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| **NETBALL Key Stage 3 Scheme of Work** | | |
| **Aims:**  Students are expected to develop a level of competence and confidence in their own ability to experience success through netball. By mastering the techniques and developing an understanding of the strategic tactics and planning to outwit opponents. Students should make rapid and sustained progress in relation to their entry level. An appreciation of the health and fitness demands of netball will also give students a greater appreciation of what elements contribute to success. Student’s will be given opportunities to develop leadership qualities through officiating and leading peers. | | |
| PRIOR LEARNING It is helpful if the pupils have:   * Experienced setting up and organising netball practices in groups * Applied and adapted the principles of attack and defence in small sided games * Warmed up and cooled down safely * Understood key aspects to tactical play * Used and applied netball rules | LANGUAGE FOR LEARNING/ICT/CITIZENSHIP Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to badminton. Analyse, monitor, evaluate individual and team play. Use of ICT to analyse techniques and performance. Working with others. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together. Develop word bank to support literacy across the curriculum. | RESOURCES  * Balls, Bibs * Posts, bases * Cones, spots * Whiteboards, pens * Access to information through ICT, ipads, flip cameras and you tube footage   GroupDownloadAttachment |
| **Key Concepts and Processes:** | | |
| **Outwitting an opponent:**  Pupils will further develop the ability to outwit opponents and teams using strategic play and tactics. Feedback and observation of tasks will allow students to design and implement tactics and strategy in different situations. 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 & techniques. | **Developing Physical and Mental Capacity**  Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use netball skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics. Students will also be given the opportunity to reflect on their own progress and evidence progress in their booklet. | **Developing Skills/Performance**  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. |

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| **Making and Applying Decisions**  Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Pupils will learn to identify and recognise different principles of attack and defence. Pupils will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution. | **Evaluating and Improving**  Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement. Logging progress in their booklets, using touch maps, notational analysis and video observations will all serve to develop their analytical skills. | | **Leadership and Officiating**  Students will be given opportunities to develop both roles through leading warm ups, deciding on tactics, coaching their peers by providing clear and accurate feedback and designing practices to develop techniques.  Students will develop their understanding of the rules and develop their knowledge through being given the opportunity to officiate in singles and doubles games. Understanding both basic and more advanced rules. |
| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | | **Assessment:** Q & A, Formative and summative assessment. Video analysis, notational analysis, touch maps | |

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| **Student Outcomes**  **Level 5 students:** experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; can select and apply basic skills such as chest, shoulder and bounce passes and use with correct footwork in order to achieve simple outcomes to outwit opponent ; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, can office with support.  **Level 6 – students:** make observations about the quality of decision making in modified versions of the full game and offer suggestions for improvement; show some consistency and accuracy in using a range of passes/ dodges to get free from opponents; can lead in discussions about team tactics, without support; work effectively with a partner, and umpire using the key rules in a game; take regular exercise and understands the components of fitness required in netball, able to formulate a game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance. | **Level 7+ – students:**  demonstrate consistency and accuracy in their decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of advanced skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively in both singles and doubles; identify and priorities aspects for improvement; can design and implement practices and exercises to improve performance; can coach another player and select the focus for development of technique; is conversant with a variety of analytical tools to provide quality feedback on a performance. Can organise and umpire a game / tournament. |
| **Learning Experiences across the key stage** | |
| **Year 7: Objectives:**   1. Introduce students to the equipment and courts within netball. How to set up a post and base safely. Students will be introduced to the basic principles used in netball.( https://www.youtube.com/watch?v=VqrGR7hAfss) footwork, passing and movement. Introduction to positions and basic rules, footwork, obstruction, 3 seconds. 2. Focus on DS through consistency and accuracy in technique through the key passes and correct footwork; chest, bounce, shoulder, overhead. Perform the correct footwork technique landing 1,2 . MAD then introduced through mini 2v2 3v3 games with conditions linked to passing and footwork to promote the skills learnt. 3. USING ATTACKING PRINCIPLES- Introduce students to the importance of effective movement and space. Getting free from opponents using dodges, drives towards and away from the ball. Technique for faint and sprint dodge performed and applied through mini games. Analayse their own and others’ techniques to recognizing what good looks like and identify areas for development. Focus on DS and MAD using drills and techniques to promote special awareness. 4. To develop students timing of movement into and out of space and timing of a pass into a space. Encourage students to appreciate that timing has the most impact within a game on MAD . Use this section of the wheel to develop timing. Focus on timing into a space, observing others in front. Use positions to aid this understanding. Eg. Timing from a backline pass, GD will make first move and receive pass, then WD and so on up the court. Students should be able to discuss how, when and why we use timing and how it should be employed. Focus on DS & E&I, MAD. 5. USING DEFENDING PRINCIPLES-. DS focused perform the 3 stages of defence. Marking player, ball and space. Use simple drills for marking,a player and the ball. E&I used to analyse your own and other students strengths and areas for improvement of technique and success rate. 6. Develop decision making through competitive ½ court games linking all of the skills learnt in previous lessons. Use booklets to set targets for the games and develop E&I through observation analysis when players are not performing. WWW/EBI. Reflect on progress across the unit and evidence it in your booklet. Officiating can be used through the games for more able students. 7. Half court and full court games used, dependent of the ability of the group. | |
| **Year 8 Objectives:**   1. Recap and develop student’s awareness of footwork and passing. Focus on DS. Aiming for accuracy and control of footwork and passing in different positions and game situations. 2v2 3v3 progressed to half court games. MAD focus to use a variety of passes to outwit opponents. 2. To improve knowledge and understanding of timing of a pass, and movement off the ball into a space. MAD focus through game scenarios and drills. Students think tactically where and when to move, to promote the best outcome for the team. <https://www.youtube.com/watch?v=P9qu84KmWv4> 3. USING ATTACKING PRINCIPLES- Students will recap ways in which to get free from opponent, drive and dodges. Perform with DS AND E&I focus. Students to think about driving to the ball to receive a pass and now developing their footwork to turning in the air. Turning in the air will promote students to release the ball quicker to team mates therefore outwitting their opponents. MAD introduced for competition and success rate against opposition. Observation and analysis can also be used. 4. Student’s will be introduced to shooting technique. To accurately replicate the technique for a correct shooting action under pressure. <https://www.youtube.com/watch?v=OrUoSoRdWqk>To use notational or video analysis to provide feedback to peers on technique and success rate. Give feedback through strengths and weaknesses. Focus on E&I through a variety of analytical tools, video analysis and peer assessment. Movement and positioning then added through use of the shooting d and attacking players. <https://www.youtube.com/watch?v=NgMO1B6RnuA> 5. USING DEFENDING PRINCIPLES- Recap Defending skills and techniques. 3 stages of defence marking player, ball, space. Use MAD mini games and half court games to promote learning. Students will use tactical knowledge and come up with ways to stop opponent receiving the ball. Accurately replicate a defensive technique, intercepting blocking, ball marking without obstruction. 6. Analysis of performance lesson. Understand what notational analysis is and how this would help improve performance. Students will take on various roles within the lesson observer, official performer. Performing skills learnt in half court and full court games. Students will demonstrate the ability to evaluate performances and suggest ways to improve. | |
| **Year 9 Objectives:**   1. To revisit passing and footwork. Students to accurately perform passing and control of the ball with power and speed. DS focused. Students will demonstrate correct use of footwork. Introducing the running step on the move, landing on the outside foot to turn and release the pass with control and accuracy. <https://www.youtube.com/watch?v=I2kXH0_2lB8> 2. To revisit the importance of timing for both student and the ball to outwit opponents. Drills revisited to recap prior learning. MAD Students will develop their own C pass and backline pass. <https://www.youtube.com/watch?v=NWnjUOJzgyQ> Student’s must then use this at some point within the lesson. Students will demonstrate timing through their devised tactic. 3. USING ATTACKING PRINCIPLES- Student’s to demonstrate ways in which to get free from opponents. Dodges revisited. Drive and now clear added. Once student’s has driven for the ball they must drive into another space if not received. <https://www.youtube.com/watch?v=dPTucW-jxZo> Front cut introduced DS. <https://www.youtube.com/watch?v=D6GlYd1vc-k> Students use observation and analysis on techniques, then put into half court full court games. 4. Shooting technique revisited using video and notational analysis. Focus on DS and technique. More able students can be introduced to circle rotation for GS and GA. See clip. <https://www.youtube.com/watch?v=rJunUhv3_ZM> Focus on ds and MAD, put into full court game practice. 5. USING DEFENDING PRINCIPLES. students to revist all defending techniques. 3 stage of defence, intercepting and blocking. Students will focus on the third stage of defending, marking a space. Eg. WD marking the top edge of the circle to prevent GA entering. Doubling up on stronger players. Zoning an area of the court not marking a player. 6. Observe and analyse team and individual performance through mini games, half court and full court. Evaluating opponents strengths and weaknesses and exploiting these through effective tactics. Focus on leadership within warm ups and officiating through the mini games. Students aim to perform all skills learnt. | |

**Extension & Enrichment**

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

• practice skills at breaks and lunchtimes and 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

• search the internet to find information about sports and opportunities to take part in sports, *eg www.english.sports.gov.uk*

# Language for learning

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

• tactics and techniques,3 stages of defence , driving and clearing into space, blocking, running step, landing on the outside foot,, variety of passes, circle rotation, turning in the air tactics, game plan, success criteria, officiating/umpiring, adjustments/variations, anticipation, fitness

Speaking and listening – through the activities pupils could:

• solve a problem, consider alternatives, structure plans and organise group activity