****Year 9**

**Netball Scheme of Work**

|  |
| --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **Motor Competence**  Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced Netball skills consistently applying fluency, a greater accuracy and higher quality of technique. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently. | **Rules, Strategies & Tactics**  Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills. | **Healthy Participation**  Develop a deeper understanding of stretches for all major muscle group and those specific to Netball. Discuss the negative effects of dehydration to a Netball player. Suggest any Netball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle. |

|  |  |
| --- | --- |
| **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 |

****Year 9**

**Netball Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked?** |
| 1 | Core task or Passing/receiving  (short distance chest-bounce)  Passing/ Receiving  (long distance Shoulder and overhead) | To perform a variety of passes and to demonstrate receiving techniques accurately 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:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  Application of knowledge to peer assess. |
| 2 | Footwork | To demonstrate footwork and stopping techniques accurately 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. | Cones in diamond shape. Feeder feeds the ball, once receive demonstrate a variety of footwork. (turn in air, running footwork, reverse footwork) | Retrieval:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  *Application of knowledge to peer assess.* |
| 3 | Dodging | To demonstrate techniques of getting free accurately 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 | Warm up rats and rabbits  Sprint dodge  Feint dodge  Roll out 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:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  *Application of knowledge to peer assess.* |
| 4 | Defending/marking | To demonstrate different ways of defending accurately 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  3rd stage defending  3rd stage defending: stop partner getting to yellow line by staying in front of them.  Ball at top of semi-circle. Defender needs to stop the attacker getting into the semi circle.  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:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  *Application of knowledge to peer assess.* |
| 5 | Shooting | To demonstrate shooting techniques accurately 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:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  *Application of knowledge to peer assess.* |
| 6 | Core task or Creating space | To demonstrate different ways of attacking accurately in a game situation | Creating space: look for space, move away from opponent/defender | empty cone drill | Retrieval:  Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use **WWW.EBI**  *Application of knowledge to peer assess.* |
| 7 | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** |  |  |