

# Invasion games – unit 1

## ABOUT THE UNIT

In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

## WHERE THE UNIT FITS IN

This unit lays the foundation for future invasion games units, in which children will develop and adapt games themselves, making up their own rules and choosing what equipment to use. They will play a wider range of games, with even sides that go end-to-end on larger pitches. They will improve their accuracy and consistency, and will learn new invasion game techniques. They will also learn to apply their understanding and skills from net games, striking/fielding games and athletics to new invasion game problems. They will start to warm up independently and say why warm-up and cool-down activities are important. They will watch and comment on simple tactical problems, suggesting changes that increase the number of scoring opportunities.

In other physical education units the children will be using similar skills, especially in net games and striking and fielding games. Many of the skills practices they use will be based on athletic activities and ideas.

## VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- keeping possession, keeping the ball
- scoring goals, keeping the score
- making space
- pass, send and receive
- dribble, travel with the ball
- back up, support partners and others in their team

## RESOURCES

- large balls that children are not afraid of
- hoops and cones
- mini-hockey sticks
- bibs or bands for teams
- adequate space – a field or playground
- grids to make courts and pitches
- a techniques database

## EXPECTATIONS

### When carrying out the type of activities and tasks in this unit

*most children will be able to:*

throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills; explain why it is important to warm up and cool down; say when a player has moved to help others; apply this knowledge to their own play

*some children will not have made so much progress. They will be able to:*

throw and catch with control when under limited pressure; make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided; follow a simple warm-up routine; comment on successful passes and shots at goal; keep the score

*some children will have progressed further. They will be able to:*

play effectively with speed and precision, as members of both small and larger teams; decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well; lead small groups for warm-up activities; say why simple tactics worked

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### ACQUIRING AND DEVELOPING SKILLS

- to consolidate and improve the quality of their techniques and their ability to link movements
- Ask the children to practise passing to a partner, using a number of sending and receiving techniques, *eg throwing and catching, hitting or kicking and stopping*. Help them to improve the accuracy of their passes, and to use space so that they keep possession better, *eg how many successful throws and catches can they make in 30 seconds, stationary and later on the move, and then with some opposition*.
- Help the children to remain in control of the ball while travelling, *eg bouncing a ball with one hand*, and to change speed and direction. Teach the children to call and signal to help partners know where they are going, *eg by pointing*. Talk to them about where to look when they travel with the ball, and what happens after they have passed the ball.

- use a range of skills to help them keep possession and control of the ball
- pass, receive and dribble the ball, keeping control and possession consistently

### SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to improve their ability to choose and use simple tactics and strategies
- Ask the children to play games that involve keeping possession and scoring in any of a number of targets. Ask them to play games three against one and four against one.
- Teach the children which passes are best, and what tactics to use to keep possession. Help them to find space where they can receive a pass or support a partner. Talk to them about what they have to think about when their team has got the ball and when the opposition has the ball. Ask them what to do to make it difficult for the smaller team to play.
- Teach the children how to organise themselves differently to play each of the games successfully. Teach them to play the games using different equipment and techniques, *eg kicking, hitting and stopping*.
- Talk to the children about patterns of play, *eg If the ball is on the left, where are the defenders and the attackers? Should they all be in the same space? How do they back each other up?*

- use a range of skills to keep possession and make progress towards a goal, on their own and with others
- weigh up the options and often make good decisions about what to do
- know how to use space in games

### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know and describe the short-term effects of different exercise activities on the body
- how to improve stamina
- Ask the children to say when their body is cool, warm and hot. Help them to make the link between heart rates, breathing rates and temperature changes. Help them to understand why these changes happen.
- Teach them how to maintain their heart rate during games lessons. Talk to them about what to do to improve their stamina and ask them how invasion games can be used to develop stamina. Help them to notice how often they sprint or move fast over short distances, and how often they are still. Teach them to recognise what this does to their heart rate.

- recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel
- identify which games and activities have the biggest impact when trying to improve stamina
- describe how some games use short bursts of speed

### EVALUATING AND IMPROVING PERFORMANCE

- to describe and evaluate the effectiveness and quality of performance
- to use what they have learned to improve their work
- Ask the children what they find difficult about keeping possession or winning the ball back in a game. Find practices and ideas to help them. Explain why these practices will help.
- Teach the children to describe patterns of play. Help them to say how they could improve their chances of scoring or defending successfully. Ask them what they do to take the ball towards a goal and score. Listen to what they find difficult and adapt the space and goals to help.
- Ask them to pick out the most effective parts of their play.

- explain how to keep possession and describe how they and others have achieved it
- identify what they do best and what they find most difficult
- recognise players who play well in games and give some reasons why

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Skills practices should be used as some of the warm-up activities, especially when they involve gentle and then more vigorous activity. Most lessons should end with cool-down activities.
- Give the children the opportunity to become confident using one set of skills before introducing different rules, equipment and skills. Give them time to practise skills in different ways, including in games, practices and drills. They could get ideas for practices and drills from resource cards and books.
- Make sure the children have opportunities to watch others play or demonstrate their skills, including on video. Give them points to look out for. The children could also use a database of different techniques for invasion games.
- Not all children need be involved in the same task or game at the same time. Sometimes it helps to group children by ability.
- Give the children specific feedback on their ideas, skills, tactics, use of rules and how to improve. They should demonstrate their work to each other, talk about it and teach it to partners.
- Give the children opportunities to explain or record the rules of different games.

#### Health and safety

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Have all the children warmed up and cooled down properly?
- Do they know the rules and what they are supposed to do?

## PRIOR LEARNING

It is helpful if children have:

- used throwing and catching skills with opposition
- tried kicking and hitting a ball with an implement accurately
- tried keeping control of a ball with an implement
- experienced passing to a partner accurately when under pressure
- knowledge of the basic concept of invasion games
- knowledge of rules and how to keep them fairly
- cooperated with a partner

## CORE TASKS

Following are core tasks the children could be asked to carry out.

### Task 1

The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle.

Place a hoop or skittle in a target circle about 2 metres to 3 metres across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game four against two, and later, four against three. Both teams score by hitting the target hoop or skittle. After a 'goal', the larger team takes a free pass from a specific starting point away from the circle. Both teams can travel with the ball by bouncing it. There is no physical contact.

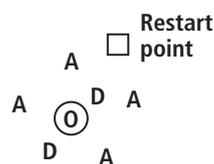


Diagram 1

### Adaptations and variations on the task

Ask the children to:

- play the game with football or hockey-type equipment, using cones about 1 metre apart as mini-goals inside the circle. Make sure there are at least four goals to score through
- swap teams regularly, so that they all play in the small team (this challenges larger and more able children)
- swap groups regularly, taking into account size and ability
- play the game without travelling with the ball, or with only one side travelling
- play three against three (for the most able)

### Task 2

The aim of the game is to score more goals than the opposition. Play using throwing and catching skills, kicking skills, or striking skills. Select appropriate equipment for the game.

Play this end-to-end game on a pitch that is about 10m x 20m (wider than it is long). Play three against one, and later, three against two. Put three small goals at one end of the pitch (for the team of three) and one large goal at the other end. The larger team is not allowed to travel with the ball, but the smaller team is allowed to travel by bouncing (or dribbling) the ball. There is no physical contact. The team of three takes all re-start passes from its own goal line after a goal has been scored or the ball goes out of play.

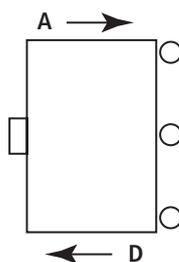


Diagram 2

### Adaptations and variations on the task

Ask the children to:

- play the game with the goals spread out in different patterns across the goal line
- play with a larger number of goals
- play with goals that are worth different points, depending on how difficult they are, *eg targets in the middle of the pitch are worth more than targets in the corner, smaller targets are worth more than larger targets*
- play on a pitch that is longer than it is wide
- play with an area in front of the goals where nobody can go, so that it is harder to defend the goals

## EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- play some of the games in the playground during breaks (skills-based cards can be used to practise running, dodging, throwing and catching skills)
- practise some skills at home with their parents or guardians, *eg practise ball handling and controlling by throwing and catching against a wall*
- join local sports clubs with junior sections. Good opportunities for structured practice will help children to learn rapidly
- take part in after-school games clubs

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – investigating pulse and breathing rates
- numeracy – learning to count when scoring, learning about space and shape
- literacy – using specialist vocabulary