

Games activities – unit 2

ABOUT THE UNIT

In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

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 and use their skills to play end-to-end games, games over a barrier, and fielding and stopping games (one against one, one against two, two against two, two against three, and three against three). In doing so, they will develop their ability to solve problems and make decisions, as well as to use technical skills. They will continue to practise and refine their skills and techniques, using them creatively to outwit others. They will also develop an early understanding of simple concepts of attack and defence. They will be introduced to basic rules and will begin to understand why rules are important in games.

In all physical education units, children will continue to improve their observation skills and describe what is good about others' performances.

VOCABULARY

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

- rebound
- tracking or following the movement of a ball
- aiming
- speed
- direction
- passing
- controlling
- shooting
- scoring

RESOURCES

- a wall or rebound fence, if available
- 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
- grids and other markings

EXPECTATIONS

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

most children will be able to:

show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills

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

work to improve basic skills; make simple choices in target games, if they have more time to think; catch and throw in games when they are standing still; play a small part in games and activities in small groups; benefit from further individual and cooperative partner activities; recognise that their body feels different when playing different games; with guidance, watch others and focus on specific actions

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

make early decisions about the skills and tactics to use when playing games; use the space available to good effect; perform basic techniques of catching, throwing and kicking with a good level of consistency; begin to use these skills thoughtfully in simple competitive games; achieve greater control by anticipating action in a game and reacting quickly; describe the differences in the way their body works in different games; practise to improve their skills, knowing what they need to achieve

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to improve the way they coordinate and control their bodies and a range of equipment
 - to remember, repeat and link combinations of skills
- Ask the children to practise accuracy in their throwing and hitting skills. Ask them to use a variety of targets, including equipment, *eg hoops and cones*, and partners. Help them to improve their accuracy and consistency by varying the size and distance of the targets, and by making the thrower/hitter and receiver either stand still or move.
 - In net and striking and fielding games, teach the children to throw or strike the ball away from opponents accurately.
 - In invasion games, teach the children to throw or strike the ball to their partner when they are ready, so that their team keeps the ball.
 - Talk about the different ways of throwing and striking, *eg high, low, fast, slow, underarm, overarm*. In all games, teach the children to throw and strike using different heights and strengths.

- perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control
- show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run

- 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. Make sure they have the best opportunities to play and practise in the space available.
- Give the children the opportunity to become confident using skills in one game 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 play and watch others, to develop their understanding of what is needed in different games. They could also watch videos of games being played professionally.
- 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 for different games. They could use graphics and word-processing packages to draw layouts of their own games.
- Equipment such as electronic notepads could be used to keep the score.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose, use and vary simple tactics
- Ask the children about the best ways to score points and to stop points being scored. Listen to them explain how they work best with their partner(s). Teach them different rules and tactics for the three types of game, and explain how they have to think differently in each.
 - Talk to the children about how to make it difficult for their opponents in different games. Teach them to be alert. In invasion games, talk to them about how they can keep the ball and move it to the best places to score. In net and striking and fielding games, teach them to look for space, and to throw, hit or run into it, to help them to score.
 - Encourage the children to choose actions, tactics and skills that suit the demands of specific situations in games and practices.

- choose and use tactics to suit different situations
- react to situations in a way that helps their partners and makes it difficult for their opponents
- know how to score and keep the rules of the games

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise and describe what their bodies feel like during different types of activity
- Talk to the children about how their bodies feel when playing different games. Listen to their comments and explanations of what their bodies look and feel like. Teach them to feel their heartbeat. Ask them why their heart rate increases and why they get hotter during exercise.
 - Help them to understand the importance of preparing safely and carefully, and teach them activities to help them prepare.

- understand and describe changes to their heart rate when playing different games
- begin to anticipate what they will feel like after playing games

Health and safety

- Do the children's clothing and footwear help their learning and keep them safe?
- 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?

EVALUATING AND IMPROVING PERFORMANCE

- to recognise good quality in performance
 - to use information to improve their work
- Teach the children to watch others accurately. Help them to describe what they see and ask them to copy others' ideas, skills and tactics. Help them to recognise what is successful and teach them how to use this knowledge.
 - Ask the children whether they think they play well when they are hot or out of breath.

- watch and describe performances accurately
- recognise what is successful
- copy actions and ideas, and use the information they collect to improve their skills

PRIOR LEARNING

It is helpful if children have:

- used a variety of games equipment
- investigated the differences between various balls
- used space to avoid others
- developed basic actions for rolling, bouncing, throwing (including overarm), gathering, catching, striking, kicking a ball
- tracked a ball and anticipated where it is going
- described what they and others are doing

CORE TASKS

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

Task 1: invasion game

The aim is to score as many points as possible before the defender touches the ball. Lay out 4–8 cones in a playing area that is between 5m² and 10m². Play with a team of three attackers against one defender. The three attackers must use throwing and catching skills, and cannot move with the ball. Their aim is to score points by touching the cones with the ball as many times as they can. They can touch the cones in any order, but must not touch the same cone twice in a row.

Adaptations and variations on the task

Ask the children to:

- score on a particular colour cone (put out cones of different colours)
- knock over, rather than touch, a given number of cones, so there is a clear beginning and end to the game
- play in a bigger space with more attackers (this will make the game easier)
- play in a smaller space with fewer attackers (this will make the game harder)
- use rolling and stopping skills, instead of throwing and catching
- use kicking skills, or pushing skills with bats or sticks (once they are good at the game). To make this easier, let them dribble short distances, *eg three or four touches*
- use a beanbag instead of a ball
- use a small ball, to make throwing and catching more difficult

Task 2: net game

The aim is to score points by throwing or hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Play the game on a marked court with about 2–3m² on each side of a low net. Play the game two against two – each pair should have one player with a racket and one without. Players who do not have a racket 'feed' a ball to their partners, who then try to hit it over the net into their opponents' court. When the ball goes over the net, the player without the racket on the other side tries to intercept or catch the ball before it bounces twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally.

Adaptations and variations on the task

Ask the children to:

- toss a beanbag off their bat. Show them how to catch a beanbag on their bat using their hand to help
- use throwing and catching skills (this will make the game easier)
- bounce the ball on their own side of the net before it goes over (this will give the opponents more time to see the ball)
- take turns at catching and throwing. Some children will need to play the game without a partner catching the ball for them
- play continuous rallies (once they can hit consistently with control)
- play on bigger or smaller courts or against a wall
- play specific games that children with restricted movement can play, *eg polybat*

Task 3: striking and fielding game

The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base. Play the game with one batter, one feeder and three fielders. The feeder throws the ball to the batter, who then hits it into an arc with an angle of 60° to 90°. The batter scores by carrying a beanbag to one of four bases placed in a semi-circle, running around these in an anti-clockwise direction. The first base is worth one point, the second two points, and so on. The batter can only run until the fielding team returns the ball to the fielding base. The batter has four consecutive goes and adds up the points from each hit. Everyone takes turn to bat, field and feed.

Adaptations and variations on the task

Ask the children to:

- use throwing skills instead of hitting skills
- use different-sized balls
- decide which balls are best for the batters, and which are best for the fielders
- bowl the ball underarm and hit it on the full toss (if they are particularly able)
- play with the bases further apart and further away (this will make scoring more difficult)
- play with the bases closer together and nearer (this will make scoring easier)
- work as a team when fielding, by not allowing them to run with the ball
- use different sending skills, *eg kicking*

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 junior games clubs in the community or after school

CROSS-CURRICULAR LINKS

This unit could be linked to:

- numeracy – learning to count when scoring, learning about shape and space
- language – explaining is an element of the 'discussion and group interaction' strand in the framework for planning (term 3) in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391)
- PSHE – learning about the need for rules

