

Year 6 netball

Curriculum Link:

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

Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
Subject Name: PE Year Group: 6 Term: 2 (H2) Unit Name: Netball	Year 5 - netball <ul style="list-style-type: none"> • Begin to choose the best tactics for attacking and defending considering position of own team and/or opponent. • Use all three passes (chest, shoulder & bounce) correctly. • Begin to use lob pass and overhead pass. • Make decisions regarding which is the most appropriate type of pass to use according to game situation. • Track an opponent and use defensive techniques to win the ball (snatch & catch). • Attempt to score inside a designated scoring area when playing the correct position to score. • Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. • Learn the positions and roles of High 5 Netball and where each is allowed to go and begin to follow this in game situations. • 	<ul style="list-style-type: none"> • Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation and tactics to improve performance.
Big Ideas	Year 6 Learning	Health and Fitness & Preparation
Play netball (modified where appropriate) to apply and develop attacking and defending skills, running, jumping, throwing and catching skills, improve communication, competitive and collaboration skills and evaluate and improve their performance.	<ul style="list-style-type: none"> • Develop ability to choose the best tactics for attacking and defending considering position of own team and/or opponent. • Use a range of passes (chest, bounce, shoulder, lob, overhead) usually correctly and appropriately according to game situation. • Use movement into space to get free from a defender. • Track an opponent, recognise appropriate timings and situations to use defensive techniques. • Become more consistent in their attempts to score inside a designated scoring area when playing the correct position to score. • Use a range of square & straight passes to change direction of the ball. • Learn the positions and roles of High 5 Netball and where each is allowed to go and follow this more consistently in game situations. 	<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down and begin to select appropriate warm-ups and cool downs in relation to the physical activity taking place. • Explain why exercise is good for health, fitness and wellbeing and know ways we can become healthier.

Key Information	Learning	Key PE Skills
Vocabulary	Future Learning:	Evaluation and Communication
<p>intercept control violation communication collaboration technique marking overhead pass lob pivot</p>	<p>Key stage 3</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ▪ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ▪ perform dances using advanced dance techniques within a range of dance styles and forms ▪ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ▪ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ▪ take part in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> • Watch or describe performances of themselves and others, and effectively and thoroughly evaluate what went well, what skills or techniques to practice and how that leads to improvements in performance for themselves and others. • Use communication skills to illustrate what they are doing and respond to others to improve team play.
Glossary		



Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

