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| **Invasion Games Medium Term Plan Upper 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 movementBuilding ResiliencePersonal challengeCritical thinking and Action**Key vocabulary:** In this unit children will have an opportunity to use a range ofwords and phrases, such as:• possession, repossession• attackers, defenders• marking• covering• supporting• team play, team positions**Prior learning:**It is helpful if children have:• developed passing, dribbling, shooting and shielding skills infootball 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 knowledge: Invasion Games**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**EXTENSION AND ENRICHMENT**Out of lessons, at home and in the community, children could beencouraged 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 inextracurricular activities• join local sports clubs with junior sections**CROSS-CURRICULAR LINKS**This unit could be linked to:• science – investigating warm up activities and understandinghow their bodies react• language and communication – planning and discussingoutcomes |
| **Wider influences- Worth being familiar with** • In every lesson, most of the children’s learning should takeplace through physical activity relating to the core tasks.• Most lessons should start with short warm-up activities that helpthe children remember what they did in the last lesson and preparethem for what they will learn next. Skills practices should be used assome of the warm-up activities, especially when they involve gentleand then more vigorous running. Most lessons should end withcool-down activities.• Children should play the games using equipment, rules andconventions 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 drillsand in games. They should become confident using particularequipment and skills before these are changed. Ask the children tosee how well they can play their games when new rules and/orequipment are introduced.• Ask the children to make up practices to teach to each other.• Give the children opportunities to talk to each other, so that theycan plan how to play as a team, evaluate what they do, and decidewhat they need to practise.• Make sure the children have opportunities to watch others play ordemonstrate skills. Ask them to look for specific things.• When working on team places and formations, get teams to playagainst very limited opposition.• The children could use the internet to research the rules of minigames. Researching rules for mini-games might provide suitablesubject matter for work on information retrieval.• Give the children opportunities to record what they have done, andthe rules and tactics used for games. They could use video and aninteractive whiteboard to record their performances and comparetheir techniques with professional players. They could use a conceptkeyboard to track and analyse players’ performances.Health and safety• Are the children wearing footwear and clothing that are safe andhelp their learning?• Is there enough space to play the games, so the chance of collisionsis 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 the children? |
| **Enduring understanding**Year 5 End of unit- use a limited number of skills in attack and defence; pass, control, dribble and shoot the ballwith some accuracy, when they are not under pressure; use some tactics in attack; play in aposition 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 theirplayYear 6 End of unit-  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 whatposition they are playing in and how to contribute when attacking and defending; planpractices 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 |
| **Local Links :** * **Local sports clubs**

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