

Planning Portfolio

Subject: Physical Education	Module Topic: Netball
-----------------------------	-----------------------

Module overview:

Lesson number	Content of lesson (Brief detail of the content of the lesson)	Type of assessment used (See KPI map for assessment opportunities)
1	Passing - Students will look at the 3 different types of passes in netball in isolation before attempting correct application into a competitive scenario.	Baseline teacher assessment using core tasks KPI = 1, 2, 5 and 8
2	Footwork - Students will look at the footwork rule in isolation during activities and drills before applying this skill into a competitive scenario. Students will understand the footwork rule and the consequence of not abiding to this rule in a game scenario.	KPI = 1, 2, 5 and 8
3	Dodging and Space - Students will look at a variety of different dodging techniques starting with the drive, single dodge, double dodge and then roll off, moving on to more complex dodges when mastery is achieved. Students will look at how to successfully complete these dodges in small-sided drills before attempting to apply these into game like competitive scenarios.	Peer assessment - coaching cards provided for students to use in group tasks KPI = 1, 2, 5 and 8
4	Shooting - Students to look at correct shooting technique in isolated practice before attempting to shoot under pressure e.g., with defender. Students will complete activities under small amounts of pressure before attempting to shoot in a competitive game scenario e.g., begin with	Self-assessment - criteria checklist of teaching points KPI = 1, 2, 5 and 8

	passive defender then moving on to active defender in activities before finishing with games.	
5	Positions and Marking - Students to look at a minimum of 3 different positions in this lesson to get used to where different positions are allowed to go. Students will also look at how to successfully mark an opponent and dictate space so that this can be applied into a game scenario e.g., stay side on, use peripheral vision, keep a minimum of an arm's length distance, be on the balls of feet for agility etc.	Self-assessment - students to RAG rate success criteria provided by teacher KPI = 1, 2, 5 and 8
6	Assessment - Students to complete full sided games using correct rules and regulations throughout the lesson. Students will play different positions and apply all the skills learned throughout the scheme of work into competitive scenarios. Teacher to finalise KPI / Steps to Success assessment and share with students.	Teacher final assessment using KPI's

Resources (Where located?):

- Central resources / Staff shared area / Subject areas - PE / Schemes of work / Netball / SOW
- SharePoint - <https://sheffieldparkacademy.sharepoint.com/sites/BAPEandDance> - 23/24 - KS3 SOW's

Lesson number 1 - Passing


LO's / assessment:

- Students will **understand** the correct technique behind the three different types of passes in netball: chest, shoulder and bounce.
- Students will successfully **demonstrate** the correct technique behind each of the three passes in isolated drills and activities.
- Students will successfully **apply** at least 2 of these passes in a competitive game like scenario when under pressure.

Assessment = KPI 1, 2, 5 and 8

Key words (Components of fitness) = Power, Coordination, Muscular strength, Speed

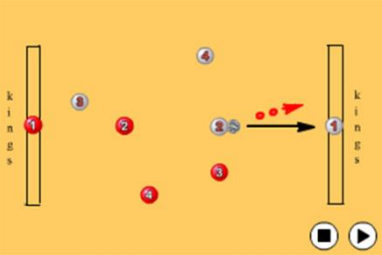
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Introduce differentiated learning outcomes • Assessment of prior netball knowledge on passing - Q and A • Generic teacher led warm up to introduce students to KPI 8. • Groups of 3 needed, 1st person runs to the centre of the court and back and joins the back of the line • Continue with running until all 3 pupils have completed that • Then each person must complete sides steps, high knees, lunges and sprints all to the centre line and back • Stretches to be completed in groups with teacher demo and introduction of anatomical structures etc. 	<p>Differentiation</p> <ul style="list-style-type: none"> • LA students can use a smaller area to complete warm up / warm up cards provided to help remember activities and stretches <p>Assessment -</p> <ul style="list-style-type: none"> • Teacher baseline assessment / KPI 8
	Activity 1 - Basic Passes with a pair	<ul style="list-style-type: none"> • Students are to be shown the correct technique for the basic passes (chest, bounce and shoulder) • Students are then to practice each of these passes with time limit set by teacher 	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to be closer together / MA students to move further apart • Advanced passing tasks for MA students see opposite


		<p><u>Advance - turn and catch</u></p> <ul style="list-style-type: none"> • 1 feeder 1 catcher • The catcher is turned around with back to the feeder • On the feeders command the catcher must turn around and catch the ball that is thrown and then return it • 5 goes each then swap over. Time limit set by teacher 	<ul style="list-style-type: none"> • LA students to use size 4 ball / younger students to use smaller ball • Teacher to move pairs around dependent on ability seen e.g. put MA pupils together and LA students together <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Activity 2 - Passing Clock</p>	<ul style="list-style-type: none"> • Students will be in pairs and will need to set out the cones and shown in the demonstration • The receiver must return back to the centre cone before they can move to the next cone in the sequence. • Students are working on moving in different directions • The feeder must choose the right pass for the cone that the receiver is moving to (try to get all 3 shots in their). i.e. closer cone chest pass furthest cone overhead 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • LA students to put the cones up closer together / MA students to spread the cones out • MA students to receive on the move e.g. receive as landing • Students placed in pairs dependent on ability from task 1 <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Activity 3 - Figure of 8</p>	<ul style="list-style-type: none"> • Each pair will need 4 cones and set it up as shown in the demonstrations • The feeder passes the ball to the receiver every time they make it to the outside cones. • The receiver runs to the outside cone and then back to the middle and then to the other outside cone to make the figure of 8 • The receiver must be running to cones and make sure they are trying to use the correct footwork when catching 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA students to make the cones bigger to allow a larger running area / LA pupils to place the cones closer together • MA students to look at footwork as they land / LA pupils to concentrate purely on passing technique and looking to receive when on the move • Students placed in pairs dependent on ability from task 1 <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5

		<p>and landing with the ball, they may also need to add a pivot to pass the ball back to the feeder.</p>	
	<p>Game play - 4v4 / Ball tag</p>	<ul style="list-style-type: none"> • Students to be in teams of 4 and join with another team. One of the 2 teams needs to be bibbed up. • Groups can then play 4V4 in a netball 3rd teams must make 6 consecutive passes to score a point. • Once a point has been scored ball goes over to other team to start with • If ball goes out of sides it is other team ball. <p><u>Advanced</u></p> <ul style="list-style-type: none"> • The bibbed team are on and their aim is to use the ball to touch the other team who will then be stood still with arms out (to free the tagged pupils they must run under their arms and they are back in the game) • Time limit for the bibbed team to get all the team out then teams to swop over • The bib team cannot move with ball so will have to spread the team out to try and get the non-bibs out at they will be able to move. 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA students to move on to the advanced game below • Teacher to ensure that LA students are playing against each other and MA students are playing against each other <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Plenary</p>	<p><u>Question understanding:</u></p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Self-assessment - assess each other's performance against LO's • Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket question to ALL students before they leave the changing room

Lesson number 2 – Footwork and pivot

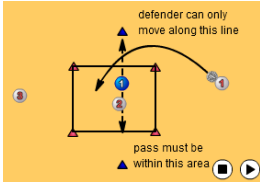

KPI's:			
<ul style="list-style-type: none"> - Students will understand the footwork rule and the consequences of not abiding to this rule in a game scenario e.g. free pass to the opposing team. - Students will successfully demonstrate the correct footwork technique in isolated drills and activities. - Students will successfully apply the footwork rule into a competitive game scenario and abide to this rule most of the time even when they are under pressure. <p>Assessment = KPI 1, 2, 5 and 8 Key words (Components of fitness) = Coordination, Balance</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Students to be put into groups and lead their own warm up • Each group will have a warm up card • The group must work together to complete the activities on the card • Teacher to help groups out and to set a time limit for the warm up 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to take lead in the warm up / LA pupils have access to support card if needed <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 8
	Activity 1 – Footwork with hoop	<ul style="list-style-type: none"> • Students are to jog around the area • On the teachers whistle, students run to a hoop and land with 1 foot in the hoop and 1 foot out of the hoop • Students are to start running again • Students to make sure that they are trying to land in hoop with both their left and right foot • Once students have done this a few time get them to change direction by adding a pivot in before setting off again. <p>Advanced: Introduce landing on 2 feet – foot to picot to be chosen by student.</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to access bigger hoops with more space to land and pivot / MA students to access smaller hoops • MA students to introduce a 2 footed landing on the whistle <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	Activity 2 – Footwork with hoop and ball	<ul style="list-style-type: none"> • Students to be in pairs with 1 hoop and 1 ball between them • Each pair to decide who is 1 and 2 • 1s are the feeders and they find a hoop and stand just in front of them. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to access bigger hoops with more space to land and pivot / MA students to access smaller hoops

		<ul style="list-style-type: none"> • 2s are running around the area and on the teachers whistles 2s must find a hoop where 1s will pass the ball to the 2s who should catch the ball and with their landing foot in the hoop. • Once they have done this a few times add a pivot and 1s will need to move to the other side to catch the ball. 	<ul style="list-style-type: none"> • MA students to introduce a 2 footed landing on the whistle <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Activity 2 - King ball</p>	<ul style="list-style-type: none"> • Students are to split into two teams and bib up in the netball bibs - teacher to determine teams based on ability. • Each team has a King (player) standing on their safe zone.  <ul style="list-style-type: none"> • The aim of the game is to get all your team's players (Kings) into their safe zone. • To become a King, the players on the same team must successfully pass the ball between themselves to their existing Kings, abiding by the rules of netball, and the king must catch the ball without stepping out of the safe zone 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Teacher to put students into groups based on ability • MA students to have a smaller playing area to increase pressure / LA students will have a bigger playing area to decrease pressure • MA students to have one king in safe zone / LA students can have 2 kings in safe zone to start the game <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Game - Cops and robbers</p>	<ul style="list-style-type: none"> • The teacher will then decide which team are the cops and which team are the robbers, • The robbers will be located in the D and the cops will have their jail in the goal posts. The netball (Diamonds) will be in the remaining D. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Teacher to put students into groups based on ability

		<ul style="list-style-type: none"> The aim is for the robber to come and collect the balls and get them back into their D without the cops intercepting them. If the cops intercept the ball they put it straight into jail (goal posts). The winners are the team with the most balls.  <ul style="list-style-type: none"> The students will start off with only one ball being allowed in play at once until the ball is in the robber's safe zone or jail before they go and collect the next ball. After that, students will then be allowed to get as many balls as they want and see what happens to the teams when this is happening (players should spread out more as they aren't concentrating on one ball). 	<ul style="list-style-type: none"> MA students to have equal number of cops to robbers / LA students to have more cops than robbers <p>Assessment:</p> <ul style="list-style-type: none"> KPI 1, 2 and 5
	<p>Plenary</p>	<p>Question understanding:</p> <ul style="list-style-type: none"> Targeted Q's - Pose, Pause, Pounce and Bounce Self-assessment - assess own performance against LO's Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed 	<p>Differentiation:</p> <ul style="list-style-type: none"> Targeted Q's - Pose, Pause, Pounce and Bounce Exit ticket question to ALL students before they leave the changing room

Lesson number 3 - Dodging and Space

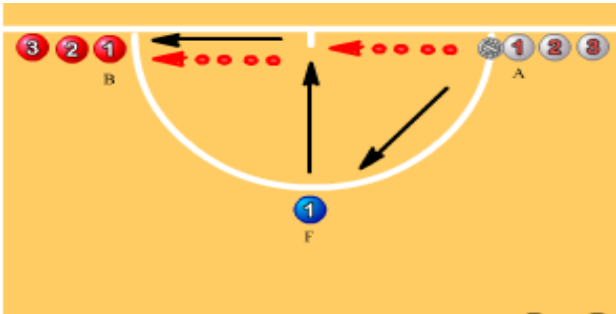
KPI's:			
<ul style="list-style-type: none"> - Students will understand the correct technique behind the three main types of dodge in netball: drive, single dodge and double dodge. Some students will understand how to carry out the most complex dodging technique; roll off. - Students will successfully demonstrate the correct technique behind each of the three main dodges in isolated drills and activities. - Students will successfully apply at least 2 of these dodges in a competitive game like scenario when under pressure. <p>Assessment = KPI 1, 2, 5 and 8</p> <p>Key words (Components of fitness) = Reaction time, Agility, Power, Speed</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Students to be put into groups and lead their own warm up • Each group will have a warm up card • The group must work together to complete the activities on the card • Teacher to help groups out and to set a time limit for the warm up <p>Shadow tag</p> <ul style="list-style-type: none"> • In pairs, one partner stands behind the other. • On the 'go' signal the front partner, 'the dodger' jogs around the court, making quick changes of direction. • The other partner is the 'shadow chaser' and tries to follow as closely as possible to the dodger without touching him or her. • On the whistle both partners come to a jump-stop and freeze. If the shadow chaser lands in the dodgers shadow or can take one step forward and step into the dodger's shadow, then they get a point. • Continue for one minute and then swap roles. The second person tries to beat their partners score. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to take lead in the warm up / LA pupils have access to support card if needed <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 8 <p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to work together / LA students to work together
	Activity 1- Lob Pass Dodging	<ul style="list-style-type: none"> • Groups of 3, 1 ball between them. 	Differentiation

		<ul style="list-style-type: none"> • 1 player works inside the grid whilst the other 2 stand on opposite sides. • The defending player is only allowed to stay on the line (marked out with cones). • <p>The player without the ball starts next to defender and can only receive the ball behind the defender. The feeding player with the ball has to pass the ball to this player, aiming to pass without having the ball intercepted.</p>  <ul style="list-style-type: none"> • On receiving the pass this player pivots and passes the ball to the other player 	<ul style="list-style-type: none"> • MA students to have a smaller playing area / LA students to have a bigger playing area • Teacher to put students into groups <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Activity 2 - Dodge and Double Dodge</p>	<ul style="list-style-type: none"> • Students in groups of 3 with 2 cones placed either side  <ul style="list-style-type: none"> • Attacker is stood behind defender • attacker pretends to go one way making the defender think they are going that way, then the attacker goes the other and heads towards the cone to catch the ball that is passed from the feeder • Worksheets can be used to help further explain both dodges 	<p>Differentiation</p> <ul style="list-style-type: none"> • MA students to have a smaller playing area / LA students to have a bigger playing area • Teacher to put students into groups • MA students to move on to more complex dodges more quickly - teacher to direct <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5 • Peer assessment using coaching cards with different dodges on
	<p>Game - Endball (chest pass only)</p>	<ul style="list-style-type: none"> • Group is split into teams - dependant on group size 	<p>Differentiation</p>

		<ul style="list-style-type: none"> • Normal netball rules apply e.g. footwork rule / distance and held ball • To score a point someone on their team has to catch the ball over the back line of their scoring line. • Ball returns back to the middle when a point has been scored. • Students to focus on using a variety of different dodges in order to get free from their opponent and receive the ball • Chest pass only to be used to encourage dodging. 	<ul style="list-style-type: none"> • MA students to play against other MA students and look to incorporate more complex dodges such as roll off / LA students to play against other LA students and use easier dodges such as the drive and single dodge • LA students to use size 4 ball if needed <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Plenary</p>	<ul style="list-style-type: none"> • <u>Question understanding:</u> • Targeted Q's - Pose, Pause, Pounce and Bounce • Self-assessment - assess own performance against LO's • Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket question to ALL students before they leave the changing room

Lesson number 4 - Shooting

KPI's:			
<ul style="list-style-type: none"> - Students will understand the correct shooting technique e.g. feet shoulder width apart, bend knees for power, flick wrist for accuracy and control. - Students will successfully demonstrate the correct technique in isolated drills and activities even if they are not successful in scoring. - Students will successfully apply the correct shooting technique in a competitive game like scenario when under pressure, scoring some of the time. <p>Assessment = KPI 1, 2, 5 and 8</p> <p>Key words (Components of fitness) = Balance, Coordination, Power</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Students to be put into groups and lead their own warm up • Each group will have a warm up card • The group must work together to complete the activities on the card • Teacher to help groups out and to set a time limit for the warm up <p>Guided discovery - students given 3-4 minutes to have a go at shooting with no teacher input. Students to see if they can work out what they think the best technique is.</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to take lead in the warm up / LA pupils have access to support card if needed <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 8
	Activity 1 - Shooting practice	<ul style="list-style-type: none"> • Students will watch teacher demo of technique and will pick out key points. • Students will get 3 balls per circle (and will take 2 self-check cards per group). • Each person will have 5 shots and then will look at the self-check sheet. • They will do this 4 times and pick 1 teaching point to focus on each time. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to shoot from closer distances / MA students to shoot from further distances • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to have shorter net <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5 • Self-assessment - using success criteria checklist

	<p>Activity 2 - Around the world</p>	<ul style="list-style-type: none"> • Each pair is to have 3 cones and place them in different positions in the D • Each to start at the easiest cone and working back to the most difficult • Using the correct technique (use self-check cards) 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • LA students to shoot from closer distances / MA students to shoot from further distances • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to have shorter net <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5 • Self-assessment - using success criteria checklist
	<p>Activity 3 - Shooting Relays</p>	<ul style="list-style-type: none"> • White player 1 throws to Blue player 1, then runs quickly into circle and receives ball back. • White player 1 then shoots, collects the ball, and passes to Red player 1, before joining the back of the Red player's line. • Red player 1 does the same from the other side and once had their shot passes the ball to white player 2 and the drill continues 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • LA students to shoot from closer distances / MA students to shoot from further distances • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to have shorter net <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5 • Self-assessment - using success criteria checklist
	<p>Activity 4 - 3's</p>	<p><u>Advanced drill</u></p> <ul style="list-style-type: none"> • Shooter is to try and get to the net to receive the ball without the defender intercepting it • 5 goes each then swap around 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • LA students to shoot from closer distances / MA students to shoot from further distances

		<ul style="list-style-type: none"> • 2 players in the D (shooter and defender) and one player outside the D passing the ball into the D. • Shooter needs to think about dodging from last week while getting close enough to shoot. 	<ul style="list-style-type: none"> • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to have passive defender if needed • LA students to have shorter net <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5 • Self-assessment - using success criteria checklist
	<p>Game - 21</p>	<ul style="list-style-type: none"> • 5v5 (1 ball per team) • 1 point for hitting the ring • 2 points for getting the rebound • 1 point for scoring the goal • First team to 21 wins!! <p>Advanced - move students on to 5v5 game playing 21. Students to move around the court as normal trying to attack and defend. Rules of 21 apply for shooting.</p>	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • LA students to have bigger playing area / MA students to have smaller playing area • LA students can have more nets on the court to shoot in / MA students can have 1 net to shoot in • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to have shorter nets <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Plenary</p>	<p><u>Question understanding:</u></p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Self-assessment - assess own performance against LO's • Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket question to ALL students before they leave the changing room

Lesson number 5 – Positions and Marking


KPI's:

- Students will **understand** the correct marking technique e.g. stand sideways on, use peripheral vision etc. Students will understand where on the court at least 3 positions are able to go without committing offside.
- Students will successfully **demonstrate** the correct marking technique in isolated drills and activities and stay with their opponent most of the time.
- Students will successfully **apply** the correct marking technique in a competitive game like scenario when under pressure, staying with their opponent some of the time. Students will apply their knowledge of positions into game scenarios and play 3 different positions successfully by showing they can remain onside and know where they're allowed to go.

Assessment = KPI 1, 2, 5 and 8

Key words (Components of fitness) = Reaction time, Agility, Power, Speed, Aerobic endurance

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Students to be put into groups and lead their own warm up • Each group will have a warm up card • The group must work together to complete the activities on the card • Teacher to help groups out and to set a time limit for the warm up <p>Guided discovery - students given 3-4 minutes to have a go at shooting with no teacher input. Students to see if they can work out what they think the best technique is.</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to take lead in the warm up / LA pupils have access to support card if needed <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 8
	Activity 2 - End Zone	<ul style="list-style-type: none"> • Players have to pass the ball to their GA who is stood inside the end zone (yellow channel) without having the ball intercepted by the other team. • Netball rules apply (no contact, no running with the ball) • Only the GA and GK are allowed in the end zone. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to have bigger playing area / MA students to have smaller playing area • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to work against other LA students / MA students to play against other MA students.

		<ul style="list-style-type: none"> • One point for every pass to the GA inside the end zone. • The winning team is the one which completes the most passes to their GA inside the scoring zone. • Emphasis placed on correct marking technique: stand sideways on, on the balls of your feet, use peripheral vision to track attacker and potential pass, use arms to deflect and intercept ball 	<p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Game</p>	<ul style="list-style-type: none"> • Full game (extra players to umpire) • Play game for 5ish minutes and then get pupils to change their position. Pupils to try 2-3 positions before the end of the lesson dependent on how well the group is picking up the positions. • Use hand outs for umpires and pupils to help them understand where they are allowed to go. • Full netball rules apply e.g. contact, held ball, replaying etc. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • LA students to look at less positions / MA students to look at more positions • LA students to use a size 4 ball / MA students to use a size 5 ball • LA students to work against other LA students / MA students to play against other MA students. <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	<p>Plenary</p>	<p>Question understanding:</p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Self-assessment - assess own performance against LO's 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket question to ALL students before they leave the changing room

		<ul style="list-style-type: none">• Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed	
--	--	---	--

Lesson number 6 - Assessment

Learning Outcomes:

- Students will **understand** the rules and regulations of game play in netball. They will also be able to **understand** the techniques of all the skills they have learned throughout the scheme of work e.g. dodging, shooting etc.
- Students will successfully **demonstrate** the correct techniques of different skills such as shooting, passing etc. in isolated drills and activities throughout the assessment lesson.
- Students will successfully **apply** the correct rules and regulations into competitive game scenarios whilst also showing correct techniques of skills they have learned throughout the scheme of work. They will do this most of the time when they are under pressure from an opponent during game play.

Assessment =

Key words learned throughout the scheme of work (Components of fitness) = Balance, Coordination, Reaction time, Agility, Power, Speed, Aerobic endurance.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm Up	<ul style="list-style-type: none"> • Students to be put into groups and lead their own warm up • Each group will have a warm up card • The group must work together to complete the activities on the card • Teacher to help groups out and to set a time limit for the warm up 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to take lead in the warm up / LA pupils have access to support card if needed <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 8
	Game - Tournament	<ul style="list-style-type: none"> • Split pupils into 2, 3 or 4 teams dependant on group size • If 2 teams play full games changing positions as the game progresses • If 3 teams 1 team will be off at the side umpiring and either keep changing every time a point is scored or set a time limit for games. 	<p>Differentiation</p> <ul style="list-style-type: none"> • Mixed ability teams / Teams of HA and teams of LA dependent on what the teacher see's fit • LA pupils to move around less positions / MA to move around a variety of positions <p>Assessment:</p> <ul style="list-style-type: none"> • KPI 1, 2 and 5
	Plenary	Question understanding:	<p>Differentiation:</p> <ul style="list-style-type: none"> • Targeted Q's - Pose, Pause, Pounce and Bounce

		<ul style="list-style-type: none">• Targeted Q's - Pose, Pause, Pounce and Bounce. Questions to be asked about all skills learnt, techniques and tactics over the weeks• Self-assessment - assess own performance against LO's• Teacher to complete final assessment using KPI's being assessed - tracker to be updated and completed	<ul style="list-style-type: none">• Exit ticket question to ALL students before they leave the changing room
--	--	---	--