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| **Invasion Games Medium Term Plan Lower KS2**  **NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect  **Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking and action  **Key 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  **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 knowledge: Invasion Games**  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.  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 (skillsbased 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  Games of this type also help children to develop a range of  communication and teamwork skills that are valuable across the  curriculum. |
| **Wider influences- Worth being familiar with**  • 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? |
| **Enduring understanding**  Year 3 End of unit- 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  Year 4 End of unit- 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 |
| **Local Links :**   * **Local sports clubs** |