


<b>Lesson no.</b> <b>5</b>	<b>Subject:</b> <b>Netball</b>	<b>Lesson description:</b> <b>Passing &amp; Receiving on the Move</b>	<b>Year:</b> <b>7</b>	<b>Group:</b>	<b>Ability:</b>	<b>Day:</b>	<b>Period:</b>	<b>Duration:</b>	
<b>Objectives:</b>		To comprehend and grasp how to confidently perform with accuracy, these movements in all directions correctly and safely. To be able to confidently perform with accuracy, pivots and stops when passing, receiving, and moving forward, back and to the sides. To understand the rule of Free and Penalty passing in Netball.							

Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder	Observe pupils performances	<b>R+</b> What is growth mind set	<b>Science:</b> Forces  <u>Objectives:</u> Describe the relationship between the amount of work done and energy changes on deformation  <u>Student expectations:</u> I know that the bigger the force on something, the bigger the change in shape there is.  <b>Maths:</b> Rounding  <u>Objectives:</u> To be able to round whole numbers  <u>Student expectations:</u> I understand that 5 or above round up, below 5 remains the same  <b>English:</b> Understanding the conventions of the super hero genre e.g. back story, character flaw etc.  <u>Objectives:</u> Create own origin super hero and write story/comic version.  <u>Student expectations:</u> Writing for specific purpose and audience using accurate spelling and grammar.  <u>Skills:</u> Background reading and research about super hero genre. Group work and discussion. Multiple-choice. Self/peer/teacher assessed writing project.	Students should be taught to understand and justify appropriate elements and phases of a warm up for different sporting activities.  <b>The components of fitness.</b> Throughout the lesson, look at the components of fitness needed for example balance (to remain composed) when receiving the pass on the move. Other examples should be identified. <ul style="list-style-type: none"> <li>• Balance</li> <li>• Cardiovascular Endurance</li> <li>• Coordination</li> <li>• Flexibility</li> <li>• Muscular Endurance</li> <li>• Power</li> <li>• Reaction time</li> <li>• Strength</li> <li>• Speed</li> </ul>
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Netball	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Ball	<b>Q &amp; A:</b> on benefits of stretching and their warm ups	<b>R+</b> What are their aspirations in Netball		
<b>Passing &amp; Receiving on the Move</b>	1.In pairs – 5m apart A uses chest passes to B whom is moving forward and catches the ball on the move - 5 times each	To comprehend and grasp how to confidently perform with accuracy, these movements in all directions correctly and safely To be able to confidently perform with accuracy, pivots and stops when passing, receiving, and moving forward, back and to the sides.	<u>Chest pass</u> – hold ball with fingertips and thumbs behind ball, wrists cocked slightly. Ball at chest with elbow to sides, flick ball from hands  <u>Bounce</u> – ONLY ONE BOUNCE - same as the chest but the ball travels down bouncing 1 m in front of partner  <u>Shoulder</u> – balls on fingertips with elbow at right angles to body. The hand is behind the ball. The opposite foot forward with hand and transfer weight forward - Extend arm forward releasing ball off fingers	↑ Use weak / non – dominant hand to pass. ↑ Increase distance and height of ball. ↑ Increase the distance the player has to reach for the ball	<b>Q &amp; A:</b> Are they outwitting their opponent with new strategies, passing and movements 👁 Partners assess the passes	🗨 What communication is needed to show you are ready to receive a ball or you are free / in space		
<b>Bounce and shoulder passes</b>	Use bounce and shoulder passes to their partners when they are moving forward & back In 3's – Pass to partners over a defender	To further develop their performances of these passes, why these passes are used, and where they are used in Netball. To be able to confidently perform with accuracy, the signal used in Netball	<u>Shoulder</u> – balls on fingertips with elbow at right angles to body. The hand is behind the ball. The opposite foot forward with hand and transfer weight forward - Extend arm forward releasing ball off fingers	↑ Vary the balls Speed, height, direction  ↑ Turn and pass to a partner working on reactions	<b>Q &amp; A:</b> When would you use the bounce pass in a match? <b>Q &amp; A:</b> When would you use the shoulder pass in a match?	✍ Pupils refine new bounce and shoulder passing skills <b>R+</b> How do you bounce back from an inaccurate shoulder pass		
<b>Partner passing</b>	On 1,2,3 - Pass ball to the right of partner who catches using correct footwork - Pass ball to left Pairs, pass against the wall and catch the rebound	To be able to confidently perform with accuracy, the signal and the importance of it in Netball To comprehend and grasp how to confidently perform with accuracy, the signal and the importance of it in Netball	<u>Footwork and Pivoting</u> - Land in balanced position - Keep weight down - Rotate body by pushing foot out, spinning on ball of pivot foot - Accelerate into space and on command take off and exaggerate flight. - Land in balanced position - Accurately replicate and perform numerous pivots	↑ Vary feed / speed of feed / height of speed ↑ Add a stationary defender	👁 Assess the bounce passing skills used 👁 Assess the shoulder passing skills used 👁 Can a player intercept the pass?	🗨 Discuss teaching points used when using the different types of passes to beat opponent		
<b>Passing to signal</b>	Pupils do tasks in silence – so they now signal Clapping game. Pass and clap whilst ball in air	To be able to analyse performances and identify strengths and weaknesses in Passing and receiving on the move To confidently perform with accuracy, at speed, height, distance, strength or accuracy when passing and receiving on the move		↓ Allow communication	⊖ Define what a good shoulder pass would be	✍ Pupils devise signals for them to communicate		
<b>Pass and move</b>	In 3's pass and move down netball pitch As above, but throw and catch using one hand			↑ 3 man weave ↑ Accurately replicate and perform a shot at the goal when at the D	👁 Assess the actions when trying to watch and judge the flight of the ball when they are passing and receiving on the move	✍ Pupils devise strategies to enhance these passing skills on the move		
<b>Testing</b>	In a square – 1 partner moves into middle and they receive a pass, pivot and pass clockwise. Time how long	To be accurate in the replication of actions, phrases and sequences when passing and receiving on the move		↑ Alternate directions	👁 Assess the body movements when Passing and receiving	<b>R+</b> Students must adapt at all times		
<b>Game</b>	5 V 5 Pass when players in space only 5 v 5 games	To understand the rule of Free and Penalty passing in Netball. To be able to confidently perform with accuracy, the pivots, footwork, different types of passing whilst moving in competitive situations	- They can use any type of method within the rules to advance but they cannot move with the ball. - They cannot go out of court in contact with the ball. - No contact allowed - To score every must have passed and received the ball	Observe games, passing, movements and footwork	☑ Evaluate within the games whether they are outwitting the opponents through space, signalling and passing ☑ Evaluate the passes used against the defenders  👁 Assess the shoulder passing skills used to gain ascendancy in games 👁 Assess the bounce passing skills used to gain ascendancy in games	🗨 Discuss the shoulder and bounce passing skills used to gain ascendancy in games <b>R+</b> What have they learnt from their mistakes		
<b>Leadership &amp; Coaching</b>	Create 2/3 drills to work on footwork, pivoting, passing, receiving and catching when mistakes arise within the games	To be able to modify and refine passing and catching skills	Give clear instructions and teaching points for passing and catching within a game / drill environment. Give praise	↑ Students look at ways of improving their footwork, pivoting, passing, receiving skills with fewer errors		<b>R+</b> To be able to communicate with others when coaching		
<b>Officiating</b>	Observe umpires and help with commands and signals. Pupils take it in turns to officiate	To officiate the game correctly, fairly and accurately. To be able to correctly use the correct signals, comments, scoring and techniques.	Concentrate on each point and court at all times. Use the correct signals. Know the rules. Be fair and constant Score correctly. Use the correct the signals and scoring.	Focus on Focus on the rules regarding passing, catching, footwork, pivoting, beating a defender, 2v1, obstruction, attacking and laws in Netball	<b>Q &amp; A :</b> Are mistakes minimal when officiating 👁 Identify the problems with not playing to the rules in Netball and why we need Rules in Netball	<b>R+</b> To be able to identify and resist peer pressure when officiating.		
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback regarding their performances	Pupils create a new cool down for passing and receiving		

<b>Active lifestyle &amp; Social Guidance</b>	Why is play important for young people new to sports?
<b>Equipment</b>	Half and Full Netball court, Netballs, Posts , Cones / Markers, Bibs, Whistle, Stopwatch, Peer evaluation sheets
<b>Healthy Lifestyles and well being</b>	Why is removing artificial foods important?