

## THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

<b>Unit Title: <i>Netball</i></b>	<b>Unit Length: 6 x 50 minute practical lessons</b>	<b>Year: 8 – Term 2</b>
<b>Syllabus Outcomes</b>		<b>Skills that enhance learning in PDHPE</b>
<p>4.4 demonstrates and refines movement skills in a range of contexts and environments.</p> <p>4.5 combines the features and elements of movement composition to perform in a range of contexts and environments</p>	<p>4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move (<i>Moving</i>)</p>	
<b>Evidence of Learning (What students will know, understand, be able to do)</b>		
<p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and</li> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> <li>• participate safely in movement activities</li> <li>• demonstrate movement skills through a range of experiences</li> </ul>		
<b>Physical Literacy Continuum Focus: Movement Competencies (MC) Cluster 5 Markers (End of Year 8)</b>		
<p><b>MOVEMENT COMPETENCIES</b> Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p> <p><b>MC</b></p>	<p>Stability skills <b>(A)</b></p> <p>Object control skills <b>(B)</b></p> <p>Locomotor skills <b>(C)</b></p> <p>Combinations <b>(D)</b></p>	<p style="text-align: center;"><b>End of Year 8 Cluster 5</b></p> <p><b>MC 5.1</b> Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p><b>MC 5.2</b> Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts</p> <p><b>MC 5.3</b> Transfers similar movement skills and sequences appropriately across physical activity contexts</p>
<b>Cross-curriculum content</b>	<b>Resources</b>	
	<ul style="list-style-type: none"> <li>• BOS NSW (2003). <i>Personal Development, Health &amp; Physical Education – Years 7-10 Syllabus</i>. Sydney: Author</li> </ul>	

Learn About's	Learn To's	Teaching & Learning Strategies	Registration				
			8A	8B	8C	8D	8E
<ul style="list-style-type: none"> <li>• <b>Types of movement skills</b></li> <li>- fundamental</li> <li>- specialised</li> <li>- locomotor and non-locomotor</li> <li>- manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> </ul>	• Basic passing and catching (L2) <b>MC 5.1, MC 5.2</b>					
		• Partner passing and catching (L2) <b>MC 5.1</b>					
		• Dizzy passing (L3) <b>MC 5.1</b>					
		• Six catches (L4) <b>MC 5.1, MC 5.2</b>					
		• Shoot and Rebound (L5) <b>MC 5.1</b>					
		• Full Sided Game (L5/6) <b>MC 5.1, MC 5.2</b>					
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li> </ul>	• Quick Hands (L2) <b>MC 5.2</b>					
		• Lots of passing (L3) <b>MC 5.1</b>					
		• Train tracks (L4) <b>MC 5.1</b>					
		• Circle shoots (L5) <b>MC 5.1, MC 5.2</b>					
		• Full Sided Game (L5/6) <b>MC 5.1, MC 5.2</b>					
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice</li> <li>- safety</li> </ul>	<ul style="list-style-type: none"> <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li> </ul>	• Lots of passing (L3) <b>MC 5.1</b>					
		• Netball tag (L3) <b>MC 5.1, MC5.2</b>					
	<ul style="list-style-type: none"> <li>• participate safely in movement activities</li> </ul>	• 3 on 3 (L4) <b>MC 5.1 MC 5.2</b>					
		• Circle shoots (L5) <b>MC 5.1, MC 5.2</b>					
		• Full Sided Game (L5/6)					
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b></li> <li>- Games</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including:</li> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul>	• Defining the Playing positions, roles and rules of Netball – Theoretical Concepts (L1)					
		• Putting Theory into Practice on the Netball court (L1)					
		• Netball tag (L3) <b>MC 5.1, MC5.2</b>					
		• 3 on 3 (L4) <b>MC 5.1 MC 5.2</b>					
		• Re-visit Playing Positions, Roles & Rules (L6)					
		• Full Sided Game (L5/6) <b>MC 5.1, MC 5.2</b>					