**Learning Objectives**

Literacy Focus

Students will be able to Describe how we ( warm up)

**Key words**

Control

Accuracy

Chest pass

Bounce pass

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To replicate chest pass and bounce pass

To be able to pass to a player moving onto a pass

To move into a space that allows a greater chance of receiving the ball

**Ext –** To Explain why we warm up

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| --- | --- | --- | --- |
| **Phase** | **Time** | **Process** | **Resources** |
| Starter/Warm up | 5 | Share learning objectives and set clear expectations for the unit. Students will follow teacher mobility exercises. (Turn ankles, Bailey Boogie, Broderick Boogie etc)Explain to students why we warm up using; PIP**P**revent Injury**I**mprove Performance**P**repare Body and MindStudents will repeat and answer questions (AFL – Call and Response)**Ext –** To Explain why we warm up. **(level 3)** | .  |
| Warm up/ recap activity Increase HRSafe Stretch(Quadtriceps) | 10 | Students will split into 4 teams and use the chest pass to complete the zig zag drill using chest pass and bounce pass.Extend the drill by getting students to run to the back of the cue was they have passed, or introduce another ball**Bronze –** To replicate chest pass and bounce pass. **(Level 2)**During safe stretches students will again repeat and answer questions (AFL – Call and Response) extension - level 3 | Marker conesNetballs size 4’s*Teacher led* |
| Activity 1(New Learning)Mini Plenary | 153 | Students will be split into groups of 6’s One will be identified as the main passer and control the drill. Drill 1Passer passes to a player moving onto the ball. The player at the front of the line will always receive the pass from the passer and then return itStart with 1 ball catcher randomly throws the ball to the other 3 who return it to the catcher. Drill 2Main passer passes to a player who is moving onto the ball, they then pass it to the player at the front of the other line who the passes to the main passer. Extension = increase speed, extend distance. ***(G&T)***Use bounce passEncourage students not to be waiting to receive a pass - encourage the movement forward and receiving of the pass as one action (complex skill = start of level 3 G&T)To be able to pass to a player moving onto a pass **(Level 2)** | Cones, whistle *Reward controlled passing and listening skills.**Teacher or pupil demonstration* |
| Activity 2(Show you know/Increase the speed)Invasion piggy in the middle | 15 | In a space students attempt to keep the ball away from defenderExtensionPlayers have to complete 10 passesOrPlayers have to move the ball to all 4 corners | *Guided discovery** *Keep focus on technique when adding the element of competition*
* *Emphasis on players with the ball not defender (defender starts at 50%)*
 |
| Cool down(Plenary) | 12 | Finish with a run, jog – walk in a selected spaceStudents to lie, squat or Jump. Lie down if they didn’t achieve, squat if they think they did but not totally confident and Jump if they achieves (AFL –Self assessment) |  |

**Teacher Notes:**

Main issues: - \* 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. They show that they understand tactics and composition by starting to vary how they respond.

Aspects of NC level 3 PE covered =They give reasons why warming up before an activity is important, and why physical activity is good for their health.

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

Differentiation = Gold, Silver and Bronze learning objectives, student led learning and choice of Shape and quality of body tension, teacher feedback and questioning. Mixed ability grouping for activities,

Provided for G&T through applying increased speed combined with accuracy in their drill.