

## Scheme of Work: Netball



Key Stage: 3	YEAR: 8	DURATION: 6 LESSONS
<p><b>AIM:</b> Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit 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>➤ Played a variety of conditioned netball games</li> <li>➤ Worked independently in small groups</li> <li>➤ Used and applied netball rules</li> <li>➤ Some knowledge of tactics and team organization in netball</li> <li>➤ Developed basic netball skills</li> </ul>	<p style="text-align: center;"><b>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</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>
<p><b>Key Concepts and Processes:</b></p>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will further develop the ability to outwit opponents and teams using strategic play and tactics. Pupils will learn to choose, combine and perform more advanced netball skills with fluency, consistency and with accuracy and quality. Continual development, adaptation and refinement of skills will contribute to producing improved performances &amp; techniques.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. 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.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Pupils will further 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>Making and Applying Decisions</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>Pupils will prepare for and recover from exercise safely and effectively and know the principles that underpin this. Pupils will recognise the benefits to their health of regular exercise and of being active. Suggest any hockey clubs within the school timetable and promote community links. 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 make effective evaluations of strengths and weaknesses in their own and others performance. Pupils will make suggestions to improve play, eg on attack and defence tactics. (Peer observation/evaluation).</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:

**4** 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.

**5** Can consistently 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.

**6** Good skill level and shows vision within game situations. Becoming more influential in the game outwitting opponents easily. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
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1	<p><b>Recap passing Skills &amp; fundamental rules</b> To demonstrate control and accuracy of passing and catching. To implement footwork, contact and obstruction rules during a game. To be able to catch the ball from a variety of situations with improved technique and greater consistency. To be able to perform these in a small sided game to outwit opponents.</p>	Warm up – Student led. Partner tag ‘Change’ In 2’s : Passing and changing direction. Pupils demonstrate a minimum of 3 different passes with partner (x10each turn) including a sprint shuttle with change of direction after each one. Passing on the move, 2v1 using a range of passes. What TYPE of pass to use & WHEN? Assess accuracy and consistency in delivery. 7 v 7 game. Recap positional roles (GK-GD-C-WA-WD-GA-GS). Recap knowledge of rules. Players to officiate.	<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>Timing of pass/support play</b> To be able to outwit opponents using a variety of passes with accuracy and timing. To be able to move accurately into a space to receive a well timed pass. To develop their understanding of strategic and tactical play and refine ideas based on successful outcomes.</p>	Warm up – Student led. SAQ fast feet drill using ladders. Combine forward and lateral movement up the ladder with receiving the ball either in front or from the side. Students to devise two fast feet drills of their own. In 3’s passing ball down the line, do not move until player is ready to pass. Introduce basic holding of a space in the circle (GS), on edge of circle (WA / WD). Players should understand game structure & positional roles. 7 v 7 game. Players to officiate.	<p>Give opportunities to plan tactics</p> <p>Research rules on internet</p>
3	<p><b>Attacking play/outwitting opponents</b> To demonstrate good positioning whilst dodging to allow effective attacking strategies. 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>	Warm up – Student led. Advance ball skills. In 2’s : Figure of 8 around two cones (‘Posts’) Fast feet, good reaction. In 2’s : Moving left and right to receive the ball : one handed catch, bring ball into chest. Discuss attacking ideas. Quick ball movement important. 2v1 – indicating to receive the ball, moving sideways, forwards, backwards. Court relay in 6’s pass and join end of own line using the above ways to get free. Alternate type of pass, speed and direction. 7 v 7 game.	<p>Tasks set to cater for levels of ability</p> <p>Number of touches</p> <p>Distance from target</p>
4	<p><b>Shooting</b> To be able to select advanced tactics to outwit a defender when shooting at the goalpost. To accurately replicate the technique for a correct shooting action under pressure. To be able to evaluate pupils shooting technique and suggest ways to improve.</p>	Warm up – Student led. Shooting Competition; first team to score 10 goals from a standing position anywhere in the goal circle. Shooter rotation activities: Standing shot technique : Count number of successful shots made in given time. Increase / decrease distance and /or attempts made. Progression: Add feeder and defender (increase pressure) Focus on: Accuracy, Change of Direction, Attacking Moves, Stamina. 7 v 7 game. Play full game with focus on shooting. Players to rotate positions every 5 mins. Non-participants to umpire.	<p>Size of practice area</p> <p>Size of target</p>
5	<p><b>Marking/defending</b> To accurately replicate defending skills to be able to mark an opponent and intercept any passes sent towards them. To apply defending principles when devising game plans. To be able to outwit opponents using learnt defending skills and techniques. To describe the rules and begin to referee a game of netball.</p>	Warm up – Student led. SAQ ladders and hurdles – work in teams of 4. Intercepting and covering the pass or shot, Closing down space, Reducing available options, 1 <sup>st</sup> stage defending (close marking), 2 <sup>nd</sup> stage defending (defending in front of a player). Pass & follow: Continuous passing – back person comes in front to intercept) In 4’s : 1 & 2 pass continuously, 3 tries to intercept. 4 repeats. Alternate sides. 7 v 7 game define rules governing marking – 3 feet	
6	<p><b>Assessment</b> 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. Further development - Inter house/form netball comp.</p>	Warm up – Student led. Relay drill. 4 teams 2 face opposite each other. Demonstrate passing and footwork. 3 vs 3 maintain ball possession. 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. Discuss assessment criteria and what to expect. Teacher grades against NC levels	