

Prior learning and Expectations of the unit – High Fives Netball

It is important to recognise what the children should already be capable of doing before teaching this unit so that differentiation is easier. I have also included what the children should be expected to do at the end of a unit which should help you to see the progression in the lessons.

<u>Prior Learning</u>	<u>Expectations of the unit</u>
<p><i>It is helpful if the children have:</i></p> <ul style="list-style-type: none"> • developed kicking and striking skills • developed passing ,shooting and dribbling skills • learned tactics for attacking • followed rules in games • experienced playing in positions 	<p><i>Most children will be able to:</i> pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better</p> <p><i>Some children will not have made so much progress. They will be able to:</i> use a small range of sending, receiving and travelling techniques in games, with varied control; know what their team needs to do to take the ball towards the opposition's goal, and contribute occasionally; follow others in warm-up activities; with guidance, recognise some things that need to be improved in games</p> <p><i>Some children will have progressed further. They will be able to:</i> use a number of different techniques to pass, dribble and shoot; play games confidently; control the ball consistently; use a range of tactics in attack and defence; carry out thorough, effective warm-up activities, concentrating on exercises that help their play; adapt these activities and exercises to meet their own needs; explain what is more or less effective in the games played; make changes that improve their team and individual performance</p>

Planning – throwing and catching skills leading to a ‘netball type’ game

This unit of planning is designed for 6 weeks but can be made longer or shorter, with more time spent on learning skills or developing the ‘game’ further. Each lesson ensures the children begin with a warm-up where they can learn about fitness and health, practice a key skill for the game, develop and apply the skill further and evaluate what they have learnt, suggesting improvements for next time.

WHEN PLAYING SMALL SIDED GAMES, CHILDREN WHO HAVE THE BALL CANNOT RUN OR WALK WITH THE BALL. SOME OF THE SKILLS IN THIS UNIT OF PLANNING FOCUS ON SUCCESSFUL FOOTWORK, WHICH IS VERY IMPORTANT WHEN PLAYING NETBALL TYPE GAMES.

<u>WEEK</u>	<u>LEARNING OBJECTIVE/SUCCESS CRITERIA</u>	<u>WARM-UP</u>	<u>SKILLS TEACHING AND PRACTICE</u>	<u>APPLICATION AND EVALUATION</u>	<u>COOL DOWN</u>
1	<p>WALT:</p> <ul style="list-style-type: none"> • Practice throwing and catching using various passes to a partner and group of children • Develop skills of accurate ‘marking’ • Apply our skills of ‘marking’ in a 2 v 1 game 	<p>Video recorder – children respond to the following commands: Play – walk Rewind – walk backwards Fast forward – run Pause – jump on spot Stop – freeze Eject – jump up! Record – pull a funny face</p> <p>Stretches of arms and legs. Question children about why we need to warm up at the beginning of every PE lesson.</p>	<p>Explain LO of lesson. Quickly recap passing techniques (would have learnt these last year) – chest, bounce, shoulder pass. Demonstrate. Set challenge; how many accurate passes in 30 secs? Vary the types of passes children do.</p> <p>Explain in an invasion game, will always have a defender ‘marking’ you – what does this mean? Demonstrate using 2 children – person marking stands in front, the other behind, they are trying to get free from ‘marker’ – must be on toes to try and get in front. In pairs, children practice this</p>	<p>Children to get into groups of 3 – choose 1 person to ‘mark’; will be playing a game of Piggy-in-the-Middle (2 v 1).</p> <p>Demonstrate good marking skills, as well as a variety of passes. Once ball has been thrown, marker should be quick to mark person who now has ball – children will be out of breath if done correctly! Evaluate what the children found easy or hard; how would they use this technique in a game with larger numbers?</p>	<p>Follow leader on lines of netball court – begin jogging, then skipping and finally walking.</p> <p>Finish with some light stretches. Ask why we need to cool down.</p>

			– how many times can they get free from their partner?		
2	<p>WALT</p> <ul style="list-style-type: none"> Pivot correctly on either leg when receiving a ball Adopt the correct body position when sending and receiving a ball. 	<p>Play ‘Stuck in the mud’ (prepares children for movement and awareness of opposition).</p> <p>Stretches of arms and legs. Question children about why we need to warm up at the beginning of every PE lesson.</p>	<p>Focus specifically on netball and the fact that one of the rules of the sport is that a player cannot run or walk when they have the ball – explain LO for lesson.</p> <p>Demonstrate and explain how to pivot correctly. Jump up, land on two feet and demonstrate pivoting on either foot – children to have a go and decide which way feels more natural. Then in partners without travelling, send and receive ball and pivot when in possession.</p> <p>Extend onto to travelling in zig-zag formation; start with ball, run on and as receiving, jump, land, pivot, throw. Work across netball court – demonstrations from children. Discuss children’s body positions when throwing and catching ball in successful situations</p>	<p>Children to get into groups of 3 ready for a 2 v 1 game.</p> <p>They will be travelling across netball court, but will have a defender in middle trying to stop ball – recap marking skills. You will be looking for successful pivoting and marking. If they manage to get across netball court without defender getting ball, score 1 point. Stress importance of receiver being reader for ball – must move quickly!</p> <p>Evaluate – what did they have to do in order to be successful? Why must you move into a space quickly? What did you have to remember if you were marking the players?</p>	
3	<p>WALT</p> <ul style="list-style-type: none"> Aim at a target accurately with and without opposition 	<p>Children get into partners and have 1 ball between them. Make up 3 commands that involve some of the skills they have been learning e.g. 1 = 5 accurate bounce passes to each other, 2 = 5 accurate chest passes whilst moving, 3 = 5 accurate jump, catch, land, pivot. When each command has been completed, jog around area.</p> <p>Stretches of arms and legs. Question children about why we need to warm up at the beginning of every PE lesson.</p>	<p>Recap skills from last week – footwork and correct body positions when sending and receiving the ball – talk about why these are important (rules of game and ensures flow throughout game). Introduce the goals the children will be aiming at – 4 netball hoops. Demonstrate way to shoot – shoulder pass, opposite foot in front of and weight distributed evenly, push from shoulder. Children to practice at various points in semi-</p>	<p>3 v 2 game (2 defenders and 3 attackers) using the final 1/3 of netball court, children must demonstrate 5 successful passes before shooting inside the semi-circle. Chance for children to apply skills of movement, pivoting, marking and shooting. Look for good demonstrations and allow for evaluations – how did you create space? Did you communicate with</p>	

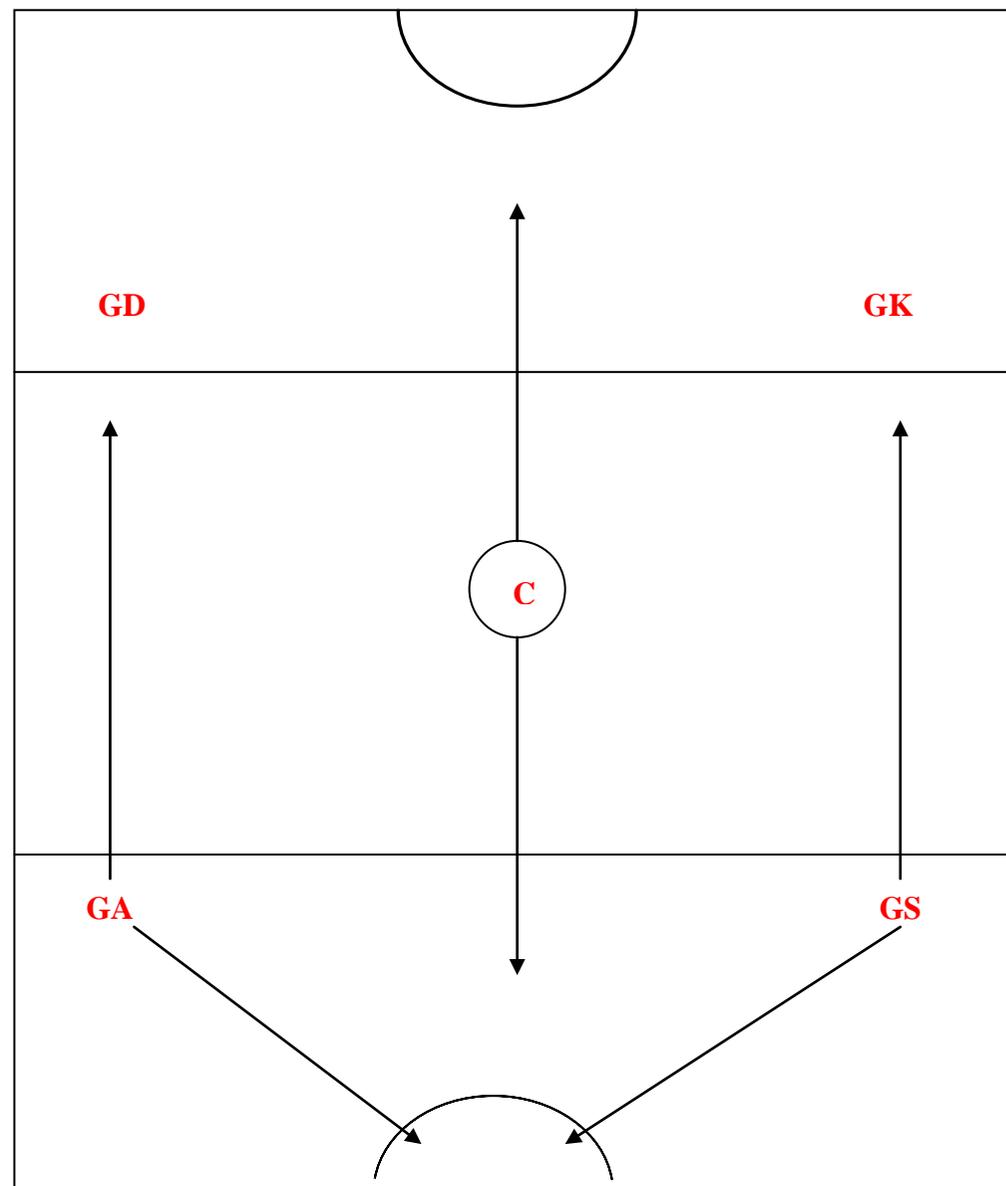
			<p>circle.</p> <p>Then introduce a defender – 2 v 1. Start from outside semi-circle, 3 successful passes before shooting, gives children chance to recap on marking skills too. Give each child a chance to be an attacker and defender.</p>	<p>one another? Why is this important? What would you have to remember if playing in a larger team?</p>	
4	<p>WALT</p> <ul style="list-style-type: none"> Use and create space so that it is easier to score Begin to understand positions within a game of netball 	<p>Children get into groups of 5 – nominate 1 person to lead the warm-up within that group – discuss what the children could do to ensure their bodies are warm enough (refrain from stretching; should be cardiovascular exercise).</p> <p>Stretches of arms and legs – get a more able child to lead this. Question children about why we need to warm up at the beginning of every PE lesson.</p>	<p>Recap last week – had a go at using larger space and having successful passes and shots on goal. Explain LO and talk about how in invasion games, important that team members are positioned correctly to maximise scoring opportunities and movement towards the goal.</p> <p>In groups of 3 (no defender to begin with) demonstrate how to use the 'triangle' shape to help with passing ball towards goal – work across a 1/3 of netball court passing ball and moving. Then get into groups of 5 (3v2); using final 1/3 of court, adopt this 'triangle' movement – nominate 2 people to shoot and 1 child to stay outside semi-circle. Can they score goals? Evaluate performances.</p>	<p>Stick with 3v2 game – this time, explain they are going to take on the role of some of the positions in netball – attacking team (3 players) needs: C, GA, GS. Defending team (2 players) needs: GD, GK. Explain the role of each position – explain that the players opposite position is their 'partner' – wherever they go, they must follow! Remember, C cannot shoot or go in semi-circle. Play a short 'game' using half-court; swap players round. Focus is on movement and 'triangle' formation – always moving towards goal – evaluate performances; show good demonstrations.</p>	
5	<p>WALT</p> <ul style="list-style-type: none"> Adopt appropriate tactics when playing in different positions. Play a full sized end-to-end game in larger teams 	<p>Children get into same groups as last week – nominate a different person to lead the warm-up within that (refrain from stretching; should be cardiovascular exercise).</p> <p>Stretches of arms and legs – get a more able child to lead this. Question children about why we need to warm up at the beginning of every PE lesson.</p>	<p>Recap on skills learnt so far – today the children will have the opportunity to put these all into practice at end of lesson in a full sized game.</p> <p>Go through positions with children explaining what they do and where they can go in a High Fives netball game (see</p>	<p>Children will now play using full-size pitch. Explain where positions can and cannot go and where they must start. You will now be expecting children to put into practice the skills learnt over the past few weeks before the culminating</p>	

			<p>'Rules and Positions' attached to planning). Discuss some of the tactics children could adapt when playing in these positions (attacking and defending).</p> <p>Divide children into groups of 5 and give out positions. Playing over 2/3 of netball court, engage in a small game where the focus is on positioning – are they sticking with their 'opposite position'? Are defenders jumping to intercept ball? Are attackers creating space? Is there communication? Ensure children play in both attacking and defending positions and evaluate their performances.</p>	<p>event next week.</p> <p>Ensure you are giving teaching points along the way – stop the game and get children to evaluate where they are positioned and question whether they are standing in the correct place and where a ball can be passed to next.</p> <p>Note down the teams children are playing in for next week.</p>	
6	<p><u>WALT</u></p> <ul style="list-style-type: none"> Apply our skills in a mini-tournament 	<p>Very quick jog around netball courts and quick stretching – need maximum time for tournament play.</p>	<p>Children should be in same groups of 5 as last week</p> <p>Play a mini-tournament of High-Fives netball. Could have both classes out at the same time to make it more competitive?</p> <p>2 mini-leagues happening at the same time; 3 points for a win, 1 point for a draw. Whoever scores the most points wins!</p> <p>Children should be focusing on skills learnt over past few weeks to be able to play the game effectively.</p>		

Rules and Positions of High-Fives Netball

Rules

- 5 players allowed on the court at any time.
- There must be: C, GA, GS, GD, GK.
- No travelling e.g. walking or running is allowed when in possession with the ball.
- If footwork occurs, award a free pass to the opposite team.
- If the ball is knocked out of the playing area, award a free pass to the opposite team.
- If any players are offside at any time, award a free pass to the opposite team.
- Any intentional contact or knocking the ball from the hands of an opposite player, award a free pass to the opposite team.
- Children must not 'hold' the ball for more than 5 seconds.
- When marking a player in possession of the ball, the marker must be at least 3 feet away otherwise this is deemed as a deliberate obstruction.
- Make a note of the first centre-pass; as this alternate after every goal scored, regardless of which team scores.
- Swap ends at half time.



GD AND GK CAN GO IN THE SAME AREAS AS GA AND GS