

Final Outcome: To take part in a game of netball, abiding by the rules.

Component 6: To link skills together in a game situation.

What we will know after this sequence:

- Children will demonstrate knowledge of the rules of netball to keep games going.
- They will vary their tactics and adapt their skills in response to situations in games.
- They will support their team and abide by the rules

Vocabulary: footwork, obstruction, free pass, holding, pivot.

How will this feed into my next learning:

Pupils will be able to participate in a full netball game.

SEND: awareness of sensory sensitivities, opportunities to practise individual techniques away from the class if needed.



Component 4: To develop ways of marking a player.

What we will know after this sequence:

- Children can identify different ways in which to mark a player successfully.
- They can explore which ways of marking works best in different situations.
- They can demonstrate marking without contact or obstruction.

Vocabulary: marking, successful passes, interception, defender

How will this feed into my next learning:

Pupils will be able to use this knowledge to explore marking a space and intercepting.

SEND: awareness of sensory sensitivities, support with social integration for group work.



Component 5: To explore marking a space and intercepting.

What we will know after this sequence:

- Children will be able to make their body wide when marking a space.
- They will be able to intercept the ball regularly.
- They will work as a team to defend bigger spaces.

Vocabulary: marking, intercepting, finding space, support, possession, force mistake

How will this feed into my next learning:

Pupils will be able to use their knowledge to link their skills in a game situation.

SEND: awareness of sensory sensitivities, support with social integration for group work, working in smaller groups if needed.



Component 3: To use different attacking tactics to keep possession and get into positions to shoot:

What we will know after this sequence:

- Children will demonstrate how to move into space to dodge defenders.
- They will be able to use sprint dodge and double dodge effectively.
- They will use a variety of tactics to enable them to get into shooting positions.

Vocabulary: sprint dodge, double dodge, attack, shoot

How will this feed into my next learning:

Pupils will use their knowledge of attacking tactics to develop ways of marking a player.

SEND: awareness of sensory sensitivities, opportunity to practise separately from the class if needed, support with social integration for group work.



Component 2: To use different passes to send and receive accurately.

What we will know after this sequence:

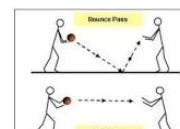
- Children will be able to explain a range of different passes that may be used.
- They will demonstrate control when passing over short distances.
- Children will select appropriate passes in order to outwit opponents.

Vocabulary: chest pass, bounce pass, accuracy

How will this feed into my next learning:

Pupils will be able to use their passing and receiving skills to improve their attacking tactics.

SEND: awareness of sensory sensitivities, start with shorter distances if they choose to, support with social integration for group work.



Component 1: To improve my ability to find and use space to keep possession of the ball.

We should know: That netball is a team sport which involves attacking and defending.

What we will know after this sequence:

- Children will be able to use space to support their team mates.
- They can make quick decisions on where and when to pass the ball to ensure possession is retained.
- They can choose the most appropriate pass and space to retain possession.

Vocabulary: accuracy, passing, attacking, defending, space

How will this feed into my next learning:

Pupils will use their knowledge of finding space to use different passes to send and receive accurately.

SEND: Pre-teach unit vocabulary, awareness of sensory sensitivities, support with social integration for group work.

