



ACTIVITY FOCUS	YEAR	DATE
Competitive Activities Invasion Games	6	00.00.000

LEARNING INTENTIONS	SUCCESS CRITERIA	L/N FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • Understand and comply with rules of modified games. • Select & apply appropriate techniques for travelling, sending & receiving • Plan & perform their own warm up. 	<p>Explore:</p> <p>opportunities to retain possession, invade space and score points.</p> <p>Choose:</p> <p>a range of passes to achieve better possession, invasion of space and opportunities to score.</p> <p>Practice and Improve:</p> <p>role as a sender and receiver in the modified games.</p> <p>Show and explain:</p> <p>different positions to adopt to become better at attacking and explain agreed team tactics.</p> <p>Evaluate and feedback:</p> <p>Impact of their own performance in achieving team goals.</p>	<p>Oracy:</p> <p>Asking questions and communicate ideas.</p> <p>Listen and respond to viewpoints of others. Discuss the viewpoints of others and come to an agreement.</p> <p>Consider role as a sender and receiver and discuss options to improve effectiveness to achieve the above.</p> <p>Using data skills:</p> <p>collect and record data on team performance:</p> <ul style="list-style-type: none"> • distance covered by selected player(position) - pedometer • number of different passes used in a game - game analysis sheet <p>Classroom follow up - Analyse results and represent these using spreadsheets and graphical representation to demonstrate effective strategies and tactics used.</p>	<p>Warm up:</p> <p>Set up gardens, (long/thin or wide/short). Groups of 4, plan & perform a warm up, involving travelling/controlling a ball/equipment. Discuss preparing for games. Ask children their ideas for warm-up exercises & routines. What makes a good warm up? It prepares the body for vigorous exercise. If needed, teacher provides a structure for the warm up - 4 different movements that will help their play, i.e. developing strength, speed and stamina. Children perform & repeat the warm up several times. Skill Focus: In gardens, play 3 attackers v 1 defender. Goals/targets placed in zones. Only the nominated attacker to score. Use basketball dribbling & variety of passes. Attackers hold ball and select best opportunity to pass, creating opportunities to score. Attackers shoot from a distance & from close range.</p> <p>Games Playing:</p> <p>Play 3 v 3 in long/thin and short/wide gardens. Divide the gardens into 3 zones; 2 large end zones and a narrower mid-zone where defenders cannot tackle. Emphasise retaining possession & choosing between attacking and defending options. The tackle-free zone is changed according to ability levels. Use a range of passes; basketball or netball rules. A goal is scored by passing to an attacker standing in goal at end zones. Encourage players to modify rules; talk to the children about how to get everyone involved & how to make them fair. 'Time out' called regularly, e.g. every 5 mins. Teams choose positions for players; plan & try out different ways to attack & defend. Discuss formations & tactics for defending & attacking. Focus players on others who are performing skills at greater speed, but stress importance of maintaining control. Focus children on players who think quickly.</p> <p>Cool down:</p> <p>Teams discuss aspects of their play, e.g. simple team tactics, how could they modify these to improve their performance for the next lesson. Fitness and Health. Ask children how playing invasion games helps their fitness and health. Listen to them talk about the value of exercise outside school, e.g. in social groups, at sports clubs. Encourage them to incorporate exercise and playing games in their lives.</p>

ACTIVITY SKILLS PROGRESSION
<ul style="list-style-type: none"> • Understand the need for rules and modifications in competitive games and why they should be responsible for their own actions.



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