



YEAR 3/4

## Netball

Lesson 2

### Learning Objective

To develop passing and moving.

To be able to play within the footwork rule.

## Success Criteria

### Year 3

- I can explain the footwork and held ball rule.
- I can identify when I was successful.
- I can move into space to help my team.
- I can throw and catch the ball with some control.

### Year 4

- I can explain and use the rules of footwork and held ball.
- I can throw and catch the ball with increasing control.
- I can identify when I was successful.

## Handy Hints

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

## Equipment

- Cones x 30
- Netballs x 7
- High 5 Netball Rules Document

**10 Mins**

## **Warm Up and Introduction**

### **Finding space:**

Pupils jog around the area showing an awareness of space and others. Gradually change the direction of the movement to sideways, using side steps and then backwards.

Look over shoulder when running backwards.

Encourage the pupils to find the gaps on court.

Make this harder by moving in a smaller playing area.

**45 Mins**

## **Skill Development**

### **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: please see resource card '[High 5 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.

### **Passing in fours:**

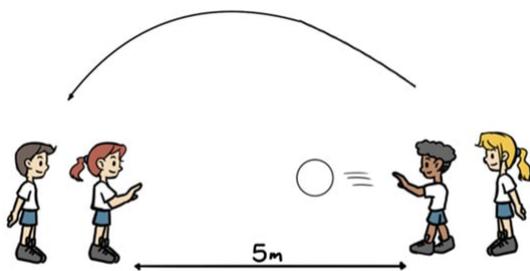
Pupils stand 5m opposite each other one behind the other.

- (A) Pupils work in groups of four with one ball. Two pupils begin standing facing the other two, approx 5m away. Pupils practise a chest pass. Once they pass the ball they run to the back of the opposite line.

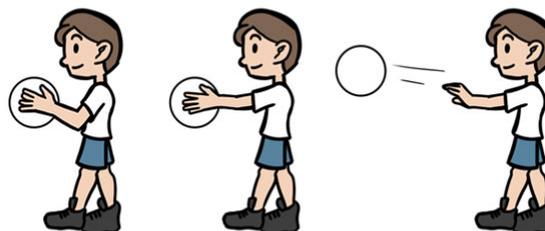
[Step forward with one foot.](#)

[Throw the ball from chest height.](#)

[Finish with hands pointing towards your partners' chest height.](#)



- B Repeat A. This time challenge the pupils, first group to 16 passes.



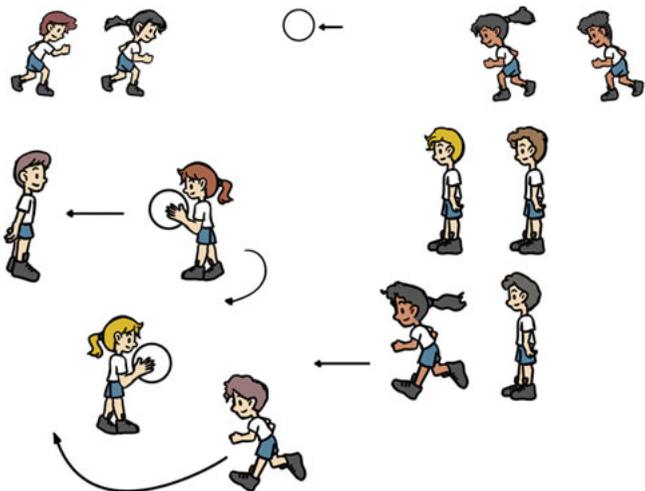
Make this harder for a more able group by increasing their target number.

- C **Run, catch, pivot, pass:** Setup 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 ball of foot.



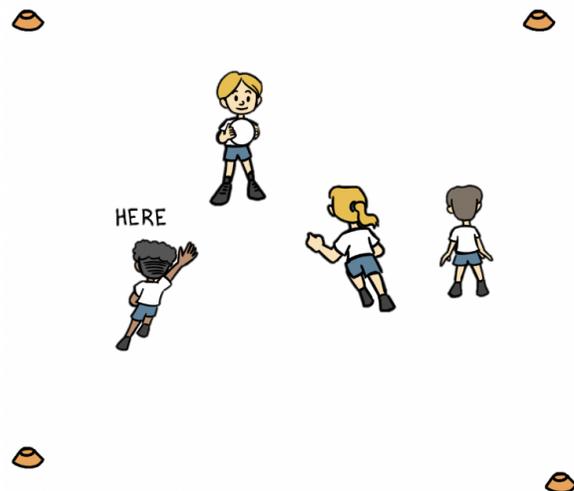
### Pass and move:

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 group. 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.

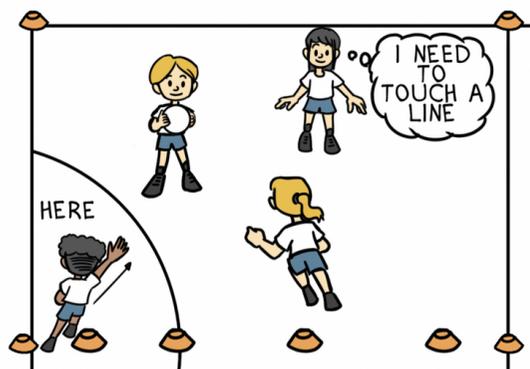
Encourage landing within the footwork rule and pivoting if needed.



B Progress to having the pupils touch one of the lines, or cones that mark their area after they have passed the ball. They cannot touch the same line/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.



### 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 does footwork, 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 harder by playing two attackers against two defenders.

**5 Mins**

## **Plenary**

Ask the pupils to explain the rules for footwork and held ball.

Who was helpful in their team and why?

What would you tell someone if you were going to teach them how to do a chest pass?