****Year 8**

**Netball Scheme of Work**

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| **Aim:** Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents’ territory and to outwit them so that you can score goals or points. |

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| **Motor Competence**  Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed netball skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. | **Rules, Strategies & Tactics**  Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed netball skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. | **Healthy Participation**  Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness netball players need to perform at a high level. |

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| **Cross-Curricular Links**  English (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading** Leap: Making the Jump to Take Netball to the Top of the World - [Geva Mentor](https://www.booktopia.com.au/search.ep?author=Geva+Mentor) |

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| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked?** |
| 1 | Passing/receiving  (short distance chest-bounce)  Passing/ Receiving  (long distance Shoulder and overhead) | To perform a variety of passes and to demonstrate receiving techniques in a game situation | Passing – 1 W shape behind the ball, 2 Elbows in, 3 step in to the pass, 4 extend arms  Receiving – 1 arms out ready as a target, 2 stand balanced 3 cushion the ball and bring it in  Passing – 1 W shape behind the ball or one hand holding the ball at the shoulder, 2 javelin position or hands above head, 3 step in to the pass, 3 extend arms fully  Receiving – 1 arms out ready as a target, 2 stand balanced 3 cushion the ball and bring it in | Passing in pairs chest bounce shoulder pass.  Receive a pass using correct footwork, pass and then follow pass.  Receive a pass using correct footwork (turn in air), pass back to where ran from and then follow pass.  5 passes for a point  Passing in pairs chest bounce shoulder pass.  Cut the cake drill (receive from right, pass ahead) | **Retrieval:**  Can students recall the different types of passes?  **Things NEED to Know:**  Why is it effective to use a bounce pass into the semi-circle?    Why is it effective to keep the ball flat and not high and loopy? |
| 2 | Footwork | To demonstrate footwork and stopping techniques in a game situation | Footwork: land with both feet then choose which foot to pivot on  Or jump, land 1,2 first landing foot can’t move second landing foot can lift off the ground to pivot and turn around. | Feeder in middle: students run in to receive the ball, whilst jumping they catch and demonstrate correct footwork. Pass ahead. Follow the pass. | **Retrieval:**  Recall the footwork rule  Why do you pivot?  **Things NEED to Know:**  Why is it important that we use correct footwork?  What will happen when the footwork rule is broken?  Who can use good footwork and pivoting and why? |
| 3 | Dodging | To demonstrate techniques of getting free in a game situation | Dodging: stand behind defender, use sprinting technique to try and get away, in front of defender. Fast feet hands out to receive the ball  Feint dodge | Warm up foxes and hounds  Sprint dodge  Feint dodge  Feeder at top of diamond, use a dodge to get to a cone to receive a pass. Start with passive defenders and add in active defenders | **Retrieval:**  Ask the why’s around dodging  **Things NEED to Know:**  Why is it effective to use the sprint/feint dodge?  What will happen if you cannot use a dodge? |
| 4 | Defending/marking | To demonstrate different ways of defending in a game situation | Defending: when marking the ball stand 1m away hands up. When marking the player stand as close as possible without contact, use outside arm so obstruction is not made. | 1st stage defending  2nd stage defending  Feeder at top of diamond, use 1st stage defending (player) to stop the pass. If attacker receives the pass use 2nd stage defending (ball) | **Retrieval:**  Ask the why’s around defending and the different stages  **Things NEED to Know:**  Why do we use 1st/2nd stage defending?  Why is it good to be side on when we defend? |
| 5 | Shooting or core task | To demonstrate shooting techniques in a game situation | Shooting: 1. 1. 2 hands under the ball, 2 feet shoulder with apart 3 hips square on to post, 4 line the ball up with the post 5 bend knees 6 follow through and flick wrist | Shooting practice: how many goals can you score in 1 minute  Shoot from 3 different angles  Shoot with a passive defender  Shoot with an active defender | **Retrieval:**  Ask the why’s around shooting and the teaching points?  **Things NEED to Know:**  Which positions can shoot? |
| 6 | Core task or Creating space | To demonstrate different ways of attacking in a game situation | Creating space: look for space, move away from opponent/defender | empty cone drill | **Retrieval:**  How do we create space and why is this important in a game?  **Things NEED to Know:**  Why are positions important in netball? |
| 7 | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** |  |  |