

Learning Objective

To develop passing and moving and play within the footwork rule.

Success Criteria

- Do not lift your landing foot and place it back down. This is known as footwork.

Whole Child Objectives

Social: To communicate with my teammates when I am free.

Emotional: To play games honestly and within the rules.

Thinking: To understand the rules of the game.

10

Mins

Warm Up and Introduction

Landing one, two:

- A** Explain the footwork rule. Pupils practise on the spot landing on one foot and then placing the other foot down, saying as they land 'one, two'.

Teacher note: see the footwork rule in the resource card '5-a-side Netball Rules'.

- B** Demonstrate how to pivot by keeping foot number one (also known as the landing foot) stuck to the floor and turning on the spot using foot number two to balance. Give pupils time to practise pivoting on the ball of their landing foot.

Encourage the pupils to practise landing with both their left and right foot.

- C** Progress to running around the teaching space. On the teacher's command, pupils land on one foot and then the other. Saying as they land 'one, two.' They then pivot on their landing foot and run in a different direction.

Encourage the pupils to move into space away from others. Ask them to spread out and use the whole of the teaching space.

Make this harder by decreasing the size of the playing area.

30

Mins

Skill Development

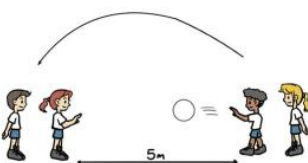
Passing in fours:

Pupils stand 5m apart, opposite one another.

- A** Pupils chest pass to each other. Once they pass the ball they run to the back of the opposite line.

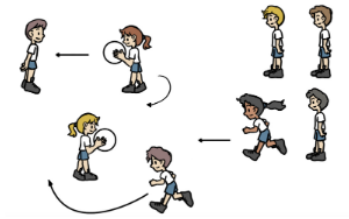
Catch the ball with two hands. Step forward with one foot as you throw. Throw the ball from chest height. Finish with hands pointing towards your partners' chest height.

Make this easier by standing closer together. Make this harder by asking the pupils to complete twelve passes without dropping the ball.



B Run, catch, pivot, pass: Set up as before. This time pupils run towards the ball carrier to receive a pass. They land one foot and then the other, pivot round on their landing foot to face the queue they came from then pass and run to the back of their own line.

Encourage clear landing feet, one then the other. Pivot around on the foot that landed first (landing foot). Pivot on the ball of your foot.



Pass and move:

A In groups of four with one ball. Pupils work in an area approx. 5m x 8m marked with cones. They pass and move within their space. How many passes can they complete in one minute?

Call 'here' when you are in a space and ready to receive the ball. Only pass to someone who is moving into space. Encourage landing within the footwork rule and pivoting if needed.



3v1:

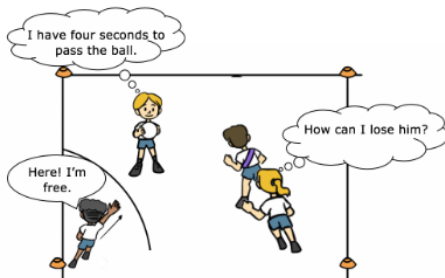
Using the same playing area, play one defender against three attackers. The attackers win one point for every four consecutive passes they make. If an attacker footworks, holds the ball for longer than four seconds (held ball), or the ball is intercepted the defender wins a point and play continues with the attackers.

Encourage the pupils to be honest and identify when any of the netball rules are broken.

Make this easier for the attackers by increasing the size of the playing space.

Make this easier by allowing the attackers to

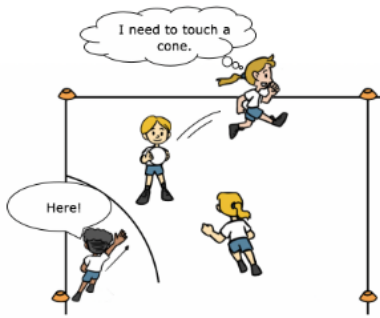
Make this harder by playing two attackers against two defenders.



B Progress to having the pupils touch one of the cones, that mark their area, after they have passed the ball. They cannot touch the same cone twice in a row.

After you have passed the ball move out of the way to create space.

Teacher note: this will encourage the pupils to pass and then move.



5

Mins

Plenary

Ask the pupils to explain the rules for footwork and held ball. Who was helpful in their team and why? Ask the pupils to identify players in their team who were honest and played by the rules? Ask the pupils why is it important to play by the rules, what is the impact on the game?