



INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to practice existing skills, transfer skills from other units and learn new skills, which combine to develop new or more advanced skills/techniques. Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils. Formal summative assessments are termly and a levelled through the ACET assessment criteria in line with the NC objectives for PE in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p> <p>Attainment and progress are measured using our ACET assessment criteria.</p>

Autumn One – Y6 Learning Goals – Netball Unit

Netball

Know which pass is best to use and when in a game.

Use a range of square & straight passes to change direction of the ball.

Land with the appropriate footwork, balance, pivot and then pass the ball.

Use landing foot to change direction to lose a defender.

Draw defender away to create space for self or team.

Position body to defend effectively, making successful interceptions.

Understand the different areas of the court and can name where positions are permitted.

Be able to demonstrate their knowledge of rules through umpiring fairly and accurately in a game.

<p>6 week term (<i>edit to the number of week and give a brief topic for each lesson</i>)</p> <p>Lesson 1: Passing</p> <p>Lesson 2: Passing around the court</p> <p>Lesson 3: Footwork, pivot and pass</p> <p>Lesson 4 : Drawing away a defender</p> <p>Lesson 5: Making interceptions</p> <p>Lesson 6: Rules & Game</p>	<p><u>New vocabulary:</u></p> <p>Centre pass</p> <p>Double dodge</p> <p>Dynamic stretches</p> <p>Offside</p> <p>Toss up</p> <p>Hamstring</p> <p>Gastrocnemius</p> <p>Quadriceps</p>
Lesson One	
Year 6 learning goal: Know which pass is best to use and when in a game.	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Remember the 3 passes; chest, shoulder & bounce pass ➤ Apply the appropriate pass in a game situation 	<p>Equipment:</p> <p>Cones</p> <p>Netballs</p> <p>Bibs</p>
Introduction/warm up activity:	Main Activity/Plenary

Introduction:

Warm up: Traffic lights – start with just a few instructions and add more as the warm up progresses.

‘Red’ – stop

‘Yellow’ – jog on the spot

‘Green’ – jogging

‘1st gear’ – walk

‘2nd gear’ - jog

‘3rd gear’ – sprint

‘speed bump’ – jump

‘roundabout’ - turn

In pairs/small groups, recap the 3 passes children will have previously learnt in Y3/4/5; Chest, shoulder and bounce.

Team/pair activity – Children to pass the ball with their partner or group. Children to focus on 10 successful passes of each type. Teacher to call out which pass the children are to complete.

Set up team in zigzag formation (you might like to use dots or cones to help with this). Players pass from one player to another up and back down the zigzag. To extend this drill, you can add a time challenge - see if they can beat their time to get up and back twice.

3v3 Game - Children to play a small 3v3 game passing the ball within their group. Children to gain a point and then pass the ball to the other team if they manage 10 successful passes without interception. Discuss which pass would be appropriate in a certain situation throughout the game.

Plenary – When is the chest pass appropriate to use? When would the shoulder pass be used?

Lesson Two

Year 5 learning goal: Use a range of square & straight passes to change direction of the ball.

Lesson focus/objective:

- Use a range of passes
- Use the whole court space to pass into

Equipment:

Balls
Cones
Bibs

Introduction/warm up activity:

Main Activity/Plenary

Introduction – Why is it important to move in netball? Why do we need to move around the court to be successful?

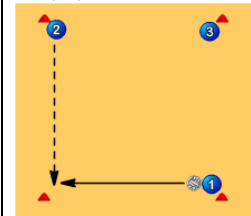
Warm up: **Follow the leader**- Take it in turns to follow one person around using the whole area, changing directions and speed constantly, change leader after 15secs

Incorporating ideas of:

Jogging
Skipping
Sidestep
Hopping
Backwards running

Warm up – Passing, children to make a group of 3, children to recap the 3 passes from last lesson. Add in a defender in the middle for extra challenge.

Complete the square - Working in a square in groups of 3 (with one corner left empty). Player 2 sprints to the spare corner as player 1 starts to play the pass. Upon receiving the ball, blue 2 turns to throw the ball to the now empty corner, which blue 3 sprints towards, ready to receive the pass.



Challenge – Turning in the air.

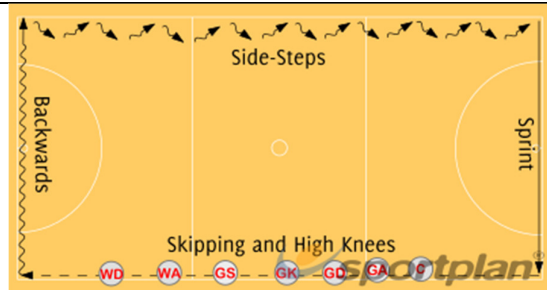
Add a defender into the middle who can try to intercept the ball once it has been passed.

Discuss with children the positions of the court. Let children stand in positions and pass the ball from the defence end to the shooting end. Children can move in-between passes. Introduce 2/3 defenders. Change the defenders.

Move into a game.

	Plenary – Recap the positions on the court with the class.
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Lesson Three	
Year 5 learning goal: Land with the appropriate footwork, balance, pivot and then pass the ball.	
Lesson focus/objective: <ul style="list-style-type: none"> ➤ Land with correct footwork ➤ Catching the ball, pivot and pass 	Equipment: <ul style="list-style-type: none"> Balls Cones Bibs
Introduction/warm up activity:	Main Activity/Plenary
<p>Introduction – Ask children what is the footwork rule? Discuss what they remember about this.</p> <p>Warm up – Children to line up - label each side of the court similar to below. Children are to travel in this way when they get to the line for example sprint at the end line.</p>	<p>Ask children to find a space, jog around the area when the whistle is blown children are to land 1-2 in a space. Repeat Ask the children to then pretend to catch the ball when the whistle is blown – still practising 1-2 footwork.</p> <p>Children to group in 4s. Ask children to spread out in a line. The ball must be passed from number 1 to number 2, number 2 then pivots and passes to number 3 and so on. Children then move up a position and repeat.</p> <p>Children to move into a passing drill. One child to have the ball with the other children stood opposite. Children to run towards the ball and receive with correct footwork.</p>



Small games – children to play small-sided games (numbers depending on class size) passing the ball in-between their teams using the footwork rule. Ensure to stop children when footwork is not adhered too.

Plenary – Recap footwork rule. Why is it important to use? How can it help us in a game situation?

Lesson Four

Year 5 learning goal: Use landing foot to change direction to lose a defender.
Draw defender away to create space for self or team.

Lesson focus/objective:

- To be able to change direction and lose a defender
- To intercept the ball when defending

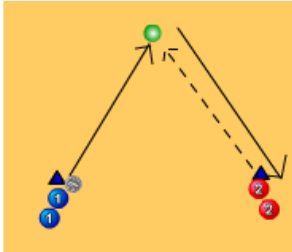
Equipment:

Balls
Cones
Bibs

Introduction/warm up activity:

Main Activity/Plenary

Introduction – Ask children to recap some of the rules previously discussed in lessons. Start with a gentle jog around the court, throwing in some sidesteps, high knees and heel flicks.



Warm up – Children to work in 4s and form 2 lines. The front person from the red line runs forward and receives the ball from the blue line. They then pivot and pass it back to their own (red line) and join the back of their line. Blue runs forward and catches the ball from red, pivot and pass to blue and join their own line again.

Discuss with children how we can lose a defender. What skills do they need?

Model to children moving away from a defender.

In 3s, let number 1 try and get away from their defender using their landing foot to move away and receive the ball from the final player. Rotate positions.

4v4 games – Children to have a marked out area. Children to pass the ball within their team from one end to the other. Team to gain a point if they manage to score/get to the other end of the court. Repeat with the other team starting with the ball. Ensure a focus is on gaining the ball and losing the defender.

Plenary – Discuss what worked well/needs improvement within the game.

Lesson Five

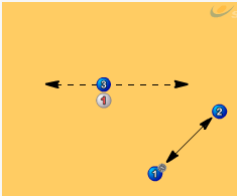
Year 5 learning goal: Position body to defend effectively, making successful interceptions.

Lesson focus/objective:

- To correctly position the body to defend effectively
- To intercept the ball when defending

Equipment:

Balls
Cones
Bibs

Introduction/warm up activity:	Main Activity/Plenary
<p><u>Introduction</u> – Ask children what do we do when we defend? How can you be a successful defender?</p> <p>Warm up – Children to start moving around the court. Call out instructions to change the way the children are travelling e.g running, side step, and high knees. When a number is called e.g. 1 - the children must balance on that number of limbs (one leg)</p> <p>Ask children to find a partner the children are to try to stick to partner 1 whilst they are trying to get away from their other partner. Model this to children.</p> <p>Change roles.</p> <p>Ensure children have a space to work in to ensure there is no collisions within the group.</p>	<p>Discuss with children what does interception mean?</p> <p>Pairs to pair up with another group to make 4s. Children number themselves 1-4 1 & 2 to pass the ball between themselves Number 3 dodging side to side being defended by number 4. 1 & 2 can feed the ball to number 3 any time with number 4 trying to intercept the ball. Change roles.</p>  <p><u>Mini games</u> – Split the children into 2 teams and line them up at either side of the court in bibs. When the teacher calls out a series of players' numbers, they should run onto the court. The players' whose numbers have just been called then play using normal netball rules until a goal is scored. Remind children of the footwork rule and other rules which they need to remember.</p> <p>2 courts may be needed depending on class sizes. Recap netball positions C, GA, GS, WA, WD, GK, GD. Discuss where children can go too and have 14 on court. Rest of children to be shooting/passing with TA. Rotate children in.</p>

	<p><u>Plenary</u> – How can we lose a defender? What tips can you give to someone defending another player?</p>
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Lesson Six	
<p>Year 5 learning goal: Understand the different areas of the court and can name where positions are permitted.</p> <p>Be able to demonstrate their knowledge of rules through umpiring fairly and accurately in a game.</p>	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Develop understanding of game play and rules ➤ Develop umpiring fairly and accurately 	<p>Equipment:</p> <p>Balls Cones Bibs Court</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p>Introduction – Talk to pupils about game play and recap rules.</p> <p>Warm up – Children to stand in pairs on a line one behind each other. Number 1/2. Ask children to perform different drills to a line e.g. jog, skip, walk, side step and jumping.</p>	<p><u>Mini tournament</u> – Recap rules with the class and progress into games. Recap positions and play with correct positions if possible. Stop the games as needed to discuss rules and address any misconceptions within the game.</p> <p>Give children opportunity to umpire matches.</p>

Put children into teams (house teams?) to warm up their passing in a small groups recapping bounce, chest and shoulder pass.
Challenge - Add a defender.

Plenary –
How can become successful within the game?
What worked well?
When did the team become unsuccessful? How can we improve this?