

Games: Invasion: Netball KS2

Remember when

Understand tactics and composition by starting to vary how they respond.
 Vary skills, actions and ideas and link these in ways that suit the games activity.
 Begin to communicate with others during game situations.
 Uses skills with co-ordination and control.
 Develop own rules for new games.
 Makes imaginative pathways using equipment.
 Works well in a group to develop various games.
 Begin to understand how to compete in a controlled manner.
 Begin to select resources independently to carry out different skills.
 Uses skills with co-ordination, control and fluency.
 Works well in a group to develop various games.
 Apply basic skills for attacking and defending.

Sticky skills

Vary skills, actions and ideas and link these in ways that suit the games activity.
 Shows confidence in using ball skills in various ways and can link these together effectively.
 Keeps possession of balls during games situations.
 Consistently uses skills with co-ordination, control and fluency.
 Takes part in competitive games with a strong understanding of tactics and composition.
 Can create their own games using knowledge and skills.
 Modifies competitive games.
 Compares and comments on skills to support creation of new games.
 Can make suggestions as to what resources can be used to differentiate a game.
 Apply knowledge of skills for attacking and defending.
 Uses running, jumping, throwing and catching in isolation and in combination.

Learning Journey**Year 3**

Introduce passing, receiving and creating space
 Develop/combine passing and moving Combine/develop
 passing and shooting

**Year 5**

Refine passing and receiving Apply passing, footwork and
 shooting into mini games Introduce officiating Introduce
 defending Explore the function of other passing styles

Key Vocabulary**KS2**

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Space for one more line!

Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession.

Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.

Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.

Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.

Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

<p>Cognitive</p> <p>Year 3: Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p>Year 5: Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.</p>	<p>Social</p> <p>Year 3: Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>Year 5: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p>	<p>Wellness</p> <p>Year 3: Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p> <p>Year 5: By facilitating learning through gamebased scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing.</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and control and balance - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
<p>Learning Objective / Focus</p>		<p>Lesson Sequence Outline</p>	
<p>Year Three</p>	<p>Session 1: LO: to develop an understanding of how to win the ball back (defending), at a later stage, but questions to provoke thinking are appropriate.</p> <p>Focus: Introduce passing and receiving</p> <p>Session 2: LO: to keep possession, developing this concept into mini game situations.</p> <p>Focus: Introduce passing and creating space</p> <p>Session 3: LO: to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence.</p> <p>Focus: Develop passing and moving</p> <p>Session 4: LO: to learn passing and moving, to move the ball up the court, creating an attack that results in a shot.</p> <p>Focus: Combine passing and shooting</p> <p>Session 5: LO: to use prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.</p> <p>Focus: Develop passing and shooting</p> <p>Session 6: LO: to bring together the suggested sequence of learning into a level 1 tournament</p> <p>Focus: Level 1 tournament</p>	<p>Netball</p> <p>Overview: The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>Physical: Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	
<p>Year Five</p>	<p>Session 1: LO: using passing and moving skills, refining these skills and applying them into game situations.</p> <p>Focus: Refine passing and receiving</p> <p>Session 2: LO: to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>Focus: Apply passing, footwork and shooting into mini games, introduce officiating</p> <p>Session 3: LO: to use prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence.</p> <p>Focus: Introduce defending</p> <p>Session 4: LO: to introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions.</p> <p>Focus: Introduction to Stinger Netball, consolidating learning</p>	<p>Netball</p> <p>Overview: The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.</p> <p>Physical: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	

	<p>Session 5: LO: To learn where and why other passing styles will be effective</p> <p>Focus: Explore the function of other passing styles</p> <p>Session 6: LO:to bring together the suggested sequence of learning into a level 1 tournament .</p> <p>Focus: Level 1 tournament</p>		
Working towards	End of unit assessment Working at Age related expectations		Working at a greater depth