

Invasion games – unit 3

ABOUT THE UNIT

In this unit children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.

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 THIS UNIT FITS IN

This unit lays the foundations for future invasion games units, in which children will learn more about playing as a team, using team positions and defending successfully. They will play mini-versions of invasion games with even sides. They will also learn a wider range of techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.

In all physical education units, children will develop a greater awareness of the importance of fitness. The athletic activity unit for year 5 develops children's jumping, running and throwing skills.

VOCABULARY

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

- keeping possession
- passing
- dribbling
- shooting
- shielding the ball
- width, depth
- support
- marking, covering

RESOURCES

- balls (sizes 3 and 4)
- soft hockey balls
- a range of other balls, *eg rugby, basketball*
- bibs or bands
- equipment to make goals, *eg cones, markers*
- grids to make pitches
- mini-goals
- hockey sticks

EXPECTATIONS

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

most children will be able to:

pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better

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

use a small range of sending, receiving and travelling techniques in games, with varied control; know what their team needs to do to take the ball towards the opposition's goal, and contribute occasionally; follow others in warm-up activities; with guidance, recognise some things that need to be improved in games

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

use a number of different techniques to pass, dribble and shoot; play games confidently; control the ball consistently; use a range of tactics in attack and defence; carry out thorough, effective warm-up activities, concentrating on exercises that help their play; adapt these activities and exercises to meet their own needs; explain what is more or less effective in the games played; make changes that improve their team and individual performance

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to develop a broader range of techniques and skills for attacking and defending
- Ask the children to show ways to keep the ball away from defenders. Teach them how to shield the ball. Teach them how to change speed and direction with the ball to get away from a defender.
- Teach the children how to shoot accurately in a range of ways.
- Teach them how to mark an opponent.
- Talk to the children about their technique. Be clear about the requirements of the game or practice, eg *accuracy, consistency and fluency of movement*.

- perform skills with accuracy, confidence and control
- know the difference between attacking skills and defending skills

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- to choose and apply skills more consistently in activities
- Ask the children to think about when to pass and when to dribble or travel with the ball.
- Help the children to think about the places on the pitch from which it is easiest to score. Help them to find ways of getting the ball to these places. Teach them different formations as an attacking team. Show them how to use space, and changes in speed and direction, to keep possession and make progress towards the opposition's goal.
- Teach them how to defend the places on the pitch from which it is easiest to score and to stop the ball getting there.
- Talk to the children about different positions in the team and the roles of players in these positions. Talk to them about how they help the team, eg *by making space when attacking, covering team-mates when defending*. Help them to understand how quick thinking makes the game difficult for opponents, both in attack and defence.

- respond consistently in the games they play, choosing and using skills which meet the needs of the situation
- choose positions in their teams and know how to help when attacking
- find and use space to help their team
- use a variety of tactics to keep the ball, eg *changing speed and direction*
- know and find ways to get the ball towards their opponents' goal
- know how to mark and defend their goal(s)

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
- to demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play
- Ask the children to explain how their bodies react and feel when they play different games and take on different roles. Help them to understand how physical activity in games helps their bodies to grow and develop. Teach the children how the muscles work, eg *work by getting shorter, relax by getting longer*.
- Ask the children to make up short warm-up routines that follow basic principles, eg *raise the body temperature, mobilise the joints, stretch muscles*. Teach them which activities and exercise will help most with their speed, strength and stamina in games. Listen to them describe the ways they like to warm up. Help them to warm up, practise and play safely, and in a way that involves everyone in the class.

- suggest ideas for warming up, explaining their choice
- recognise exercises and activities that help strength, speed and stamina

EVALUATING AND IMPROVING PERFORMANCE

- to choose and use information to evaluate their own and others' work
- Ask the children to watch and evaluate the success of games they play in, eg *Are goals scored regularly? Do the attacking team have a plan and is it working? Who plays well and why are they effective? Are players fit enough to keep going?*
- Help the children to identify parts of the game that are going well, and parts that need improving. Listen to them explain how confident they feel in different positions. Encourage them to suggest what they need to practise to enjoy the game more and to improve.
- Ask the children to explain how to change pitch sizes to make the game better.

- look for specific things in a game and explain how well they are being done
- explain why a performance is good
- recognise parts of a performance that could be improved, and identify practices that will help

- 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.
- Children should play the games using equipment, rules and conventions of no more than two different games during this unit, eg *hockey and basketball, or football and netball*.
- Give the children enough time to practise their skills, both in drills and in games. They should become confident using particular equipment and skills before these are changed. Ask the children to see how well they can play their games when new rules and/or equipment are introduced.
- Give the children opportunities to talk to each other, so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise.
- Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.
- The children could use the internet to research the rules of mini-games.
- Give the children opportunities to record what they have done, and the rules and tactics used for games. They could use an interactive whiteboard to record their performances and compare their techniques with professional players. They could use a concept keyboard to track and analyse players' performances.
- Evaluating the success of the game provides an opportunity to develop speaking and listening skills.

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 the chance of collisions is reduced?
- Are the children in teams that are suited in terms of size and ability?
- Have all the children warmed up and cooled down properly?
- Is the equipment the right size for all of the children?

PRIOR LEARNING

It is helpful if children have:

- developed kicking and striking skills
- developed passing, dribbling and shooting skills using their feet and sticks
- learned tactics for attacking
- followed rules in games
- experienced playing in positions

CORE TASKS

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

Task 1

The aim of the game is to beat the opposition by scoring more goals.

Play the game five against three and then five against four. Play on a pitch that is 20m to 30m wide, and 30m to 40m long. Position one large goal at one end of the pitch, and two smaller goals at the other end. Use netball, basketball, hockey or football equipment and skills. Make the pitch smaller if you choose to focus on netball skills.

The team with five players attacks the large goal, while the team with fewer players attacks the two smaller goals. There are no goalkeepers. After each goal, and whenever the ball goes out of play, the larger team starts with a free pass from the line between the goals it is defending.



Diagram 1

Task 2

The aim of the game is to beat the opposition by scoring more goals.

Play five against four and then five against five. Play on a pitch that is about 20m x 40m, divided into four sections with a goal at either end. Use mini-hockey or mini-football rules, and play the game with small goals and no goalkeepers, or larger goals with keepers. Players must not pass the ball over more than two lines or dribble the ball across a line between sections. There is no limit on where they can go.

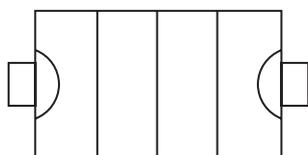


Diagram 2

Adaptations and variations on the tasks

Ask the children to:

- use netball or basketball skills to work on throwing and catching
- use football or hockey skills to work on kicking and striking
- play the game with fewer defenders (for less able children)
- play the game on a smaller pitch, and limit the number of consecutive touches of the ball a player can have, eg *one, two or three touches* (for more able children)
- use non-contact rugby or mini-rugby rules. Spread five hoops along the line for the attackers to score in. If using rugby rules for Task 2, increase the number of sections to six or eight, and say that no player may carry the ball across more than one line at a time

EXTENSION AND ENRICHMENT

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

- practise football and hockey skills by following simple skills circuits at playtime (this can help them to develop confidence and control)
- make up skills circuits and try them at home
- practise choosing and applying tactics as a team in extracurricular activities
- join local sports clubs with junior sections
- join extracurricular games clubs at school

CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – investigating how the body works and how to warm up
- PSHE – playing independently, negotiating, cooperating, being fair and honest, agreeing rules
- communication skills – planning, discussing, describing and evaluating performances