

**Scheme of Work: Netball**

<b>Key Stage: 3</b>		<b>DURATION: 8 LESSONS</b>
<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 outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. In year 7 pupils will acquire the knowledge of how to perform key skills and apply tactics to competitive situations. In year 8 students will develop their ability to perform skills and develop tactics. In year 9 students will refine the knowledge and skills developed in year 7 and 8.</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/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>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</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>Developing Physical and Mental Capacity</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>Developing Skills/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>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</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</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>

skills.	perform at a high level.	
<b>Taxonomy for teaching, learning and assessment:</b>  <b>Remember</b> – Pupils will be provided with the opportunity to recap the key points to passing, marking, shooting, defending and attacking.  <b>Understand</b> – Pupils will be provided with the opportunity to explain how and why each skill is performed. Pupils should also understand the basic rules of the game including how a game starts, restarts in different situations.	<b>Taxonomy for teaching, learning and assessment:</b>  <b>Apply</b> – Pupils will be provided with the opportunity to develop the skills and techniques in non-competitive/semi-competitive drills. They will also be provided with the opportunity to refine them within competitive situations.  <b>Analyse</b> – Pupils will be provided with the opportunity to develop the skills/knowledge necessary to peer and self-assess progress within their lessons. These skills will help students to evaluate performance and demonstrate enhanced understanding.	<b>Taxonomy for teaching, learning and assessment:</b>  <b>Evaluate</b> – Pupils will be provided with the opportunity to develop their knowledge and understanding in order to analyse their own performance/success of a skill and highlight areas for improvement.  <b>Create</b> – Pupils will be provided with the opportunity to lead sections of their lessons providing feedback to their peers in order to develop performance.
<b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)		<b>Assessment:</b> Q & A, Formative and summative assessment.

<b>Extension &amp; Enrichment</b> Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> <li>• Practise skills at home</li> <li>• Take part in school sport, either competitively or socially</li> <li>• Join clubs in the community and/or use local facilities</li> <li>• Watch live and recorded matches, to appreciate high-quality performance</li> <li>• Make up games that focus on improving technique and fitness</li> <li>• Read rule books and sports reports in newspapers and magazines</li> </ul>	<b>Expectations</b> <b>After carrying out the activities and core tasks in this unit.</b>  <b>All pupils will:</b> 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.
<b>Differentiation</b> All lessons start with lesson related warm-up and re-cap work of previous lesson. Make learning as active as possible Give opportunities to plan team tactics (Roles of a captain etc) Research of rules differentiated homework sheets Opportunity for Assessment for learning in all teaching activities through the use of ICT (Video to analyse performance) Peer assessment, modelling and self-evaluation Lead learners to support others	<b>Most pupils will:</b> 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;

<p>Change in distance of passes Position on the court Height of the nets Number of passes before shooting</p>	<p>work on ideas that they are given to improve their performance.</p> <p><b>Some pupils will:</b> 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.</p>
<p><b>Physical ME: Sport Specific.</b></p>	
<p><b>Bronze (1-3)</b> Pupils will be able to describe the basic skills and techniques for the game of Netball. Can use some basic techniques in conditioned practices and transfer some of these into competitive situations. Techniques will be performed with inconsistent control in isolation e.g. passing accurately or demonstrating good technique when dodging or using footwork. Tactical awareness is improving and response to situations has started to vary. Can see basic differences between their performances and others. Understands need to warm up in a safe and controlled manner.</p>	
<p><b>Silver (4-6)</b> Pupils will be able to explain how skills and techniques are performed in Netball and can offer some knowledge of the use of tactics in game situations. Can perform most basic techniques with accuracy and consistency in conditioned practices in order to outwit an opponent. Can demonstrate a range of passing, movement, defending and attacking techniques gaining success most of the time. Can apply techniques and demonstrate tactical knowledge within small sided games on a more regular basis. 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 ways of preparing for exercise.</p>	
<p><b>Gold (7-8)</b> 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</p>	
<p><b>Platinum (9)</b> Pupils perform to an exceptional standard of skill to outwit an opponent, displaying exceptional technique when creating space and using footwork to receive the ball., Pupils standard of passing is exceptional and passes are accurate and purposeful. Skills are performed with fluidity and look aesthetically pleasing when performed. Can critique performance and make comprehensive suggestions on how to improve their own and others standards of play. Leads effectively a 3 part warm up with no teacher prompting and explains why exercise is good for physical and mental health.</p>	

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	LEARNING OUTCOMES
1	<p><b>Passing &amp; foot work rule</b>  <b>TBAT</b>  <b>Year7-</b> Acquire knowledge of 3 types of pass used in Netball and the footwork rule.  <b>Year8-</b> Develop understanding of footwork rule and ability to pass effectively  <b>Year9-</b> Refine ability to pass effectively and independently demonstrate footwork.</p> <p>MY PB: Work <b>collaboratively as part of a group/pair</b></p>	<p><b>Warm up</b> – Zones game split the court up into 3 zones call a number and pupils must run to that zone. Numbers game, Players stand opposite partner and on command jump forward and back – balance and co-ordination task. Stretches, dynamic stretches.  <b>Ideas-</b> Highlight various passes-perform static and on the move – chest, bounce, shoulder, overhead.  <b>T.P’s;</b> 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><b>Bronze-</b> Can tell others key points of the 3 passes in netball and about the footwork rule.  <b>Silver-</b> Can perform 3 passes with accuracy and demonstrates footwork  <b>Gold-</b> Can perform 3 passes with accuracy and consistency in game situations.  <b>Platinum-</b> Sends and receives the ball showing accuracy and fluidity in footwork.</p>
2	<p><b>Defending/positional awareness</b>  <b>TBAT</b>  <b>Year 7-</b> Acquire knowledge of positions and the offside rule in netball  <b>Year 8 –</b> Develop knowledge of offside rule and ability to defend effectively  <b>Year 9-</b> Refine understanding of offside rule and ability to defend</p> <p>MY PB: use <b>self-motivation</b></p>	<p><b>Warm up</b> -Numbers game, Zone game , SAQ ladders and hurdles relays, – work in teams of 4. Stretches, dynamic stretches.  <b>Ideas-</b>Discuss positions and zones. Practices around court to identify positional areas of play – e.g. 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 marking – 3 feet, hands close to body (not across player).  <b>T.P’s-</b> Discuss offside rule and player ‘zones’ , Discuss ‘marking’ and the 1m rule.</p>	<p><b>Bronze-</b> Can tell others the names of the positions on a netball court and where they can go.  <b>Silver-</b> Can play a specific position and understands offside.  <b>Gold-</b> Can play a specific position and defend effectively  <b>Platinum-</b> Can play multiple positions effectively, defends exceptionally.</p>

3	<p><b>Creating space/outwitting opponents/ positional awareness</b>  <b>TBAT</b>  <b>Year 7-</b> Acquire knowledge of how to create space and lose your 'marker'  <b>Year 8-</b> Develop ability to create space and outwit your opposite number  <b>Year 9 -</b>Refine ability to create space and evade opponents</p> <p>MY PB: Be able to <b>self-motivate</b></p>	<p><b>Warm up</b> – Student led. SAQ ladders and hurdles – Stretches, dynamic stretches.  <b>Ideas</b>-work in teams of 4.  encourage fast feet / dodging drills (shuffle, sprint off sideways to cones etc.) Recap of positions. 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.  <b>T.P's</b>- discuss feint, discuss loop, discuss different ways to create space.</p>	<p><b>Bronze-</b> Can tell others ways of creating space  <b>Silver</b> – Can create space for themselves and signal for the ball  <b>Gold-</b> Can always get away from their marker and create space in game situations  <b>Platinum-</b> uses various movement to evade opponents and always find space</p>
4	<p><b>Shooting</b>  <b>TBAT:</b>  <b>Year7-</b> Acquire the knowledge of how to shoot  <b>Year8-</b> Develop the ability to shoot with consistency  <b>Year9-</b> Refine ability to shoot effectively with consistency</p> <p>MY PB: Demonstrate <b>resilience</b></p>	<p><b>Warm up</b> –. Cat and mouse – in pairs, two lines. On command run to nearest line, partners chases. Stretches, dynamic stretches.  <b>Ideas</b>-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.  <b>T.P's</b>- non-shooting hand at the side of the ball, shooting hand at the back, fingers open, hold ball above your head, elbows flexed, knees bent, feet shoulder width apart.</p>	<p><b>Bronze-</b> Can tell others the key points of shooting  <b>Silver-</b> Can shoot with some success  <b>Gold-</b> Can shoot with success in a game situation  <b>Platinum-</b> Can shoot with consistent success whilst under pressure.</p>
5	<p><b>Attacking play/dodging</b>  <b>TBAT:</b>  <b>Year7-</b> Acquire knowledge of how to dodge  <b>Year 8-</b> Develop the ability to feint, dodge an create space  <b>Year 9-</b> Refine ability to feint and evade marking</p> <p>MY PB:</p>	<p><b>Warm up</b> –. 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. Stretches, dynamic stretches.  <b>Ideas</b>- Recap prior learning –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><b>Bronze-</b> Can tell others how to dodge.  <b>Silver-</b>Can show dodging in isolation  <b>Gold-</b> Can dodge and lose their marker consistently  <b>Platinum-</b> Can dodge and evade marking using feints with ease</p>
6	<p>½ assessment point  <b>TBAT:</b> Perform to the best of your ability</p> <p>MY PB: <b>Evaluate performance</b></p>	<p><b>Warm up</b> – Numbers game, compass game, zones- Stretches, dynamic stretches.  <b>Ideas</b>- recap skills learnt to this point. Question students on positions and areas of movement. – <b>Game play-</b> students off the court to complete a peer assessment of other students.  <b>T.P's</b>- remind students of success criteria and how they are assessed in PE. Provide opportunities for self-assessment.</p>	
7	<p>Misconceptions and corrections lesson.</p> <p>The LI for this lesson will be dependant u</p>		

8	<p><b>Assessment</b></p> <p>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. To demonstrate the ability to evaluate performances and suggest ways to improve.</p> <p>Further development - Inter house/form netball comp.</p>	<p><b>Warm up</b> – Student led. SAQ ladders and hurdles.</p> <p><b>Ideas</b>- Recap prior learnt skills. 3's Passing, receiving on the move. Set up 1 vs 1 dodging drill. Demonstrate the ability to outwit defenders.</p> <p>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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