

Invasion games – unit 2

ABOUT THE UNIT

In this unit children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games.

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 foundations for future invasion games units, in which children will play more challenging games involving a greater number of players. They will learn a wider range of techniques, how to plan tactics as a team, and how to apply them as a team member. They will learn that they can use invasion games skills in different ways in other types of game. They will also find out how playing games can contribute to good health. They will learn how to evaluate their own and others' performances, and how to identify a focus for improvement.

Invasion games skills will be used in different ways in net games and in striking and fielding games, and some of the skills will also be used in athletic activities.

VOCABULARY

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

- keep possession, keep control
- make and use space
- support
- pass
- points, goals
- rules
- tactics

RESOURCES

- large balls, eg netball, football, rugby
- soft balls
- hoops and cones
- other types of goal
- mini-hockey sticks or unihoc sticks and pucks
- bibs or bands for teams
- adequate space – a field or playgrounds
- grids to make courts and pitches

EXPECTATIONS

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

most children will be able to:

play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better

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

play games at a slower pace, using throwing and catching techniques; play games with less consistency and control, using kicking and striking techniques; use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques; recognise that games make them use their muscles and get their heart pumping faster; say why it is important to warm up; describe, with help, similarities and differences in the way other people play games

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

play all the games well, using the range of equipment provided; make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others to play better; know that strength, stamina and speed are important in games; suggest ways of organising the lesson to improve stamina; suggest different ways in which tactics or techniques could be used; choose one focus for improvement

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to develop the range and consistency of their skills
- Ask the children to play games using throwing and catching, then to play them using other equipment and techniques. Teach them how to use different techniques and equipment, *eg kicking or striking and stopping, footballs, rugby balls, hockey sticks, pucks, balls*. Teach them how to pass and dribble using different equipment and different techniques.
- Teach them how to position their bodies, hands, feet and equipment to receive, pass and shoot a ball.
- Listen to their views on developing control and consistency in practices and games. Encourage them to become more consistent in the way they use a range of equipment and techniques, including shooting, during games.

- use a range of techniques when passing, *eg high, low, bounced, fast, slow*
- change direction and speed when dribbling the ball
- show growing consistency and control in games
- play with greater speed and flow

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to devise and use rules
- to use and adapt tactics in different situations
- Ask the children to play games three against one and four against one. Teach them how to help each other and how to find and use space.
- Help them to score more regularly without making mistakes. Help them to choose and adapt their techniques to keep possession and to give their team the chance to shoot. Encourage them to have set moves and plans which they use to help them attack.
- Help the children to see that the plans, ideas and tactics they use in different invasion games are similar, especially the way they use space and keep possession. Help them to understand what types of rule are needed to make a game fair and exciting. Talk about how to involve everyone, and how to choose rules and skills that make the game fun.
- Teach them how to see simple patterns of play and use them to outwit the opposition.
- Talk to them about the techniques and equipment they use in their own games, and how easy or difficult they are to use.

- keep and use rules they are given
- suggest how rules could be changed to improve the game
- adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others
- use a range of tactics to keep possession of the ball and get into positions to shoot or score
- have simple plans that they know they can make work

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise which activities help their speed, strength and stamina
- to recognise when speed, strength and stamina are important in games
- Ask the children to describe how their body feels when they are warming up and playing games. Help them to link what happens to their heart and their breathing during different activities.
- Ask the children to explain how stretching exercises increase the range of movement in joints, and why this is important when playing invasion games. Ask them why they need speed to play the games. Help them to make up, practise and remember appropriate routines to increase their speed and range of movement safely.
- Help the children to begin to combine stretching, stamina and skills development into a warm-up routine.
- Listen to the children's views on why stamina is so important to games players.

- use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing

EVALUATING AND IMPROVING PERFORMANCE

- to explain their ideas and plans
- to recognise aspects of their work that need improving
- Ask the children to evaluate how successful their tactics have been, *eg Is it technique or tactics that stops them scoring? What are they best at in games?* Teach them to use appropriate language to describe their performance. Help them to identify what it is they do that makes things difficult for their opponent. Encourage them to see how their skills and tactics change when they get tired.
- Ask them what they think they need to do to improve their game, and what help they think they need with practising skills. Ask them what they think makes the rules difficult to interpret and apply.

- know and explain the tactics and skills that they are confident with and use well in games
- choose different ways of practising these tactics and skills
- describe the help they need to improve their play

- 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 running. Most lessons should end with cool-down activities.
- Not all children need be involved in the same task or game at the same time. Sometimes it is helpful to group children by ability, to work on tasks that suit their needs.
- 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. Tell them points to look out for. The children could also use a database of different techniques for invasion games.
- The children could set up a record of scores and players on a database. They could use a concept keyboard to track where the ball goes.
- Give the children opportunities to explain or record the rules of different games.
- 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.

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?
- Are the children grouped by size and ability in a way that is safe and will help their learning?
- Have all the children warmed up and cooled down properly?

PRIOR LEARNING

It is helpful if children have:

- used throwing and catching skills in mini-games
- used striking and hitting skills
- followed rules in games
- used simple attacking tactics
- played some end-to-end games

CORE TASKS

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

Task 1

The aim of the game is to pass the ball to a nominated player in the end zone of a pitch.

Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques.

To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.

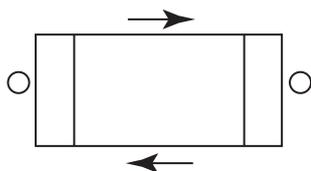


Diagram 1

Adaptations and variations on the task

Ask the children to:

- start by using throwing and catching techniques with no travelling. Later introduce travelling by bouncing the ball
- use non-typical equipment and rules, eg a frisbee, a bat to hit the ball to a team-mate who catches the ball
- play on a court that is wider or longer
- try playing on a pitch that is longer than it is wide
- practise shooting, eg into a hoop, when they get the ball in the end zone
- play in smaller teams, eg three against one, three against two
- play in slightly larger teams (if they are more able children)

Task 2

The aim of the game is to pass the ball to a nominated player standing in one of the targets at the end of the playing space.

Play three against two and then three against three. Play on a pitch that is about 10m x 20m and position three goals at either end of the pitch. Follow similar rules to those described in Task 1. Each team has three goals to score in – the middle goal is worth three points; the outer goals are worth one. Start by using throwing and

catching skills, then introduce equipment and rules using kicking or striking skills.

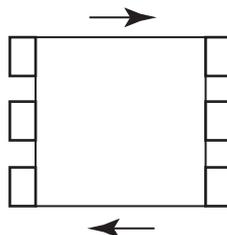


Diagram 2

Adaptations and variations on the task

Ask the children to:

- move the goals closer to a corner
- play with a larger number of goals
- move the goals into the field of play
- shoot from either side of the target, if football or hockey-type goals are being used
- have a free shot at goal after receiving the ball in the target area
- play the game on a pitch that is longer than it is wide
- swap teams, so that they all play on both the smaller and larger teams. Introduce even-sided teams when the children are ready and play well enough
- play the game on a smaller pitch, or in teams with an advantage in numbers (if they are less able children)
- allow any player to score

Task 3

Ask the children to make up their own invasion game and find ways to play it well. Ask them to choose:

- rules
- equipment
- how to score
- how to start and restart the game

Tell them to think about how to make sure that their game is safe to play.

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)
- join extracurricular clubs for mini-games of football and hockey (these could turn into local primary school festivals of games activities)
- practise some skills at home with their parents or guardians, eg kicking or hitting into a target, setting up simple dribbling circuits
- join local sports clubs with junior sections. Good opportunities for structured practice will help children to learn rapidly

CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – investigating heart rate and breathing
- PSHE and citizenship – making up, adapting and agreeing rules
- literacy – writing and drawing to explain the rules of the games links with work on explanatory texts in term 2 of the National Literacy Strategy. The unit will also link with the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391)

Games of this type also help children to develop a range of communication and teamwork skills that are valuable across the curriculum.