

**Area of Learning: Understanding physical development, health and wellbeing**  
**Scheme of Work: Invasions Games**



<b>Key Stage: 1</b>		<b>YEAR: 1</b>		<b>DURATION: 6 LESSONS</b>	
<p><b>AIM:</b> Pupils will experience working with a variety of equipment and to explore individual skills during play. In all games activities, pupils will learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping. Pupils will begin to make use of space and start to think about outwitting an opponent. Will begin to watch and describe others' performances, as well as their own. To keep and run a game using a set of rules.</p>					
<p align="center"><b>Prior Learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Explored and used a variety of balls, beanbags and quoits and developed single action skills.</li> <li>➤ Observed some basic principles of attack (<i>i.e. use of space to avoid others</i>).</li> <li>➤ Used some basic rules for games activities.</li> </ul>		<p align="center"><b>Language for Learning</b></p> <p>Through the activities in this unit pupils will be able to understand and use words relating to:  <b>attacking, defending, running, stopping, jumping, chasing, dodging and skipping.</b></p> <hr/> <p align="center"><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Move with ease and show control in a range of physical contexts</li> <li>➤ Generate &amp; implement ideas and strategies to solve problems</li> <li>➤ Communicate clearly and cooperatively with others.</li> </ul>		<p align="center"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Variety of balls. (Football, rugby)</li> <li>➤ Beanbags, quoits</li> <li>➤ Bibs</li> <li>➤ Cones</li> </ul>	
<p><b>Curriculum Key Concepts and Processes:</b></p>					
<p align="center"><b>Outwitting an opponent</b></p> <p>To be able to choose and perform basic invasion game skills with control and accuracy. To begin to explore handling, hitting and kicking skills using a variety of equipment. Understand ways of using space and 'tricking' opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p>		<p align="center"><b>Developing Physical and Mental Capacity/ Creative Problem Solving</b></p> <p>To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements.</p>		<p align="center"><b>Developing Accurate Replication of Skills/Performances/Actions</b></p> <p>Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, running, stopping, jumping, chasing and dodging will be developed through small sided games and conditional situations. Pupils should begin to combine skills to develop an attack. Pupil progress will be evident in accurate replication of technique and application to competitive performances.</p>	
<p align="center"><b>Making and Applying Decisions</b></p> <p>Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (<i>i.e. what a team is, how it is made up and the different roles in it</i>).</p>		<p align="center"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links.</p>		<p align="center"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and throwing style looks like. Use pupil demonstration to highlight good work (<i>i.e. what is happening, what others are doing and copy how others act and work</i>).</p>	
<p><b>Cross Curricular Links:</b> Literacy (key words), Numeracy (scoring), PSHE (Need for rules &amp; sportsmanship),</p>			<p><b>Assessment opportunities:</b> Q &amp; A, observations (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>		

Week	Learning objectives	Task examples	Assessing Progress
1	<p><b>Rolling and receiving</b> To develop a range of basic rolling and receiving skills and consistently replicate. To begin to accurately pass the ball in a variety of ways. To perform core skills in a small sided game situation.</p>	<p>Warm up – ‘Domes and dishes’ Group stretches. Rolling quoits. Pupils have a ball or quoit and roll object into a space away from others. Pupils received and roll again. Pupils should be aware of space and stay within defined area. Main activity - In pairs how many different ways can you think of to carry and pass the ball or quoit. Share some interesting ways and all try. Discuss passing accurately and preparing for a catch. 4 vs 4 end-ball small sided game (<i>see task card</i>). Discuss rules. (variation to suit the lesson might include rolling the ball to move it) Cannot move with the ball. Score by getting the ball in an ‘end zone’.</p>	<p>Beginning:</p> <ul style="list-style-type: none"> <li>• Will stop an object with either hand or foot.</li> <li>• Can send an object in the direction of a partner.</li> <li>• Will understand how to score in a game situation and adhere to a set of rules.</li> </ul>
2	<p><b>Rolling balls while moving</b> To replicate a range of ways to roll, bowl, balance and retrieve balls. To develop the ability to roll object on the move. To maintain control over the object. To be able to perform these skills in a competitive environment.</p>	<p>Warm up – skipping without a rope. Hop on one foot (ii) Hop on other foot (iii) Hop a few times on one foot and then a few times on the other. (iv) Two hops on right, two hops on left (v) Step-hop right foot - step hop left foot (vi) Into skipping. Stretches. Recap rolling skills - rolling a large ball along the ground, gradually work further apart. Begin by sitting, then kneeling, gradually work to standing. T.P.’s: hand underneath the ball, guiding hand on top or at side, use a backswing, bend knees as ball is delivered. The ball should not bounce as it rolls. Able pupils will begin to roll on the move. Play rolling rocks game (<i>see task card</i>). Discuss accuracy and the importance over power.</p>	<p>Developing:</p> <ul style="list-style-type: none"> <li>• Will send and receive accurately whilst on the move.</li> <li>• Will take part in conditioned games while understanding simple tactics and rules.</li> </ul>
3	<p><b>Catching and accuracy</b> To develop coordination skills through catching beanbags in a variety of ways. To understand how to adjust the body to catch high and low object. To develop throwing accuracy in a modified small sided game.</p>	<p>Warm up – 1 ball between 2, walk around with ball in a particular way – dribbling with feet, bouncing &amp; throwing. On whistle pupils must pass to another pupil and continue without a ball. Pairs – work on improving catching skills through a variety of throws (high, low, underarm and overarm). Can you roll the ball along a line? How many times can you hit a target? Hoop or box on its side. 4 vs 4 ‘end ball’ game. Recap rules. Cannot move with the ball. Score by getting the ball in an ‘end zone TARGET’.</p>	<p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Will receive and send objects while under pressure in a small space.</li> <li>• Can combine techniques together and execute in an opposed situation.</li> <li>• Will advise others on how to improve performances through the use of space.</li> </ul>
4	<p><b>Movement and Space</b> To understand the importance of movement into space and awareness. To be able to replicate the passing and receiving techniques under some pressure. To understand the use of rules and conventional scoring methods.</p>	<p>Warm up – ‘traffic lights’ game with a large soft ball. Bouncing the ball. Group stretches. Pairs – 1 ball between 2. Pass and move in a defined area. (firstly with hands then feet.) Awareness of others and partner is important. Can you catch a ball before it bounces? Can you control a ball moving quickly? Can you quickly control the ball and then send it to your partner? Can you control the ball when you are moving? 4 vs 4 football small sided game. Enforce basic rules. Ball out of play. Plenary ideas: did your passing and receiving go? Was it accurate?</p>	

5	<p><b>Chasing and Evading</b>          To demonstrate the ability to dodge, evade and anticipate.          To begin to make decisions about the use of basic tactics.          To demonstrate the ability to replicate core skills in a competitive situation.</p>	<p>Warm up in a small grid. 'flag tag' – tuck in a bib to act as a 'tail'. Chasers must remove tag. Once tagged pupils must freeze and can be 'freed' by a pupil returning their flag to them. Stretches. Shadow drill. Pairs. 1 partner to dribble, bouncing or run with an object. Partner to shadow and follow. Swap roles. If pupils are able they can steal object from partner if they lose control of it. Play 'ball pick up' (<i>see task card</i>) Encourage pupils to look think tactically, who has the most balls in there hoop?</p>	
6	<p><b>Competitive games &amp; Assessment</b>          To demonstrate the replication of core invasion game skills. To understand about dribbling and moving with an object. To assess their performance against the NC.</p>	<p>Warm up – Play relay games in teams of 4-6, travelling in a set way, change throughout the activity (<i>dribbling, skipping, throwing and catching</i>) Put the ball on the floor and dribble or steer it about the playground with hand. STOP and change direction. (Encourage them to steer with the other hand also) Can you stop the ball by putting a foot on top of it? Pupils to develop the skill of anticipation. Where will the ball go? Pairs- passing and dribbling with the ball. 4 vs 4 football small sided game. Pupil progress to be assessed. Plenary &amp; summary; what were the most successful ways to beat an opponent?</p>	