

**Area of Learning: Physical Education, Health and Well-being**  
**Scheme of Work: Invasion Games**

Key Stage: 1	Year: 2	Duration: 6 Lessons
<p><b>Intent:</b> To experience working with a variety of equipment and to develop individual skills leading to co-operative play. To develop movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping. To begin to make use of space and start to think about outwitting an opponent. To watch and describe others' performances, as well as their own. To understand feelings during exercise and link to activity intensity. To develop the ability follow instructions and activity rules fully.</p>		
<p><b>Knowledge</b></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to games activities:</p> <ul style="list-style-type: none"> <li>• Decision making relating to space and opposition.</li> <li>• Awareness of equipment and common game purposes – out-smarting an opposition.</li> <li>• Maintenance of basic rules for games activities.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Stopping</li> <li>• Chasing</li> <li>• Jumping</li> <li>• Dodging</li> <li>• Skipping</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Build on co-operative play ideas.</li> <li>• Involve some space concepts and beating an opposition.</li> <li>• Watched others performing and applauded.</li> <li>• Maintained a set of boundaries or adapted rules.</li> </ul>
<p><b>Curriculum Key Concepts and Processes:</b></p>		
<p><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><b>Developing Physical and Mental Capacity</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><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 performance and accurate replication of game related skills.</p>
<p><b>Decision Making and Problem Solving</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 and the different roles in it</i>).</p>	<p><b>Personal Development</b></p> <p>To understand the importance of listening and supporting each other. Encourage resilience to failure and use set tasks to contribute to character education. Discuss the benefits of exercise and establish an awareness of the relationship between movement and well-being. Promote enrichment opportunities within the school timetable and beyond.</p>	<p><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)</p> <p><b>Assessment opportunities:</b> Q &amp; A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>		
<p><b>Impact:</b></p>		
<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>• Will move to receive an object at a slow pace.</li> <li>• Can send an object in the direction of a partner.</li> <li>• Will understand how to use team mates to score in a competition game situation while adhering to a set of rules.</li> </ul>	<p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>• Will complete a series of successful passes whilst on the move over a short distance.</li> <li>• Will understand how to use space to attack.</li> <li>• Will show success in competitive games through making informed decisions.</li> </ul>	<p><b>Exceeding:</b></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 with limited time.</li> <li>• Will understand the significance of the opposition positioning and how to exploit this.</li> </ul>

Implementation:		
Week	Learning objectives	Task examples
1	<p><b>Bean bag activities</b></p> <p>To develop a range of basic game skills and consistency of their replication. To learn about moving in your own space in a variety of ways safely using your equipment. 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 – 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. Group stretches. Main activity - In pairs how many different ways can you think of to carry and pass the beanbag. Share some interesting ways and all try. Discuss passing the beanbag accurately – sliding, throwing, kicking? 4 vs 4 end-ball small sided game (see task card).</p>
2	<p><b>Quoits, beanbags &amp; balls while travelling</b></p> <p>To replicate a range of ways to throw, roll, bowl, balance and retrieve quoits. To develop travelling skills while maintaining control over the object. To use both feet/hands when dribbling and encourage use of vision. To be able to perform these in a small sided game when under pressure.</p>	<p>Warm up –‘beans’ game. Stretches. Collect a beanbag or quoit each. Practice throwing and catching. Then with a ball bouncing downwards - standing still and on the move (walking or moving in different ways). Share interesting ideas and practice. 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 to gain possession. 4 vs 4 ‘end ball’ game. Recap rules. Cannot move with the ball. Score by getting the ball in an ‘end zone’.</p>
3	<p><b>Catching and Movement Skills</b></p> <p>To develop body awareness through catching beanbags in a variety of ways. To understand how to adjust the body to catch high and low object. To develop the use of partner and group work to develop catching under pressure in a game situation.</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>). Pairs – work on improving catching skills through a variety of advanced throws (high, low, side). Throw and catch while travelling. ½ pupils have bibs, ½ no bibs, mixture of pupils have ball, travel around in a way discussed, on whistle pass to the opposite team, they must travel with the ball in a different way. Discuss - how best should we mark the opposing player preventing them from gaining possession? Progress to 5 vs 5 ‘end ball’ game.</p>
4	<p><b>Use of space</b></p> <p>To understand the importance of movement into space in order to attack. To develop throwing and catching in a wide variety of ways. To be able to replicate the passing technique under some pressure. To understand the use of rules and conventional scoring methods.</p>	<p>Warm up – ‘traffic lights’ game with a football. Group stretches. ‘Through the gate’ - pairs with a ball. Set up different coloured gates. 1 pair to pass the ball through the gate continually. First hand pass then feet pass. Moving in line with the ball to receive it. (placement of feet, actual passing of the ball, stopping the ball is important). Explore hitting and kicking a ball in a variety of ways. 4 vs 4 football small sided game. Discuss possible tactics to maintain control, use ideas from earlier weeks. Plenary ideas: how did you use the available space and use tactics to keep possession?</p>
5	<p><b>Dodging</b></p> <p>To demonstrate the ability to replicate core invasion game skills in a game situation. To demonstrate the ability to dodge and anticipate. To begin to make decisions about the use of basic tactics. To describing the way the body feels during a game.</p>	<p>Warm up in a small grid. Can you run forwards, backwards &amp; sideways? Use 2 markers approx. 5 meters apart. How many times can you run round your markers in 30 secs? Can you beat your score? ‘Ball tag’ – use a soft small ball in a small grid. The tagger runs to tag the dodgers with the ball. Once a dodger is tagged, that player becomes the tagger with the ball. Play 4 v 4 end ball game but pupils score by throwing a bean bag through a hoop in each end zone. Encourage pupils to look for spaces and maintain possession. Pupils to describing the way your body feels during a game. Explore heart rate and breathing rate.</p>
6	<p><b>Competitive games &amp; Assessment</b></p> <p>To demonstrate the replication of core invasion game techniques. To understand about finding open spaces away from the defender. To describe how to make it difficult for the opponent to attack. To assess their performance against the NC.</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. Use uni-hock sticks and explore using a ball. Pairs- passing and moving with the ball. 4 vs 4 uni-hock small sided game. Create small goal using bench or hoops. Pupil progress to be assessed. Plenary &amp; summary; How did you make it difficult for the opponent to attack? What would you do differently next time?</p>