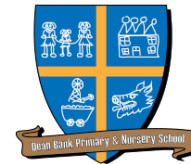




# Dean Bank Primary School

## PE – Medium Term Plan



**Subject Area: PE – Invasion Games**

**Term: Autumn**

**Class: 6**

<p><b><u>Core Task</u></b></p> <p>Wide Attack (netball focus)</p>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p><b><u>Key Terms</u></b></p> <p>invasion, tactics, pass, shoot, attacking, defending, possession, pivot, chest pass, bounce pass, shoulder pass, footwork, position, contact, obstruction</p>	<p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>Pass, control and shoot with accuracy and fluency while on the move</li> <li>Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>Change tactics/roles as necessary for the success of the whole team</li> <li>Reflect on own and others' performance to help improve personal and team skills and performance</li> <li>Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> </ul>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation
<p><u>Core task assessment</u></p> <p>To develop defensive skills</p> <p>To pass and shoot with accuracy and fluency</p> <p>To reflect on own and others' performances</p> <p>To develop tactics needed to play netball successfully</p>	<ul style="list-style-type: none"> <li>Pass, control and shoot with accuracy and fluency while on the move</li> <li>Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>Change tactics/roles as necessary for the success of the whole team</li> <li>Reflect on own and others' performance to help improve personal and team skills and performance</li> <li>Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>Choose and use criteria to evaluate own and others' performances.</li> <li>Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>Which attacking and defending skills did you use?</p> <p>Which tactics did you use to outwit your opponents?</p> <p>Which positions and formations did you use in the game?</p> <p>What were the strengths and weaknesses of your team's performance?</p> <p>What could you do to improve your performance?</p>	<p>Team of five attackers play against four defenders to try to score goals using the whole width of the playing area. The playing area is divided into two zones (left and right). Two attackers have to stay in the right zone, two in the left zone and the other can go anywhere. The attackers start with the ball at the centre line and support each other using the full width of the playing area to move the ball towards three goals. The defenders can go anywhere on the playing area and work together to try to intercept the ball. If they get possession, they can try to score in the goal at the end of the attackers' half. If a goal is scored, the other team starts with the ball at the centre line. The teams swap roles so all of the pupils have a turn at attacking and defending.</p>



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<p>I can begin to identify passes used in netball</p>	<ul style="list-style-type: none"> <li>•Pass, control and shoot with accuracy and fluency while on the move</li> <li>•Send and receive a ball with hands, with accuracy to a target, space or team mate</li> </ul>	<p>Which passes can be used in netball?</p> <p>Why might we need different types of passes?</p> <p>Why is it important to warm up?</p> <p>How did your partner do well / what could they improve?</p>	<p>Warm up – Commands game. Call commands for children to follow inside the netball court.</p> <p>Skills - Demonstrate the different passes used in netball: chest pass, bounce pass and shoulder pass. Use chn from netball team as role models.</p> <p>Chn to practise these different passes in pairs allowing them to develop their technique. How many passes can the chn do in a set time?</p> <p>Differentiation - take a step back for every caught pass, and a step forward for every dropped pass. Softer balls if needed. BH modelling and supporting SEND.</p> <p>Apply - In groups of 6, 5 chn are to practise these passes while one child is 'piggy in the middle'. Rotate who goes in the middle after 10 passes.</p> <p>Cool down/Review – Gentle jog – follow the leader. Discuss the passes and how chn found these.</p>
<p>I can use different netball passes</p>	<ul style="list-style-type: none"> <li>•Pass, control and shoot with accuracy and fluency while on the move</li> <li>•Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>Why did you use that type of pass?</p> <p>How could your team improve?</p> <p>Why is it important to exercise?</p>	<p>Warm up – Piggy in the middle in groups of 3 in a small square marked with cones. Switch roles.</p> <p>Skills – Recap each type of pass and when they might be used. Discuss the rule that chn can't pass over a third in netball.</p> <p>Chn in small groups. Pass down the line using a chest pass, moving down the court and then back again. Change type of pass used.</p> <p>Differentiation – Softer balls, smaller group size and court size for chn who need this.</p>



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			<p>Apply – Chn in two teams (mixed ability). Line up in two lines – each line has players from both teams – with players standing next to people from opposite teams. A ball starts at the start of each line. The ball is passed across to the own team player on the other line and should zig zag down the line. Teams race to get their own ball down the line and back again. Change type of pass if chn manage ok with chest pass.</p> <p>Cool down/ review – Call instructions for movements. Discuss why exercise is important.</p>
<p>I can understand the footwork rule</p>	<ul style="list-style-type: none"> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>•Choose and use criteria to evaluate own and others' performances.</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>What is the footwork rule?</p> <p>Why is the footwork rule important?</p> <p>What happens if the footwork rule is not followed?</p>	<p>Warm up – Stuck in the mud – chn to choose variation of the game e.g. Spiderman, Frozen.</p> <p>Skills - Demonstrate the footwork rule and how to pivot with the ball. Remind chn they are only allowed to hold the ball for 4 seconds, otherwise it is given to the opposition.</p> <p>Running from one end of the court to another the children must pass the ball along the line without causing footwork or holding the ball for longer than 4 seconds.</p> <p>Differentiation – as previous lessons plus allow for longer if thinking time is needed.</p> <p>Apply – Groups of 5. 4 chn create a square whilst one child stands in the middle. The child in the middle should pass the ball out to each player in turn by pivoting on the spot. Join groups together to make teams of 10 and repeat the activity making it a race between each team. Extend by having two children in the middle, with two netballs</p>



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			going round at once or by changing the way they pass the ball. Cool down/ review -
I can mark an opponent following the contact rule	<ul style="list-style-type: none"> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>•Demonstrate the perseverance to improve</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>Why shouldn't you make contact with an opponent?</p> <p>How can we mark an opponent effectively?</p> <p>Which techniques work best for marking an opponent?</p> <p>What is the distance needed between you and an opponent?</p>	<p>*2 sessions*</p> <p>Warm up – Passing relay</p> <p>Skills - Make children aware of the contact rule and that the ball goes to the opposition if they cause contact. Also introduce the obstruction rule when marking the opponent and the best way to mark.</p> <p>Chn to work in a group of 4 with a partner to mark. One from each pair will take turns starting with the ball and pass it to each other with partner marking.</p> <p>Differentiation – Ability based groups. Allow larger space for HA chn so they have more room to move around the court. BH to move HA onto this if they are confident. Softer balls for LA.</p> <p>Apply – Games in groups of 6 where teams of 3 chn will aim to pass the ball to each other and get it to a goal (hula hoop/ mini standing hoop) at the end of the court. Take turns to start as attackers. Move onto larger games for HA chn.</p> <p>Cool down/ review – Jog round their groups' coned area – relay style.</p>
I can mark and dodge an opponent	<ul style="list-style-type: none"> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>•Demonstrate the perseverance to improve</li> </ul>	<p>How can you outwit your opponent?</p> <p>How can dodging techniques help you and your team?</p>	<p>Warm up – Bulldog game – chn to dodge the taggers.</p>



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		<p>How can you mark your opponent effectively?</p>	<p>Skills – Recap contact rule from previous lesson. Discuss dodging techniques. Model this with BH and chn from netball team. Chn work in threes – one to feed the ball, one to defend and one to receive the ball / dodge the defender. Rotate roles. Differentiation – BH support and modelling throughout for LA. Additional player to join group.</p> <p>Apply – 2 mini games (teams differentiated) for chn to apply the passing, marking and dodging techniques practised so far. Chn to count the number of passes they complete as a team and try to beat their score.</p> <p>Cool down/ review – Review the techniques used and chn to give feedback about which chn they thought marked them best and why.</p>
<p>I can use netball shooting techniques</p>	<ul style="list-style-type: none"> <li>•Pass, control and shoot with accuracy and fluency while on the move</li> <li>•Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>•Choose and use criteria to evaluate own and others' performances.</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>Why do we use both hands to help us shoot?</p> <p>How can your team improve their performance?</p>	<p>*2 sessions*</p> <p>Warm up – Target cones game – throw ball to try to knock down cone and run round court and re-join line.</p> <p>Skills – Introduce children to shooting. Demonstrate a good technique for shooting, using one hand to support the ball. Set up shooting stations where children will work in threes to practise their shooting techniques. To begin with let the children shoot with no defender, but with a child feeding the ball into them. Then add a defender. Children to rotate round.</p>



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			<p>Differentiation – Use shorter heights of netball post if needed. BH working closely with SEND group.</p> <p>Apply – Play small games with class split into two ability groups. Chn to take turns in role as attackers and defenders. Within attacking team, introduce concept of only some chn can shoot with HA chn.</p> <p>Cool down/ review - Set cones at various points around the netball post and have students attempt to score from each cone.</p>
<p>I can practise throws from the side line / centre pass</p>	<ul style="list-style-type: none"> <li>•Pass, control and shoot with accuracy and fluency while on the move</li> <li>•Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> </ul>	<p>Where should each player position themselves at the start of the game?</p> <p>What happens when the whistle blows for the centre pass?</p> <p>How can you try to regain the ball?</p> <p>How can you make it easier for your teammate to pass the ball to you?</p>	<p>Warm up - Follow the Leader game: Chn in threes and label themselves a, b and c. B and C follow A around the netball court until the whistle blows. When the whistle blows the child from the back on the train must replace the leader. Remind children you are practicing non-contact and dodging other trains which may come towards you.</p> <p>Skills – Discuss what happens to start a game of netball. Use chn from netball team / club to model how the game begins and how the centre pass works.</p> <p>Move to what happens when the ball goes out of the court. Discuss the differences / rules for a throw in from the side line or from behind the post following a missed shot. Discuss marking opponents to try to reclaim the ball / moving into space so your teammate can pass to you.</p> <p>Chn in 2 groups and take turns practising throw ins with BH or the centre pass with KH. Additional support for SEND pupils if needed.</p>



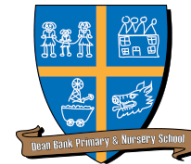
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			<p>Apply – Play games with chn in mixed ability teams. Focus on correct procedure for centre passes and any throw ins.</p> <p>Cool down / review - Highlight any good examples of pupils moving into space / marking opponents. Why is this important?</p>
<p>I can understand the positions in High-5 netball</p>	<ul style="list-style-type: none"> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>•Select different positions in the team based on strengths of players</li> <li>•Challenge and encourage each other to perform to the best of their ability</li> <li>•Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li> </ul>	<p>Which positions can shoot?</p> <p>Which are defensive positions?</p> <p>Why is the role of centre important?</p> <p>Which position do you think you/ your team mate is best at and why?</p>	<p>*2 sessions*</p> <p>Warm up – Shooting relay / speed passes around circle.</p> <p>Skills – Go through all of the playing positions in High 5 netball and show chn the bibs that are used.</p> <p>Get the children to pass the ball down the court in groups of 7/8, making sure that they only move in their designated areas.</p> <p>Differentiation – LA group to have coloured cones to help them to identify line markings and when they need to stop.</p> <p>Apply – Play small games with class split into two ability groups. Chn to focus on the positions and applying what they know from other lessons.</p> <p>Cool down/ review – Shout out a netball position and have the chn run/skip/ jog/ side step etc. to the areas of the court that position can play in.</p>
<p>I can participate in games of Hi 5 netball</p>	<ul style="list-style-type: none"> <li>•Understand and keep to the rules of the game to enable the game to flow and keep players safe</li> <li>•Select different positions in the team based on strengths of players</li> </ul>	<p>Which rules are important for a game of netball?</p> <p>How have you improved your skills over the block of work? How could you still improve?</p>	<p>Remaining sessions before core task review.</p> <p>Warm up – Vary these based on previous lessons and the warm ups that chn enjoyed / worked well.</p>



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	<ul style="list-style-type: none"> <li>•Challenge and encourage each other to perform to the best of their ability</li> <li>•Control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy themselves</li> <li>•Demonstrate the perseverance to improve</li> <li>•Pass, control and shoot with accuracy and fluency while on the move</li> <li>•Send and receive a ball with hands, with accuracy to a target, space or team mate</li> <li>•Choose and use criteria to evaluate own and others’ performances.</li> <li>•Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<p>Which position do you think you/ your teammate is strongest at and why?</p> <p>Which attacking and defending skills did you use?</p> <p>Which tactics did you use to outwit your opponents?</p> <p>What were the strengths and weaknesses of your team’s performance?</p>	<p>Skills – Recap skills as needed based on chn’s performances in the previous lesson. Use mini plenaries to review as chn play.</p> <p>Apply – Chn to play games of netball to apply their skills and ensure that rules are followed correctly. Use rotations so chn have the opportunity to play in different positions. Try a mixture of ability based teams and mixed ability games. Chn not currently playing to support with counting score, centre pass marking, refereeing etc.</p>
			<p>Core task to be repeated at the end of the unit to be able to evaluate children’s progress.</p>