

Lesson	Objective	Suggested Learning Activities	Assessment
1.	<p>To recall key teaching points for different passes</p> <p>To demonstrate chest, bounce and shoulder pass</p>	<p><b>Warm up</b> Bop it: twist it; turn body half way and back with feet still, pull it; stretch up and pull down, spin it; turn around, bop it; jump up. Dynamic stretches</p> <p><b>Activity 1</b> Pairs practice of passing the ball - any type of pass.</p> <ul style="list-style-type: none"> <li>Demo chest pass. T.P: W behind ball, step in, elbows in, aim for chest.Practice of chest pass in pairs - how many can you complete in set time.</li> <li>Demo bounce pass. T.P: W behind ball, step in, bounce <math>\frac{2}{3}</math> across, from chest.Practice of bounce pass in pairs - first pair to complete set number of passes.</li> <li>Demo of shoulder pass. T.P: one hand (2nd to support if needed), step in with opposite foot, from shoulder, flat pass. Practice of shoulder pass in pairs - increase the distance.</li> </ul> <p><b>Activity 2</b> 1,2,3,4 - in groups of 4, number and pass in number order, choose from chest/bounce/shoulder. Encourage students to be on balls of their feet and move when they don't have the ball. Stay still when have the ball (Intro to footwork rule).</p> <p><b>Activity 3</b> Find the gate - set out cones in different colours, each colour represents different pass. In pairs move around the gates and pass through, how many gates in set time.</p> <p><b>Cool Down</b> Jogging around area, answer questions on the T.P of different passes.</p>	<p>Can students effectively combine skills to play a game of football?</p> <p>Can students keep score in and referee their games?</p> <p>Can students start to think about positioning when playing a game?</p>

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2.	<p>To demonstrate accurate footwork.</p> <p>To use the correct footwork when passing and receiving.</p>	<p><b>Warm up: Toilet Tag</b> Normal tag except when you get tagged sit down in a toilet position with arm in the air as a chain To be free someone has to sit on the toilet and flush the chain (pull the arm down).</p> <p><b>Activity 1: Demo of footwork rule</b> Remember blu-tac - the foot that lands first has blu-tac on the bottom of it, it is stuck when you have the ball, move the other foot anywhere you want. If land 2 feet, choose which has blu-tac and keep that one still. Practice running and landing with 2 feet, left foot landing then right foot landing. Ext- Practice with ball - throw ball to yourself, jump land with good footwork.</p> <p><b>Activity 2</b> 1,2,3,4 - in groups of 4, number and pass in number order, choose from chest/bounce/shoulder. Encourage students to be on balls of their feet and move when they don't have the ball. Stay still when have the ball (footwork rule).</p> <p><b>Activity 3: 3 v 1 passing condition game.</b> 5 passes = 1 goal (sup=3 passes, ext=7 passes). Rotate defender.</p> <p><b>Cool Down</b> Stretches- select 3 people from each group to lead a different stretch.</p>	<p>Can students explain the footwork rule in netball?</p> <p>Can students demonstrate how to apply the footwork rule when landing?</p> <p>Can students apply the footwork rule when receiving a ball under pressure?</p>

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3.	<p>To perform the correct footwork when receiving the ball.</p> <p>To demonstrate using the space effectively to keep possession.</p>	<p><b>Warm up</b> Move around the area in different ways; jogging, sidestepping, jumping etc. Commands - 1 jump and land 2 feet, 2 jump and land left then right, 3 jump and land right then left.</p> <p><b>Activity 1</b> 1,2,3,4 with movement - pass in number order, choose from chest/shoulder/bounce. Encourage students to be on balls of their feet and move when they don't have the ball. When students have the ball they must obey footwork rule - recap from last week to remember blu-tac. Give demo of some example of correct and incorrect footwork when have the ball. Encourage using all of the space within their area.</p> <p><b>Activity 2: Kabadi</b> Pair up groups, one group continue with 1,2,3,4 but this time they don't need to pass in number order ball can go to anyone in their team. 1 person from the other team becomes the defender, they have to try and intercept the ball. If they intercept or the ball goes out of play the opposite team become the attackers. Each time swap which person becomes the defender. Encourage to pass to the person that is in space, limit the number of passes if the defenders are not getting the ball.</p> <p><b>Cool Down</b> Select 3 different people in teams to lead stretches for their group.</p>	<p>Can students identify where the free space is to receive a ball?</p> <p>Can students send a successful pass into a space for a team mate to retrieve?</p> <p>Can students apply footwork rule when receiving a pass more fluently?</p>

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4.	<p>To demonstrate intercepting the ball to regain possession.</p> <p>To apply knowledge of footwork when intercepting.</p>	<p><b>Warm up: Traffic Lights</b> Red - Stop, Amber - Walk, Green - Jog, Speed Bump - Jump, Roundabout - spin around.</p> <p><b>Activity 1: Piggy in the middle</b> working in 3's 2 people passing the ball with static passing to begin, person in the middle has to try and intercept the ball. Discuss timing and watching the pass, positioning closer to defender. Progress to passing and moving within a set area.</p> <p><b>Activity 2: Kabadi (additional defenders)</b> In groups of 4, pair up groups. One group has to pass the ball around in any order. 2 people from the other team becomes the defender, they have to try and intercept the ball. If they intercept or the ball goes out of play the opposite team become the attackers. Each time swap which person becomes the defender. Encourage to pass to the person that is in space, limit the number of passes if the defenders are not getting the ball.</p> <p><b>Cool Down</b> Select children to lead stretches for their group.</p>	<p>Can students intercept a ball successfully?</p> <p>Can students time their run in order to intercept a pass between team members?</p> <p>Can student's man mark a player in order to make passing the ball more difficult for them?</p>

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5.	<p>To demonstrate shooting with accuracy.</p> <p>To apply skills to small sided games.</p>	<p><b>Warm up – Stuck in the mud.</b> Taggers have to try and tag others, when tagged you are stuck and stand with arms out and legs apart. To be free someone has to go under both arms Dynamic Stretches</p> <p><b>Activity 1: Shooting</b> Demo of shooting technique. T.P's ball in one hand above head with second hand to steady it. Ball comes down to top of head, bend knees, extend arm and push ball to make a candy cane shape in the air, aim for the top of the witches' hat. Practice with a partner: Partner is the post and stands with arms stretched above their head. Practice with a post: From different angles in the semi-circle, partner to have 10 shots, 1 point for hitting the ring, 2 for a goal. How many points can you score? Can you beat your personal best?</p> <p><b>Activity 2: 4v4 small sided games.</b> Playing across the width of the court, use posts to score. Condition game for number of passes (5 passes before shooting). Encourage correct footwork, technique for passes, finding space and intercepting.</p> <p><b>Cool Down</b> Whole class cool down and review of topic.</p>	<p>Can students effectively combine skills to play a game of netball?</p> <p>Can students keep score of their games?</p> <p>Can students start to think about positioning when playing a game?</p>