**Learning Objectives**

Literacy Focus

Role of the coach

**Key words**

**Shooting**

**Goal defence**

**Goal keeper**

**Centre**

**Goal Attack**

**Goal Shooter**

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To perform a netball shot

To demonstrate balance, high release , wrist action during shooting with some accuracy

To demonstrate a fluent action with accuracy when shooting

**Ext –** To know and play using High 5 positions

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| **Phase** | **Time** | **Process** | **Resources** |
| Starter/Warm upRecap the court lines | 105 | Share learning objectives and set clear expectations.Recap high 5 positions with walk, jog , run using different spaces on the netball pitch. | 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. |
| Activity 1 | 5 | Shooting Student will have a ball each and shoot as many times as they canTeacher will introduce key techniques\*Bent knee\*Ball in finger tips of preferred shooting hand.\*Bend elbow\*High release\* Create a rainbow / upside down U.**Bronze –** To perform a netball shot(Level 2)**Silver –** To demonstrate balance, high release , wrist action during shooting with some accuracy (Level 3) |  |
| Activity 3 | 5 | Student in 4’s will pass into shooter who will shoot. Passer will rebound and pass to the start of the drill. Passer then becomes the shooter.EmphasisTechniqueTake time on the shotFace the basket**Gold –**  To demonstrate a fluent action with accuracy when shooting (level 4) | G&T Shot more consistently accurate. Also going straight in rather the touching the ring. |
| Activity 4 | 5 | 3 (GA, C, GS) vs 1 (Goal defence)Emphasis on shooting from appropriate position (near to the basket) | Introduce 1 metre defence rule. |
| Activity 2  | 15 | Students play high 5**Ext –** To know and play using High 5 positions. (level 4) | Marker conesNetballs size 4’s*Netball bibs**Constantly remind students of positions.* *AFL – through observation of teacher (official). Teacher must be vigilant.* |
| Plenary | 5 | Students to go to boundary lines of certain positions.  |  |

**Teacher Notes:**

Main issues: - \*Students are ready to play full game. Weather means lesson will be taken in doors.

**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. They show that they understand tactics and composition by starting to vary how they respond.

Aspects of NC level 4 PE covered = Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency.

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 = amount of reminding students need about their position

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