**Learning Objectives**

Literacy Focus

Students will be able to Explain why we warm up)

**Key words**

Tactics

Control

Accuracy

.

To remember the word **tactic** and what it means

To demonstrate tactical knowledge by moving into space to receive a pass

To move the ball forward with control while playing against opposition

**Ext –** To Identify good use of tactics in others

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| **Phase** | **Time** | **Process** | **Resources** |
| Starter/Warm up | 5 | Share learning objectives and set clear expectations for the unit.  Students lead own mobility exercises. (Turn ankles, Bailey Boogie, Broderick Boogie etc)  Recap why we warm up using; PIP  **P**revent Injury  **I**mprove Performance  **P**repare Body and Mind  Students will repeat and answer questions (AFL – Call and Response) | Students start to  lead |
| Warm up/ recap activity  Increase HR  Safe Stretch  (Pectoral Stretch) | 10 | Students will split into 4 teams and relay style use the chest pass to complete speed challenges while keeping control of the ball to a cone and pack.  Ask students if it was a race what would they do to increase their chances of winning.  Explain this is a tactic = A way of improving your chances of winning.  **Bronze – To remember the word tactic and what it means – Level 2**  During safe stretches students will again repeat and answer questions on tactics (AFL – Call and Response) | Marker cones  Netballs size 4’s  *Teacher led* | |
| Activity 1  (New Learning)  Moving the ball forward  Mini Plenary | 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 (5 passes before they can score).  Drill2  Give team with possession an extra player to encourage use of fast accurate passing and encourage tactical decision making  Drill 3  Make space larger to encourage more movement 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.*  *Teacher or pupil demonstration* | |
| Activity 2  (Role of a Coach) | 15 | Students will get into 3’s they will number themselves 1,2 & 3 .  Team 1 will play team 2 and team 3 will identify when someone in their team shows tactics  Person in team 3 will share findings before they start of team 2 v team 3  Player 1 will then identify use of tactics | * *AFL peer assessment through the ability to identify and communicate use of tactics* | |
| Cool down  (Plenary) | 10 | Finish with a run, jog – walk in a selected space  Students 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: - \*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 begin to show some understanding of simple tactics

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.

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 control and accuracy to passing.