**Year 3 Netball Lesson 6 Gameplay**

### Lesson Objectives
- To implement the skills learnt into a Netball match (all)
- To introduce simple positions into the game (most)
- To create thirds and limit positions to certain thirds (some)

### Lesson Structure

<table>
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<tr>
<th>Introduction/ Warm-up (Connection and Activation)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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<tr>
<td></td>
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<td>10-Minutes</td>
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<table>
<thead>
<tr>
<th>Main (Development/ Application)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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In line with England Netballs Bee Netball program, the flyer variation is recommended for year 3 level. This a simple 4v4 variation of the game designed to develop the skills and enjoyment of netball.

**Picking teams:**
- Teams can be picked in mixed ability groups to promote team work and so that teams all teams are more matched.
- Teams can be picked on ability level having different levels of matches.

**Competition structure:**

**6 same / mixed ability teams**
- If there are 6 teams of a similar ability then play 5 minute matches and rotate the teams each game.
- Leave 1 team at the same net for the whole time and the other teams rotate around them in order to not duplicate matches.

**Ability Groups**
- If the children have been split into high, middle and lower ability groups, make 2 teams from each group and play longer matches against their own ability level.
- If limited courts have nets than rotate groups in order

**Depending on the space available a good way of setting up the courts is:**

![Diagram of nets set up in a line with three courts labeled Court 1, Court 2, and Court 3.](https://example.com/diagram.png)
The simple rules of the game are:

**Playing the Ball:**
- A pass must be made within approximately 4 seconds. This is slightly longer than standard netball rules.
- The ball cannot be passed the complete length of the court (e.g. from underneath one post to underneath the other post), it must be received at least once through the court.

**Footwork:**
- A player may receive the ball with one foot grounded and then take two steps while in possession of the ball before it must be thrown or a shot is taken. This adaptation supports the learning of the game and the development of key physical literacy skills such as balance.

**Scoring a Goal:**
- A goal is scored when the ball passes completely through the ring from top to bottom.
- In some competitions, the competition organisers may include additional ways in which points can be scored. When competition organisers do this, it must be to encourage learning and support participation; e.g. a period of Powerplay where points are doubled or additional points are awarded for hitting the ring.
- Any additions will be clearly outlined in the local competition rules provided by local competition organisers.

**Defending, obstruction & contact:**
- Defending the ball in a player’s hand by outstretching the arms is not permitted.
- This adaptation encourages children to learn key invasion principles and develop their game sense. Players are able to mark other players and intercept the ball during a pass.
- One jump to intercept a throw or shot is permitted, provided the player is at least 0.9m away.

**Top Tip:** On a standard size court the centre circle has a diameter of 0.9m and can be used to help teach recognising distance.
- Jumping up and down in front of a player is not permitted.
- Arms may only be raised as part of the vertical jump in an attempt to intercept the ball. The ball must have left the player’s hands before the arms can be raised as part of the vertical jump.

for all children to have a go at shooting into the nets.

**I don’t have 6 nets…**
- Not many schools will have enough nets to have 3 courts with nets.
- Be creative for courts without nets:
  - **End Zone** - Have a scoring zone at the end of the court, to gain a point the team must pass the ball into the zone and it must be received by 1 of their team. Defenders are not allowed in their own end zone.
  - **Target** – A target can be used such as tying a bib to the fence.
<table>
<thead>
<tr>
<th>Plenary</th>
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<tbody>
<tr>
<td>Was I able to implement my skills into the matches?</td>
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<tr>
<td>Have I felt an improvement in my Netball skills?</td>
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<tr>
<td>Do I feel more confident with the rules of Netball?</td>
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