

Lesson 3	Subject: Netball	Year:	Group:	Total No.:	M:	F:
	Lesson: Passing and Receiving	Ability:	Period:	SEN:		
		Duration:	w/c			

Objectives: To understand the rule of footwork in Netball when passing and moving. To improve the students decision making, knowledge and understanding of the different types of passing used in Netball and each passes pro's and con's

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Student Warm Up	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	Observe pupils performances	Ⓛ Ask students how they could make warm up easy / harder / intense
Student Stretches	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.	Q & A on benefits of stretching and their warm ups	⬆ Get pupils to incorporate stretching with Ball
Passing, Receiving and Footwork	1. In 3's, pass ball along line up the court - then Pass & Follow as the team moves up court	To be able to accurately replicate and perform the three different passes (<i>chest, shoulder and bounce</i>). To improve the students decision making, knowledge and understanding of the different types of passing used in Netball To clearly show an understanding of each passes pro's and con's To understand the rule of footwork in Netball when passing and moving To be able to refine and adapt skills into their passing techniques To develop the precision, control and fluency of their passes.		<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	Peer evaluation sessions – Pupils state, identify and reflect on the strength and weaknesses of passing performances. M/C - Evaluate performances of outwitting opponents using the skills	⬆ Increase pace ⬆ Accurately replicate and perform a shot at the goal when in D ⚡ - Refine attacking skills ⬆ Decrease the size of ⬇ Increase court size ⬆ Increase number of defenders ⬆ Cannot pass to those that have passed to you ⬆ Increase number of defenders ⚡ - Pupils devise strategies and skills to improve performance and gain ascendancy ⚡ - Pupils discuss how to gain an advantage over competitors
	2. 2 v 1 – Piggy-in-middle - Using any pass to keep possession			- Extend arm forward releasing ball off fingers <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		
	3. 3 v 3 In small grids trying to make 5 to 10 and 20 consecutive passes					
	4. Circle passing					
Games	5. ENDBALL - Discuss teaching points used to beat / outwit opponent in games - Discuss the skills used to beat / outwit an opponent in games - Discuss the skills used to gain ascendancy in games	To be able to accurately replicate and perform pivots and stops when passing and receiving in competitive situations To appreciate how to make adjustments and adaptations when performing and passing		- Use any method to advance with ball - No contact - Pass the ball to a person on a line to score - Attack space - Create overlaps - Create 2 v1 at all times - Use width and space - Disguise movements, skills and dummies	Evaluate passing performances M/C - Analyse strength and weaknesses in Attack and Defence	⬆ Every player must touch the ball before they can shoot and score ⚡ - Discuss the influential strategies and tactics used to beat opponents

Cool Down	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 students for feedback regarding their performances	↑ Ask pupils questions why a Cool down is essential after exercise			
Informed Choices and Lifestyle	Discuss the benefits of exercising for 30 minutes a day by performing skills in Netball							
Equipment	Half and Full Netball court, Netballs, Posts , Cones / Markers, Bibs, Whistle, Stopwatch, Peer evaluation sheets							
ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

Comments / Notes:

HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Tell the students that they must remove all jewellery - Always - check the working areas and equipment used with the session is safe to use
 - Stretch muscles thoroughly - Tell them not to kick the balls - Must always keep eyes on ball - NO CONTACT
 Don't swing on, move, or misbehave near the goalposts at ALL TIMES - Clearly instruct that the pupils must keep their heads up and eyes open at all times. - Gum-shields can be worn.

ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
Developing Skills	Making and Applying	Physical and Mental Capacity	Evaluating and Improving