

YEAR 7 TERM 3 & 4 NETBALL

Why do we study these topics?

Opportunities for teamwork and leadership skills to develop. More fixtures with local schools, opportunity to be competitive.

Build resilience for a GROWTH mind-set, i.e. learning to win and lose with dignity.

Further development of pupils health and fitness.

To promote community links through local Netball clubs.— Activate camps.

Lots of indoor space in city to practice

Good links to other schools.

Head, heart and hands model used to make students more aware of their technical and

How do/will these topics benefit students in their **real lives**?

Opportunities to join external clubs to benefits lifelong health and wellbeing.

Coaching, officiating, teaching, leading younger groups in school.

K+U of a rapidly growing industry for future jobs.

Cultural capital offer: Pupils learn to abide by rules. Understand how to deal with physical conflict. Negotiate for positions / roles.

Links to other curriculum areas:

Biology—Physiological effects of warm up Cells and body systems—year 7.

History—Origin of the sport/ commonwealth . Empire studied in year 7.

Key Skills required:

Footwork, hand to eye coordination.

Communication with teammates.

Key knowledge:

Which body parts you can/cannot use. How to lose/mark and opponent. Begin to look at positions.

Rationale for Waypoints: A— Pupils given success early to motivate. E—Gives pupils K+U of both parts of the game. Acc—Early WP see if ready to perform under pressure.

Rationale for Endpoints:

All assessed in full context to evaluate if learning has been embedded.

Previous years learning: (to include year 6) Played a variety of conditioned games, have basic skills in sending and receiving, some tactical application of skills

Next year’s learning: Greater focus on game application, more pressurised skills and situation specific knowledge i.e. set pieces.

INTENT





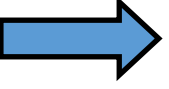



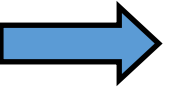



IMPLEMENTATION

Netball Module

HEAD: Pupils can Identify, describe and analyse the principles of play and how they link to the fundamental skills.

HEART: Pupils consistently demonstrate high levels of effort and a positive attitude in all aspects of the game.

HANDS: See below.

| Pathway: | WK1 | WK2 | WK3 | WK4 | WK5 | WK6 |
|--|---|---|--|--|--|--|
| Aspire  | Rules of the game Pupils show good foot-work skills in drills. <div style="text-align: right; margin-top: 5px;"></div> | Passing Pupils can pass and receive over a short distance. | Defending Can show man to man, goal side of opponent. | Shooting Demonstrate correct shooting technique. | Attacking Skills Can dodge and find space to outwit DF. <div style="text-align: right; margin-top: 5px;"></div> | Assessment Match Ability split match <div style="text-align: right; margin-top: 5px;"></div> |
| Endeavour  | Pupils show good foot-work skills in drills whilst passing to a teammate. | Pupils can pass and receive using 3 types of pass. | Can show man to man and zonal marking goal side of opponent. <div style="text-align: right; margin-top: 5px;"></div> | Demonstrate correct shooting technique, with 50% success rate. | Can dodge, pivot and find space to outwit DF. <div style="text-align: right; margin-top: 5px;"></div> | Ability split match <div style="text-align: right; margin-top: 5px;"></div> |
| Accelerate  | Pupils show good foot-work and pivoting skills whilst passing. | Pupils can pass and receive using 3 types of pass in a conditioned game. <div style="text-align: right; margin-top: 5px;"></div> | Can show man to man and zonal marking goal side of opponent in pressured situations. | Demonstrate correct shooting technique with 70% success rate. | Can dodge, pivot, find space and organise peers to outwit DF. <div style="text-align: right; margin-top: 5px;"></div> | Ability split match <div style="text-align: right; margin-top: 5px;"></div> |

Opportunities for Disciplinary Knowledge

Pupils to critically analyse their own and other work in modified competitive games at the end of every lesson. In an ever changing environment they should adapt the substantive knowledge learnt in each drill.

Potential DK learning Questions

Which is the most effective pass when in a crowded attacking third?

How should we overcome a zonal marking system?

How do we deal with a talented opponent?

Way points and end points:

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|--|--|---|---|---|---|
| <p>Assessment Objective/s:</p> <p>Aspire— Can use skills and techniques together with accuracy. Can receive and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.</p> <p>Endeavour- Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.</p> <p>Accelerate— Good skill level and shows vision within game situations. Becoming more influential in the game. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p> | | | | | |
| Aspire | <p>Way point 1: Passing and receiving</p> <p>This is used to give cognitive learners early success. Task is simple with few complex teaching points. Pupils must use all 3 passes to cushion (control) the ball and return to partner over a 5/10m distance.</p> | <p>Way point 2: Attacking Skills</p> <p>Can apply simple tactics into a modified game situation.</p> | <p>Points to Note / Differentiation</p> <p>ALL LESSONS START WITH NETBALL RELATED WARM-UP</p> <p>AND RE-CAP WORK OF PREVIOUS LESSON.</p> <p>INCLUDE SAQ WORK IN EACH SESSION INCORPORATING FOOTBALL SKILLS</p> | <p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p> | |
| | <p>Way point 1: Defending</p> <p>Mid-way point in module, gives pupils the opportunity to develop both the attacking and defensive parts of the game. This enables deeper thinking for associative learners to think about jobs roles which will help then become better leaders.</p> | <p>Way point 2: Attacking Skills</p> <p>Can apply simple tactics into a modified game situation. In 2 different positions.</p> | | <p>MAKE LEARNING AS ACTIVE AS POSSIBLE</p> <p>GIVE OPPORTUNITIES TO PLAN TACTICS</p> <p>RESEARCH RULES ON INTERNET</p> <p>VIDEO TO ANALYSE PERFORMANCE</p> <p>TASKS SET TO CATER FOR LEVELS OF ABILITY:</p> | <p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p> |
| | <p>Way point 1: Passing</p> <p>Early way-point signals how autonomous learners should be whole learning, or at least whole-part-whole. Focus is on speed of decision making as well as technique.</p> | <p>Way point 2: Attacking Skills</p> <p>As above + can lead on team attacking principles. Organise teammates into positions.</p> | | <p>NUMBER OF PLAYERS</p> <p>DISTANCE FROM TARGET</p> <p>SIZE OF PRACTICE AREA</p> | <p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p> |