.</p>		
<p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Learnt the basic principles of attack and defence.</li> <li>➤ Worked in small teams to plan how to play</li> <li>➤ Taken different roles in some games, including attacker and defender</li> <li>➤ Used and kept rules and conventions for games</li> </ul>	<p style="text-align: center;"><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional game. Communication. Speaking and Listening, Cooperation &amp; Working together.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Netballs</li> <li>➤ Bibs</li> <li>➤ Cones/spots</li> </ul> <p>Information on local clubs</p>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Competition:</b></p> <p>Throughout this scheme pupils will develop the fundamental skills necessary to outwit opponents. Pupils will learn to choose, combine and perform netball skills with fluency, consistency, accuracy and quality. A continual development and refinement of the necessary skills will contribute to producing a successful performance and outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Resilience &amp; Independence</b></p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use netball to develop observation skills on peer performances, skills and techniques. To extend knowledge of netball rules and umpire signals.</p>	<p style="text-align: center;"><b>Improving Performance</b></p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;"><b>Tactics</b></p> <p>Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the benefits of taking part in netball to your long term health. Suggest any netball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and active. To understand the type of fitness netball players need to perform at a high level.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Pupils will evaluate their own and others strength and weaknesses in netball and suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos &amp; targeted differentiated questioning).</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

## Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- preparation, *eg warming up, cooling down*
- assessment, *eg collecting and analysing data*

Speaking and listening – through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

## Expectations

**After carrying out the activities and core tasks in this unit.**

**most pupils will:** choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved.

**some pupils will not have made so much progress and will:** choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.

**some pupils will have progressed further and will:** choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.

## By the end of this unit a pupil will reach level:

**LOW** Can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with co ordination and control. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands the need to warm up.

**MIDDLE** Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

**HIGH** Can consistent replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health

Week	Learning objectives	Task examples	Information/ Differentiation
1	<p><b>Passing &amp; foot work rule</b> To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small sided game to maintain ball possession &amp; begin to beat opponents. To develop an understanding and knowledge of the basic footwork rule of netball.</p>	<p>Warm up – Student led. In the river on the bank ‘fast feet’ drill. Players stand opposite partner and on command jump forward and back – balance and co-ordination task. Highlight various passes-perform static and on the move – chest, bounce, shoulder, overhead. T.P’s; Elbow out, step in to pass. Receiving = provide target for passer to aim at, landing on 1 or 2 feet – pivoting. Discuss court markings + positions. Small sided games. Footwork + contact rule.</p>	<p>All lessons start with netball related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p>
2	<p><b>Creating space/outwitting opponents</b> To be able to beat opponents using learnt skills and techniques. To understand the importance of ‘getting free’ order to attack. To develop their understanding of strategic and tactical play to beat and outwit an opponent. To develop understanding of netball rules and court positions.</p>	<p>Warm up – Student led. SAQ ladders and hurdles –work in teams of 4. encourage fast feet / dodging drills (ikky shuffle, sprint off sideways to cones etc.) Recap of passes and footwork. 3’s- 1 feeder + move away from marker to receive the ball (sideways/backwards &amp; forwards) Highlight importance of moving into space to receive the ball. 7 v 7 game define positional roles (GK-GD-C-WA-WD-GA-GS). Obstruction and contact rules. Players to officiate.</p>	<p>Give opportunities to plan tactics</p> <p>Research rules on internet</p> <p>Tasks set to cater for levels of ability</p>
3	<p><b>Attacking play/dodging</b> To be able to move accurately into a space to receive a well timed pass. To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.</p>	<p>Warm up – Student led. Partner shadow using lines on netball courts. Choose individual students to lead e.g. side stepping, high knees, sprint, and jog. Vary speed and direction. Recap prior learning – discuss ways a player may get free. . 4’s- 1 feeder 1 observer + 1vs1. Demo sprint dodge + introduce Run, stop, run again. demo feint: move one way and run another. Rotate positions. More able students to set up on own. Focus on roles of each player. 7 v 7 game. Recap positions.</p>	<p>Number of touches</p> <p>Distance from target</p> <p>Size of practice area</p> <p>Size of target</p>
4	<p><b>Shooting</b> To develop their understanding and knowledge of where on the court shooting can take place. To improve the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.</p>	<p>Warm up – Student led. Crows and Cranes – in pairs, two lines. On command run to nearest line, partners chases. 2min shoot out: In 2’s passing ball up and down court (recap footwork rule) &amp; shoot when in goal circle. 6 shooting stations : players to experiment with shooting from various angles into netball post. 7 v 7 game. Recap positions &amp; rules. Non-participants to umpire.</p>	
5	<p><b>Defending/positional awareness</b> To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules and laws regarding contact. To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.</p>	<p>Warm up – Student led. SAQ ladders and hurdles – work in teams of 4. Practices around court to identify positional areas of play – eg 3v3 game in WA area or in GD area. Man to man marking to achieve an interception: In 3’s straight line (shadow marking) then angled.(to reduce contact). Players should be able to see and avoid challenging opponents without losing possession. 7 v 7 game define rules governing marking – 3 feet, hands close to body (not across player).</p>	

6	<p><b>Assessment</b></p> <p>To demonstrate the ability to beat 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.</p> <p>To demonstrate the ability to evaluate performances and suggest ways to improve.</p> <p>Further development - Inter house/form netball comp.</p>	<p>Warm up – Student led. SAQ ladders and hurdles. Recap prior learnt skills. 3's Passing, receiving on the move. Set up 1 vs 1 dodging drill. Demonstrate the ability to outwit defenders. Pupils to describe netball rules. 7 v 7 game</p> <p>Discuss assessment criteria and what to expect.</p> <p>Teacher grades against NC levels</p>	
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