**Learning Objectives**

Literacy Focus

Communicate during a game

**Key words**

Footwork

Control

Consistently

.

To control feet when moving in different direction

To control feet when moving in different directions and at speed

To demonstrate understanding of footwork rule during a game

**Ext –** To consistently move into positions to create space.

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| **Phase** | **Time** | **Process** | **Resources** | |
| Starter/Warm up | 5 | Share learning objectives and set clear expectations.  Students lead own mobility exercises. (Turn ankles, Bailey Boogie, Broderick Boogie etc)  Recap why we warm up using; **MISS PIP**  Mobility  Increase heart rate  Safe  Stretch  Prevent injury  Improve performance  Prepare body and mind  Students will repeat and answer questions (AFL – Call and Response) | Although students at this stage could lead own warm ups, allowing the teacher to lead gives energy and pace to the start of the lesson which works well. | |
| Warm up/ recap activity  Increase HR  Safe Stretch  (Pectoral Stretch) | 10 | Students will split into 4 teams and relay style , Agility ladders speed challenges while keeping control of feet.  Demonstrated by not knocking ladders with their feet  One foot in each  Two feet in each  Hop  Side step  One in one out  Vary speed to help differentiate between Bronze and silver award.  **Bronze –** To control feet when moving in different direction (Level 2)  **Silver –** To control feet when moving in different directions and at speed (Level 3)  During safe stretches students will again repeat and answer questions on warming up (AFL – Call and Response) | | Marker cones  Netballs size 4’s  Speed ladders  *Teacher led* | | |
| Activity 1 Footwork |  | **One, two stuck like glue !**  In pairs students pace to a partner who is moving onto the ball. The coach uses various passes and slight changes of direction.  Role reverse after 5 successful catches with correct footwork. | | Students take the role of Coach and player | | |
| Activity 2 |  | Students in 2’s will pass and move to a line and back (2 pairs to go at once)  Students will initially face into each other teacher must try to encourage moving with body facing the direction they are travelling in.  Keep vigilant on footwork of students start slow then increase speed | | Balls | | |
| Activity 3  Game with student as net  Mini Plenary  Use of space etc | 15  2  1  2 | Drill 1  Students will try to move the ball to a player on the same team who is stood in one spot  **Gold –**  To demonstrate understanding of footwork rule during a game (level 3)  **Ext –** To consistently move into positions to create space. (level 4)  and enable students to find space.  **Silver –** To demonstrate tactical knowledge by moving into space to receive a pass. **(Level 3)**  **Gold –**  To move the ball forward with control while playing against opposition. **(level 3)**  Extension = Looking for increased movement into space and accuracy of passing . ***(G&T)*** | | Cones, whistle  *Reward controlled passing and listening skills.* | |
| Cool down  (Plenary) | 10 | Speed ladders  One hand up = Bronze, Two hands up = Silver. Two hands and standing = Gaols | |  | |

**Teacher Notes:**

Main issues: - \*The quality of pass must be maintained when opposition is introduced \* Group shown to be have good attitude to sport\* New group still require baseline targets. \* Primary teacher to make PE teacher aware of SEN requirements for students involved.

Initial assessments for baseline targets to be set for some students

**Assessment Notes:**

Students will be assessed through teacher observation, and self-assessment. The assessment will be taken from the national curriculum levels for physical education.

Aspect of NC level 2 for PE covered in this lesson = They copy, remember, repeat and explore simple actions with control and coordination.

Aspect of NC level 3 for PE covered in this lesson = Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.

Aspects of NC level 4 for PE covered in this lesson = They compare and comment on skills, techniques and ideas used in their own and others’ work, and use this understanding to improve their performance

Students will be assessed through various methods of AFL = Self - assessment verbal feedback, questioning and teachers observations

Differentiation = Gold, Silver and Bronze learning objectives, speed of movement, accuracy of pass (outcome) Teacher intervention = distance between pass, size of pitch. Students split into mixed ability teams.

Provided for G&T through applying increased control and accuracy to passing and footwork