

Foundation Subject Medium Term Planning

Subject: PE	Concept/Theme: Netball	Year Group: Year 6	Term: Summer 1
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Vocabulary & Glossary:		End of Unit Milestones:	
contract	Physical touching using any part of the body to stop an opponent's ability to move freely.	<ul style="list-style-type: none"> I can perform different netball passes. I can maintain correct body position when performing different passes. I know and understand the footwork rule. I can use different netball passes with a partner to move the ball towards the goal zone. I can take a shot at goal. I can defend using the L technique. I can move into space to receive a pass. I can use the fake-away tactic to receive a ball in space away from a defender. I know the positions in netball and where each player can go on the court. I know the offside rule in netball. I can participate in a full game of High-5 netball. I can use tactics to defend and intercept. I can drive into space to receive the ball from opponents. 	
replay	When a player handles the ball after throwing it, without it going to someone else first. This will result in a free pass.		
breaking	When a player steps into the Centre third before the whistle is blown to start play.		
held ball	When the ball is in possession of one player for more than 3 seconds.		
stepping	When a player moves or hops with the ball in their hand.		
formation	The place you and your team stand on the court.		
precision	Where the ball lands on the court.		
coach	To help or instruct someone to do something.		
endurance	How long your muscles last when performing exercise.		
critique	Commenting on others actions for further improvement.		

Prior Learning: Year 5 Basketball <ul style="list-style-type: none"> Perform a show and go and a triple treat. Dribble with control pass the ball into space whilst looking to score Shoot towards a target Attack and defend as part of a team Create and perform a creative tactic to lead a team to win Use own knowledge to referee a small sided game. 	Future Learning: Year 7 <p>Future Learning: KS3 national curriculum</p> <ul style="list-style-type: none"> Excel in a broad range of physical activities Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
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Week One

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<p>Objective I can perform the correct pass, showing correct technique, accurately into a space.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can perform different netball passes. • I can maintain correct body position when performing different passes. • I know and understand the footwork rule.
<p>Learning And Teaching</p>	
<p>Warm up Passing from the line game. Children line up on one side of the area. Pass the ball, not moving with the ball, to their partner, run past their partner and receive it back. Play as a race against other mixed ability partners.</p> <p>Main Chn in mixed ability partners and to explore all the passes they know whilst moving into a space. GD chn to create a shape with the passes. Square, triangle and zigzag. Move into groups of four and practice quick passes and the triple threat to shield the ball. Triple threat: feet - plant feet one in front of the other; ball – keep the ball high before the pass or shot; body - turn the body to the side and use a pivot to keep the defender moving.</p> <p>Show and evaluate Ask chn who achieved to demonstrate – ask rest of class what we notice that is good about their technique.</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Pupils needing extra support: Allow time to watch ARE perform correct passes to replicate.</p> <p>Pupils working at greater depth: Throw ball up in air to self, land 1-2, pivot, throw.</p>
<p>Week Two</p>	
<p>Objective I can actively intercept or turn a ball over to set up a shot.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can use different netball passes with a partner to move the ball towards the goal zone. • I can take a shot at goal. • I can defend using the L technique.

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Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Footwork game. In groups of 4 with a ball. Child with the ball stands still, rest move around the space but close by. When the teacher shouts or blows the whistle, the child with the ball throws it to another player who must jump, catch, land on one foot and pivot around to find a person to pass to.</p> <p>Main Chn in same ability pairs. One set of partners play a possession game by passing the ball around as much as they can using all passes they know from previous lesson. Other partners to force a mistake by applying pressure, intercepting or man marking out of the game. WT - Score a point by passing the ball around the area and getting it into a scoring zone e.g. the small semi-circle on the ball court. ARE - Chn to use 3 seconds with the ball rule and score by shooting. GD - Have to pass the ball 3 times in each third before scoring. Score by shooting in the netball posts. Ensure chn defend using the L (one hand covering the ball one hand covering where they are going to pass it out). Begin to show how they can hold their space by staying in front of the defender.</p> <p>Show and evaluate Choose one person for each skill to demonstrate. Ask children to evaluate by using 2 ticks and an arrow and offer how to improve.</p>		<p>Pupils needing extra support: Score by getting ball to goal-zone.</p> <p>Pupils working at greater depth: Add game adaptations.</p>
Week Three		
Objective I can use teamwork, body language and agility to draw away players to gain and remain in possession of the ball.	Success Criteria <ul style="list-style-type: none"> • I can move into space to receive a pass. • I can use the fake-away tactic to receive a ball in space away from a defender. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>

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		<i>is to be saved)</i>
<p>Warm up Ball tag. 4 children with a ball the rest without. Players with the ball must pass the ball around, following the footwork rule. The aim is to get close enough to other players to be able to touch them with the ball – not throw it at them! If hit by the ball, stand in a star, get free by running under the arms.</p> <p>Main Children to be in the same ability groups of 4. WT - Begin to understand holding their space (standing in front of the defender and being confident to catch the ball) keep the marker close. Alternate with running into the empty space to receive the ball to then attempt pass towards the attacking D. ARE - use the 'fake-away' (pretend to go one way, indicate to the player to pass into the space and run onto the ball) to move away from their partner to receive the ball in a space. Markers use awareness and agility to ensure the other one cannot get away. Highlight facing the ball not the person they are marking to intercept the flight path, face the partner to block them getting the shot. GD - Children play 5 sided games across a 3rd and begin to use the 5th player as an outlet/double marking. GS, GA, GK and GD. 5th player will play as centre. Begin to introduce the court markings.</p> <p>Show and evaluate Choose one person for each skill to demonstrate. Ask children to evaluate by using 2 ticks and an arrow and offer how to improve.</p>		<p>Pupils needing extra support: Let WT start in front of defender.</p> <p>Pupils working at greater depth: Introduce court positions</p>
Week Four		
<p>Objective I can effectively play a small sided game of netball remembering the 4 key positions introducing the Centre.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> ● I know the positions in netball and where each player can go on the court. ● I know the offside rule in netball. 	

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Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Tails in 3rds. All children have a tail (bib tucked in back of shorts). Run around the area and try to take other people's tails. If they take a tail they put it in the 'tail bin' - an area set out for taken tails. If their tail is taken, they must stand still and try to take other people's tails. If they take someone else's tail they are back in the game.</p> <p>Main Chn to be in mixed ability groups of 5. Each group has their position and introduces the offside rule for 3rds. The 5th player to be in a hoop and only allowed out when the ball enters the centre 3rd. Switch roles so all know each position and attempt to score.</p> <p>Show and evaluate Choose one person for each skill to demonstrate. Ask children to evaluate by using 2 ticks and an arrow and offer how to improve.</p>		<p>Pupils needing extra support: Ensure chn are in mixed ability groups. GD to explain position rules to WT each time they switch positions.</p> <p>Pupils working at greater depth: Make sure each player is passed to before scoring a goal.</p>
Week Five		
<p>Objective I can understand the rules and positions of high 5 netball whilst creating an effective tactic.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can participate in a full game of High-5 netball. • I can use tactics to defend and intercept. • I can drive into space to receive the ball from opponents. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>

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<p>Warm up Split the class into 3 ability groups. Game of 'tails'.</p> <p>Main https://d2cx26qpfwuhvu.cloudfront.net/englandnetball/wp-content/uploads/2019/02/03163446/Rulebook_3-1.pdf England Netball rules</p> <p>Children in mixed ability groups of 5 and learn about the centre player (do not play timekeepers, centre pass markers or scorers). Children play small-sided games in a 3rd lengthways (to allow children to stay on the correct area of the court) with shooting into a hoop. Move to full game on half a court long ways. Create a tactic and introduce a rule that everyone must touch the ball before they can shoot.</p> <p>Show and evaluate Choose one person for each skill to demonstrate. Ask children to evaluate by using 2 ticks and an arrow and offer how to improve.</p>		<p>Pupils needing extra support: Each player must touch the ball before the team can shoot.</p> <p>Pupils working at greater depth: Each player must touch the ball before the team can shoot.</p>
Week Six		
<p>Objective To take part in a round robin netball tournament against other classes.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • 	
Learning And Teaching		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up GD pupils to lead the warm up for their teams.</p> <p>Main Children in mixed ability groups and mini netball games to be played on the full court. Children must switch position each game following the High-5 rules.</p>		<p>Evidence of ARE and GD in a video and uploaded to Google drive under PE, 2021-2022, Year, Summer 1, evidence.</p>

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	<p>Pupils needing extra support:</p> <p>Pupils working at greater depth: Lead the warm up</p>
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