

# Invasion games – unit 4

## ABOUT THE UNIT

In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit, *eg football and hockey, netball and rugby, basketball and rugby*.

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 games with larger sides. They will be introduced to the rules and conventions of a wider range of games and will apply the basic principles they have already learned to these new games. They will look at team organisation in different restart situations, *eg corners*. They will learn how to design their own warm ups and will start to carry out some officiating. They will make up and carry out their own practices to improve the way they play.

## VOCABULARY

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

- possession, repossession
- attackers, defenders
- marking
- covering
- supporting
- team play, team positions

## RESOURCES

- balls (sizes 3 and 4)
- soft hockey balls
- hockey sticks
- bibs or bands
- markers, cones and goals
- grid areas
- mini-pitches

## EXPECTATIONS

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

*most children will be able to:*

use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance

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

use a limited number of skills in attack and defence; pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure; use some tactics in attack; play in a position in a team; use some defending ideas; carry out parts of warm ups effectively; suggest some ideas for warm-up routines; choose and practise some skills to improve their play

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

use good-quality skills effectively; choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well; design very good warm ups that suit the game; watch their own and others' performances and suggest improvements for specific purposes

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>ACQUIRING AND DEVELOPING SKILLS</b>			
<ul style="list-style-type: none"> <li>to choose, combine and perform skills more fluently and effectively in invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Teach the children to use skills in ways that will help them to outwit the opposition. Encourage them to perform the skills at greater speed and to develop their control. Teach them how to combine skills.</li> <li>Help the children to identify the most important skills they need for the games.</li> <li>Teach the children how to mark a player and a space. Teach them how to intercept and tackle to get the ball back. Teach them how to shoot from a distance and from close range.</li> </ul>	<ul style="list-style-type: none"> <li>combine and perform skills with control, adapting them to meet the needs of the situation</li> <li>perform skills with greater speed</li> </ul>	<ul style="list-style-type: none"> <li><b>In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.</b></li> <li>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.</li> </ul>
<b>SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS</b>			
<ul style="list-style-type: none"> <li>to understand, choose and apply a range of tactics and strategies for defence and attack</li> <li>to use these tactics and strategies more consistently in similar games</li> </ul>	<ul style="list-style-type: none"> <li>Help the children to understand that when their team has the ball they are attacking, and when the opposition has the ball they are defending. Help them to see why the game breaks down, or why a team fails to score.</li> <li>Ask the children about different ways of attacking and encourage them to use them.</li> <li>Ask them to choose positions for their team carefully. Teach them that there are different ways to attack and defend as a team. Teach them to choose the best formations and tactics for defending and attacking. Encourage them to transfer their knowledge to different invasion games and situations.</li> <li>Listen to the way the children help each other mark or cover players. Listen to how they support each other in attack.</li> </ul>	<ul style="list-style-type: none"> <li>choose when to pass or dribble, so that they keep possession and make progress towards the goal</li> <li>use attacking and defending skills appropriately in games</li> <li>choose and use different formations to suit the needs of the game</li> </ul>	<ul style="list-style-type: none"> <li>Children should play the games using equipment, rules and conventions of no more than two different games during this unit, <i>eg hockey and basketball, or football and netball.</i></li> <li>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.</li> <li>Ask the children to make up practices to teach to each other.</li> <li>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.</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</b>			
<ul style="list-style-type: none"> <li>to understand why exercise is good for their fitness, health and wellbeing</li> <li>to understand the need to prepare properly for games</li> </ul>	<ul style="list-style-type: none"> <li>Talk to the children about getting ready for games. Ask them their ideas for warm-up exercises and routines. Teach them what makes a good warm up, <i>eg it prepares the body for vigorous exercise</i>, and cool down, <i>eg it calms the body, prevents stiffness, settles the mind</i>. Talk to them about exercising safely and choosing exercises that help their play, <i>eg those that develop strength, speed and stamina</i>.</li> <li>Talk to the children about what footwear and clothing it is best to wear for invasion games. Show them how to check the playing area to make sure it is safe.</li> <li>Ask the children how playing invasion games helps their fitness and health. Listen to them talk about the value of exercise outside school, <i>eg in social groups, at sports clubs</i>. Help them to find ways to incorporate games in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>know the importance of being fit, and what types of fitness are most important for games</li> <li>understand how playing games can contribute to a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.</li> <li>When working on team places and formations, get teams to play against very limited opposition.</li> <li>The children could use the internet to research the rules of mini-games. Researching rules for mini-games might provide suitable subject matter for work on information retrieval.</li> <li>Give the children opportunities to record what they have done, and the rules and tactics used for games. They could use video and 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.</li> </ul>
<b>EVALUATING AND IMPROVING PERFORMANCE</b>			
<ul style="list-style-type: none"> <li>to develop their ability to evaluate their own and others' work, and to suggest ways to improve it</li> </ul>	<ul style="list-style-type: none"> <li>Help the children to recognise when they are playing well. Teach them how to give feedback, <i>eg to describe what they see, comment on techniques and tactics that went well, talk about something that needs improving</i>. Listen to the way they help each other improve. Talk to them about their observations, <i>eg successfully completed passes</i>, and ask why they have chosen one particular area that needs practising. Ask them to suggest ideas on how to improve as an individual and as a team.</li> <li>Talk to the children about how to get everyone involved in games and how to make them fairer.</li> <li>Listen to their ideas on how to adapt games and make sure that everyone has a part to play.</li> </ul>	<ul style="list-style-type: none"> <li>recognise and describe the best points in an individual's and a team's performance</li> <li>identify aspects of their own and others' performances that need improvement, and suggest how to improve them</li> </ul>	<p><b>Health and safety</b></p> <ul style="list-style-type: none"> <li>Are the children wearing footwear and clothing that are safe and help their learning?</li> <li>Is there enough space to play the games, so the chance of collisions is reduced?</li> <li>Are the children in teams that are suited in terms of size and ability?</li> <li>Have all the children warmed up and cooled down properly?</li> <li>Is the equipment the right size for all the children?</li> </ul>

## PRIOR LEARNING

It is helpful if children have:

- developed passing, dribbling, shooting and shielding skills in football and hockey
- learned about attacking team play
- learned ways of marking
- learned mini-football rules
- learned mini-hockey rules
- carried out a range of warm-up activities for games

## 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 four against four and then five against five. Play on a pitch that is 15m to 20m wide, and 30m to 40m long. Position one goal at each end of the pitch, with a shooting area of about 10m x 10m.

At first, play without goalkeepers and only allow players to shoot when they are in the shooting area.

Later, allow players to shoot from outside the area and add goalkeepers. Encourage teams to think about how they need to change the way they organise themselves to attack and defend in the different games.

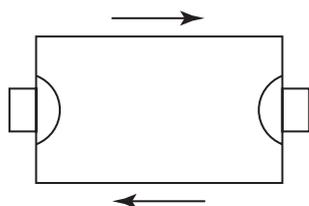


Diagram 1

### Adaptations and variations on the task

Ask the children to:

- play the game with only attackers allowed in the shooting area; one defender and any number of attackers allowed in the area; and with nobody allowed in the area
- use rugby rules, with only one defender allowed in the area and two scoring hoops
- play on a pitch with a larger or smaller shooting area
- play the game with only a limited number of players on each side allowed to score goals
- play with uneven sides, *eg five against three or five against four*, to make it easier for some children than others
- play with smaller goals, or only have a limited number of touches (for more able children)
- play with bigger goals, more goals at one end, or fewer players so they have more time (for less able children)

### Task 2

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

Play the game four against four and then five against five. Play on a pitch that is about 30m x 40m, divided into three areas. Position three goals at each end of the pitch. Use football or hockey rules.

The game is played in a similar way to Task 1. Players are not allowed to tackle in the middle third of the pitch, but may intercept the ball. The middle goal at each end is worth five points, and the outer goals are worth one point. Encourage the children to think about the different ways they can attack and defend.



(in netball no marking or intercepting in this area)

Diagram 2

### Adaptations and variations on the task

Ask the children to:

- play on a larger or smaller pitch
- play on a pitch with different sections that are larger or smaller
- play on a pitch that is wide and short
- play the game with players only allowed to go in particular sections
- use rugby rules, with six scoring markers/places
- play the game with only a limited number of players allowed to score
- play with uneven sides, *eg five against three or five against four*, to make it easier for some children than others
- play with smaller goals, or only have a limited number of touches (for more able children)
- play with bigger goals, more goals at one end, or fewer players so they have more time (for less able children)

### Task 3

Play five against five versions of mini-football, mini-hockey, mini-rugby, mini-netball or mini-basketball.

## EXTENSION AND ENRICHMENT

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

- practise games skills by following simple skills circuits at playtime
- 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

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – investigating warm up activities and understanding how their bodies react
- language and communication – planning and discussing outcomes