

Games activities – unit 1

ABOUT THE UNIT

In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three.

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.

WHERE THE UNIT FITS IN

In future games units, children will develop their skills by playing games that involve making more choices and decisions, and by playing with a partner and in cooperative small groups. This will help them to understand games and how to use their own skills to overcome a challenge.

VOCABULARY

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

- avoiding
- tracking a ball
- rolling
- striking
- overarm throwing
- bouncing
- catching
- free space, own space
- opposite
- team

RESOURCES

- markers, cones, quoits, beanbags, hoops, skipping ropes, small rackets or bats
- a variety of different-sized balls that bounce differently, so that differentiated tasks can be set
- chalk
- coloured braids or bibs

EXPECTATIONS

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

most children will be able to:

use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games

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

use a small range of underarm throwing and rolling skills accurately; use a small range of collecting and receiving skills; show some awareness of the space available and a basic awareness of others around the space; play simple versions of games, with a partner or a passive opponent; choose and use a small range of basic skills and ideas; recognise when their heart beats faster or they get out of breath; describe some basic rules and the way to score

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

track, intercept, stop and catch balls and beanbags consistently; move fluently; control their bodies and limbs well; show good awareness of space and the movements and actions taking place around them; make early decisions in games and in partner work; choose a range of skills that suit the needs of the game and outwit their opponents; show an understanding of why physical activity is fun and makes them feel good; describe simple tactics and skills they can use in games

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to be confident and safe in the spaces used to play games
 - to explore and use skills, actions and ideas individually and in combination to suit the game they are playing
- Ask the children to explore different ways of using a ball or other equipment, *eg bouncing a ball, passing it from hand to hand, around the body, through the legs, over the head, moving it with their feet or a stick, hitting it to a target*. Help them to find different ways to send a ball or other equipment, *eg a beanbag, with their hands, eg throwing, rolling, pushing*. Show them how to retrieve and stop a ball using different parts of the body.
 - Help the children to find different ways to use a racket to dribble, carry or hit a ball or other equipment, *eg to roll a ball along a line, slide it across a space, bounce it, roll it around the racket, carry it on the racket, drop it from the racket, gather it with the racket*.
 - Teach the children to recognise the top of a bounce and use this to develop their gathering and catching skills. Teach them how to watch, track and get in line with a ball. Talk to the children about how to help their partner when practising skills.

- move fluently, changing direction and speed easily and avoiding collisions
- show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- understand the concept of tracking, and get in line with the ball to receive it

- **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. Most lessons should end with cool-down activities.
- Give the children enough time to learn and practise new skills and to challenge themselves. Make sure they have plenty of turns at different activities.
- Children need to spend time learning how a game works and its rules, so they become familiar and confident with the game. Often they work best if they are grouped by ability.
- Not all the children need to play the same game at the same time. Some could be playing different games, working on their own or working with a partner to practise specific skills.
- Give the children specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise.
- Make sure the children have an opportunity to watch others, copy them and describe what they have done. Resource cards and other visual images might be useful.
- The children should also have opportunities to talk about what they have done and what they could do. They could record what they have done using simple mechanisms, *eg electronic notepads to help them keep score*. Describing incidents and events links with the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391).
- Computer simulations or computer games that are similar to the games played could be used in non-active lessons. This can help children develop their understanding of games and their control of a keyboard and joystick.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- how to choose and use skills effectively for particular games
- Teach the children how to score in games. Help them to understand which targets they are aiming for and the need for accuracy.
 - Explain to the children the difference between helping a partner and playing against someone.
 - Encourage them to explore different ways of sending equipment so that it is difficult for their opponent to intercept or stop. Teach them ways to defend their targets. Help them explore different ways to make it difficult for their opponent to score.
 - Listen to the children's ideas about what makes it difficult for them to play, and how they have made it difficult for their opponent, *eg pretending to throw one way and throwing another*.
 - Help the children to understand the concepts of team, scoring, and direction of movement for their partner, group and team in a game.

- understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions
- recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- that being active is good for them and fun
- Give the children lots of opportunities to play a variety of running and avoiding games. These are a good way to warm up and should be part of most games lesson with children of this age. Get them to see how practising skills can help them feel warmer.
 - Ask the children if they enjoy playing games and physical activities. Talk to them about why it is good for them to play and get out of breath.

- describe what it feels like when they breathe faster during exercise
- explain why running and playing games is good for them

EVALUATING AND IMPROVING PERFORMANCE

- to watch, copy and describe what others are doing
 - to describe what they are doing
- Teach the children to watch each other playing games and describe what's happening. Help them to explain what they find works well and to use different ideas in their games. Give them opportunities to talk to each other about what they have done and how they do it, and ask them to copy each other.

- watch others' movements carefully
- describe what they have done or seen others doing
- copy what they see and say why it is good

Health and safety

- Are the children wearing clothing that keeps them safe and helps 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 a variety of balls, beanbags, quoits and bats
- developed simple motor skills, *eg running and changing direction, hopping, jumping and stopping*
- practised following a ball and moving to collect it
- practised rolling a ball and underarm throwing
- practised kicking and controlling a ball with their feet

CORE TASKS

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

Task 1: net-type game

The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.

Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once the children have learnt how to defend their hoop well, add a second hoop about a child's stride away from the first (see diagram 2).



Diagram 1

Diagram 2

Adaptations and variations on the task

Ask the children to:

- use big hoops as targets; moving the hoops nearer to the line will make the game easier
- throw the beanbags at cones or markers instead of into hoops; moving the hoops further apart if they are playing with two hoops will make the game harder
- concentrate on accuracy by playing the game without opposition
- play two against two, with three or four hoops or cones on each side (this will increase the challenge for better players)

Task 2: net-type game

The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two.

Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their hands into the space between. The opponents try to intercept the ball or beanbag and then try to score themselves.

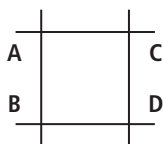


Diagram 3



Adaptations and variations on the task

Ask the children to:

- move the lines further apart as they get better at playing the game
- use small equipment to make the game harder, or large equipment to make it easier
- use hockey sticks with beanbags or small balls
- kick soft balls
- use a table and bats to push the ball, as in polybat

Task 3: striking and fielding game

The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. The game is played one against one, one against two, or one against three.

One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags (see diagram 5).

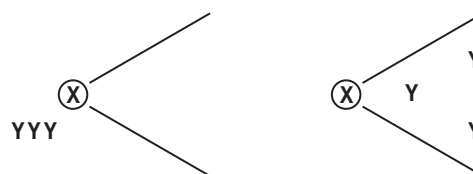


Diagram 4

Diagram 5

Adaptations and variations on the task

Ask the children to:

- play with no more than three fielders, to keep scoring easy
- give the thrower more time by saying that all the fielders have to touch the beanbags before returning them, or by not letting fielders run with the beanbags
- hit the beanbags with a small bat or racket
- kick the beanbags
- play the game using a fast ball with a variable bounce, to make fielding more difficult than with beanbags or a slow ball
- use a tee to hold the ball for hitting
- play the game on a narrower or wider playing area
- use a sounding bell to direct children who are unable to see visual clues
- make up other ways of scoring, *eg throwing and catching a ball to each other*
- play the game with one child throwing and another jumping in and out of the hoop

EXTENSION AND ENRICHMENT

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

- practise games skills in their own time, *eg at lunchtimes and break times*
- play partner games with their parents or guardians, giving them opportunities to develop their basic skills of throwing, catching and collecting, kicking, rolling and travelling with a ball
- join after-school games clubs

CROSS-CURRICULAR LINKS

This unit could be linked to:

- numeracy – learning to count when scoring, learning about shape and space
- PSHE – learning about the need for rules