

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A Invasion Games

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking and action
PoS aims from NC:

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

Prior Learning (what pupils already know and can do)

Prior learning:

It is helpful if children have:

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

Long-term Learning (what pupils MUST know and remember) End Goals

Y5 skill

- *Mark another player and defend when needed.
- *Begin to dribble a ball making small touches.
- *Begin to send a football to someone on team.
- *Keep a ball under control.
- *Know where space is and try to move into it.

Y6 skill

- *Further develop ability to evade and tag opponents.
- *Running at speed, changing direction at speed.
- *Play effectively in attack and defence.
- *Score points against opposition and support player with the ball.
- *Use speed, changing of direction and dribbling to advance towards team's goal.
- *Use a range of passes knowing which one depending on the distance of the pass.
- *Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).
- *Know when to defend and what defence skills could be used.
- *Seize an opportunity to score, sometimes quite quickly.

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'.

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 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

Key Vocabulary

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

Dribble, Send, Pass, Receive, Calling, Signalling, Space, Movement, Scoring, High, Low, Tactics, Opponent, Target, Throw, Catch, Evaluate, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under arm, Chasing, Rolling, Barrier, Space, Movement Scoring, Warm up, Cool down, Team work

Session 1

Skills: I can....

Dodge

Be aware of my environment and others

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Knowledge: I know...

To travel with my head up

Assessment: I can....

Reads the play; and shows tactical awareness when performing across the curriculum.

Session 2

Skills: I can....

I can adopt sideways on positions to receive the ball

User the full width of the pitch

Knowledge: I know...

That I get a better view of the whole pitch when I get wide and sideways on

That sometimes it is better to go backwards with the ball if nobody is free forwards

Assessment: I can....

Demonstrates a range of leadership skills and is happy to take the initiative

Session 3

Skills: I can....

Overlap and underlap

Make runs which overload the other team's defence

Knowledge: I know..

When to attack and when not to

How to create space for my teammates

Assessment: I can....

Demonstrates specific tactical/performance awareness as an individual and team member.

Session 4

Skills: I can....

Defend one on one

Track an opponent playing man to man

Adopt a low press and defend a zone

Knowledge: I know...

The importance of defending as a team

That I need to be alert in defence and always have one eye on the ball and one on my opponent.

That there are different ways to defend

Assessment: I can....

Knows when to attack and when to defend and puts the needs of the team first

Session 5

Skills: I can....

Pass attackers on to other defenders when they run across the pitch

Come off my line, if I am in goal, to narrow the angle

Knowledge: I know...

Some strategies to cope with having fewer players than my opponents by having good shape and discipline

That a goalkeeper can play as an additional defender if they are alert and prepared to come off their line

Assessment: I can....

Demonstrates a range of leadership skills and is happy to take the initiative

Session 6

Skills: I can...

Make diagonal runs to confuse defenders

I can be mobile and fluid in my attacking and not stick rigidly to one position

Knowledge: I know..

How to make use of extra players

To communicate with my fellow attackers to confuse defenders

Assessment: I can....

Demonstrates specific tactical/performance awareness as an individual and team member.

Future learning this content supports:

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.

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