

Year 4 Invasion Games: Netball (6 weeks)

Lesson Objective	Warm - Up	Activities	Key Questions/ Differentiation	Cool-down/Evaluation
<p>Lesson 1: To develop movement off the ball and pivoting</p> <p>Resources: Netballs x15 Whistle Coloured cones – Red, Orange, Green, White Cones to mark out area (if required)</p>	<p><u>Traffic lights game.</u> Students to move around area in different ways (skipping, walking, jogging, crawling, lunging etc). Teacher to stand at the side and hold up cones. Red – Students stop Orange – Students slow down Green – Students speed up White – Students change directions.</p>	<p>Discuss how to pivot and Teacher demonstrates correct technique. Students to copy.</p> <p>Activity 1 Students to practice without ball. Students run around area, when they hear the whistle Students stop and pivot on the spot. On second whistle Students continue to move around space.</p> <p>Activity 2 In pairs one feeds the ball and the other catches using the correct footwork then pivots to pass back to the feeder. Extend to practice in groups of four receiving the ball pivoting and throwing to the next person.</p> <p>Activity 3 In groups of 4 students to pass around to another member in the group and follow their pass. Group challenge. Player receives it passes and follow pass. How many passes can you complete in 1 minute? Students try to beat previous score.</p>	<p>What do we mean by the term pivoting?</p> <p>Encourage students to move around and making quick change in direction.</p> <p>Do we just stand still in netball? Why is it so important to move around?</p> <p>Differentiation by outcome</p>	<p>Students to skip or jog slowly in given area. Teacher to shout freeze. Teacher taps each student on the shoulder and they join the line.</p>
<p>Lesson 2: To develop different passing techniques (chest and bounce pass)</p> <p>Resources: Netballs x15 Whistle Cones to mark out area (if required) Hula Hoops x15</p>	<p>Students to play follow the leader, with teacher leading doing variety of stretches (i.e. lunging, knees up, side to side). Students to play pivot game without ball the same as last week.</p>	<p>Ask students if they know any passes in netball. Teacher demonstrates chest pass. Remind students that when they receive the ball they can't move and must pivot.</p> <p>Activity 1 In pairs students to practice the chest pass. Select students with good technique to demonstrate to the class. 1 minute challenge – How many chest passes can you complete in a minute? Repeat to beat previous score.</p> <p>Activity 2 Teacher demonstrates bounce pass. Students to practice in pairs making a bounce pass.</p> <p>Activity 3 Students to try bounce pass using hula hoop in the middle. How many consecutive passes can you make? Ball must always bounce in hoop and be caught successfully.</p> <p>Activity 3 Students play a game 3 v 1 (piggy in the middle). Encourage students to move around and see how many successful passes they can make using the techniques they have learnt. If the player in the middle intercepts then player who passed lasts</p>	<p>Does anybody know any passing styles in netball? Why is it important to have a range of passing styles?</p> <p>Teacher/Educational assistant to work with students who are struggling with technique</p> <p>For more skilled students increase the distance between passes.</p> <p>When might you make a bounce pass?</p> <p>Differentiation by outcome</p> <p>Group by ability.</p>	<p>Teacher leads students through stretches, whilst carrying out evaluation. Who can remember how to make a chest pass? A bounce pass?</p>

		goes into the middle.		
<p>Lesson 3: To develop different passing techniques (overhead pass)</p> <p>Resources: Netballs x15 Whistle Cones to mark out area (if required) Hula Hoops x15</p>	<p>Teacher to lead stretching</p> <p>Students travel around the area using different movements (skipping, jogging, lunging etc). When the T sounds the whistle students to change direction.</p> <p>Introduce 4 bases (North, South, East and West). Students to move around area. Teacher to shout North, South, East and West and students to run to correct base.</p>	<p>Recap passes from last week (bounce pass and chest pass). Ask students to demonstrate create technique.</p> <p>Activity 1 Split teams into 4 or 5 groups. Students to play passing relay. Students to spread out in a line with about 3 metres between each student. First team to pass the ball up their line using correct technique and back scores a point. Repeat until a team reaches 3 points. (If a team drops the ball or does not pivot they must start again).</p> <p>Teacher to demonstrate overhead pass.</p> <p>Activity 2 In pairs students to practice the overhead pass. Allow students showing good technique to demonstrate to rest of the class.</p> <p>Activity 3 Students to play piggy in the middle in groups of 4. Two students in the middle stand in individual hoops. Can students on outside play a overhead pass over the two student in the middle?</p> <p>Activity 4 Students play game 4 v 4. Encourage students to use a variety of passing techniques. If they make 3 successful passes without dropping the ball they score a point.</p>	<p>Who can remember the passes we learnt last week? When might we use them?</p> <p>When might we use the overhead pass? For more skilled students increase the distance between passes.</p> <p>Group by ability</p> <p>Group by ability Students with higher ability to make 5 successful passes to score a point</p>	Follow the leader (teacher led)
<p>Lesson 4 To develop shooting techniques</p> <p>Resources: Netballs x15 Cones to mark out area (if required) Benches x4</p>	<p>Teacher led stretching</p> <p>Play 'stuck in the mud' encourage students to think about movement and changing direction.</p>	<p>Teacher demonstrates technique for shooting.</p> <p>Activity 1 Split group into four. One person to stand on a bench. Students take it in turns to shoot the ball towards the bench. Swap player on bench until everybody has had a go. Ask students with good technique to demonstrate to the class.</p> <p>Activity 2 Play 3v3 with one student on the bench. Students to have to make 5 passes before they can shoot and to ensure that every player has made a pass. Introduce rules progressively. Defenders and attackers to swap.</p>	<p>More skilled students to shoot from a further distance.</p> <p>How can we make it hard for a player to shoot? (emphasise non contact) Group by ability.</p>	Follow the leader (Students led)

<p>Lesson 5 To consider and develop skills and tactics in small sided games</p> <p>Resources: Netballs x6 Whistle Cones to mark out area</p>	<p>Teacher led stretching</p> <p>Play 'fishes in the sea' encourage students to think about movement and changing direction</p>	<p>(In classroom) Show evasion video http://www.bbc.co.uk/schools/gcsebitesize/pe/video/netball/ Encourage students to use these skills during the lesson.</p> <p>Activity 1 Play QCA Task 1 (see below)</p> <p>Activity 2 Play QCA Task 2 (see below)</p>	<p>How can we lose a player? Why is it important to move? How can we make space?</p> <p>Why is it important to spread out?</p>	<p>Teacher leads students through stretches, whilst carrying out evaluation. Who can give an example of when their tactics worked? How could we improve for next week?</p>
<p>Lesson 6 To play as part of a team in a netball (bench ball) tournament</p> <p>Resources: Netballs x2 Whistle x2 Cones to mark out area (if required) Benches x4</p>	<p>Discuss with students the importance of warming up key muscle groups ready for a netball match Student led warm up</p>	<p>(In classroom) Students to be split into four teams. Ask students to discuss and provide ideas for rules based on previous learning.</p> <ul style="list-style-type: none"> - When student receives the ball they must pivot? - Non-contact? - 3 passes must be made before shooting? - Every student must make a pass before shooting? - Point for every time child on bench catches the ball? - When shooting double points for using correct shooting technique? <p>Agree on a set of rules. Encourage students to use tactics discussed last week and to make use of space and a variety of passing techniques. Reinforce importance of fair play and</p> <p>Organise tournament. 2 pitches. 4 teams. Each team to play each other in 6-8 minute matches.</p>	<p>Ensure teams are mixed ability. Encourage rule that all students must make a pass before team can score a point.</p>	<p>Follow the leader (Student led)</p>

Unit Objectives:

- to develop the range and consistency of their skills
- to devise and use rules
- to use and adapt tactics in different situations
- to recognise which activities help their speed, strength and stamina
- to recognise when speed, strength and stamina are important in games
- to explain their ideas and plans
- to recognise aspects of their work that need improving

Stuck in the mud

Create a rectangular area for students to run in. Choose 3 people to be the taggers. Students to run around the area trying to avoid the taggers. If they are tagged by a tagger then they must stand still with their arms spread out. To be released another student must run underneath their arm. Taggers to try and tag all students so they are 'stuck in the mud'. Add more taggers if needed.

Fishes in the sea

Create a rectangular area for students to run in. Students line up along the line at the end of a rectangle. 3 fishes stand in the middle. On the whistle students have to run to the other end and try to avoid the fishes in the sea. If they are tagged then they join the fishes in the sea until all students are caught.

QCA (Task 1)

The aim of the game is to pass the ball to a nominated player in the end zone of a pitch. Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m- the end zones should be about 1m wide, running the width of the pitch.

To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and score a goal. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.

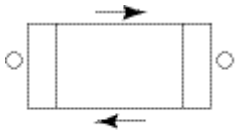


Diagram 1

QCA (Task 2)

The aim of the game is to pass the ball to a nominated player standing in one of the targets at the end of the playing space.

Play three against two and then three against three. Play on a pitch that is about 10m x 20m and position three goals at either end of the pitch. Follow similar rules to those described in Task 1. Each team has three goals to score in - the middle goal is worth three points; the outer goals are worth one.

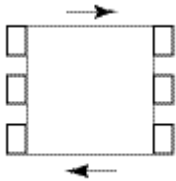


Diagram 2