

## Year 4 – Design an Invasion game

Learning Intentions (QCA 2000)	Vocabulary (QCA 2000)	Content	Assessment
<p><b>Acquiring and Developing Skills:</b></p> <ul style="list-style-type: none"> <li>To develop the range and consistency of their skills</li> </ul>	<p><b>Keep Possession</b></p> <p><b>Keep control</b></p> <p><b>Make and use space</b></p>	<p><b>Week 1:</b> Use football, netball, rugby as context, play the game with minimum rules (3 max.) stop the game every 3/4 minutes and ask the class for a variation or improvement on the current rules. Small-sided games are preferable (no more than 6 per side).</p>	<ul style="list-style-type: none"> <li>Able to use a range of techniques when passing e.g. high/low, fast/slow, bounced.</li> <li>Ability to change direction and speed when travelling/dribbling the ball</li> <li>Able to show increasing control and consistency in games</li> <li>Play with a greater speed and flow</li> </ul>
<p><b>Selecting &amp; Applying skills and tactics:</b></p> <ul style="list-style-type: none"> <li>To devise and use rules</li> <li>To use and adapt tactics in different situations</li> </ul>	<p><b>Support</b></p> <p><b>Pass</b></p> <p><b>Points, goals</b></p> <p><b>Rules</b></p> <p><b>Tactics</b></p>	<p>Divide class into 4/6 groups. Challenge each group to improve their game, using different balls (small + large foam balls, tennis balls etc.) Differentiate resources according to skills and abilities of each group.</p> <p>If feasible, group to note down their alterations and rule changes. (Could be typed on PC / annotated diagram)</p>	<ul style="list-style-type: none"> <li>Able to keep &amp; use rules they are given</li> <li>Able to suggest alterations to rules to improve game.</li> <li>Ability to adapt rules in agreement with others and make new rules for their own games which they explain and teach to others</li> <li>Ability to use a range of tactics to keep possession and get into positions to shoot/score</li> </ul>
<p><b>Knowledge and understanding of fitness and health:</b></p> <ul style="list-style-type: none"> <li>To recognise which activities help their speed, strength and stamina</li> <li>To recognise when speed, strength and stamina are important in games</li> </ul>		<p><b>Week 2:</b> Teacher led discussion on what the class would like to see in an invasion game. (High scoring, fast, skilful etc.) Set parameters for the game e.g. pitch size, number of players per team etc. (keep the team numbers down to a maximum of six per team) Using a range of resources (use whatever you think would be interesting from the PE resources e.g. hoops, quoits, benches etc. split class into 4/6 groups and challenge them to:</p> <ol style="list-style-type: none"> <li>Create a small game where the ball etc. cannot touch the ground.</li> <li>Create a small game where there is no contact, just interception</li> <li>Create a small game where players can only play in a certain area of the pitch.</li> </ol> <p>After each challenge, ask the groups how this affects the game (speed, skills required etc.) Use a wipe-board, laminated A3 sheet of paper to note down comments &amp; ideas.</p>	<ul style="list-style-type: none"> <li>Ability to use their knowledge learnt in PE to make suitable warm-up activities for the games they are playing</li> </ul>

**Evaluating and Improving performance:**

- To describe and evaluate the effectiveness and quality of performance
- To use what they have learned to improve their work

**Week 3:** Groups from previous week to continue developing their game where the parameters are decided by the class e.g. game will be contact / non-contact, interception / tackle game etc. Groups to refine their game and then present to the rest of the class. Class to decide on best game using criteria agreed in the previous lessons. Each group to play the new game. (Write rules on wipe-board etc.)

**Week 4:** Teams to be organised from the class (try to have one person who invented the game in each team) brief team warm-up where the teams should be encouraged to decide on tactics they will use during the game. (Could get them to write these down for help with assessment). Organise the playing areas (try to have at least two matches happening at any one time. Non-doers / resting players can help with refereeing / and keeping the score (see attached exemplar of score sheet)

- Ability to know and explain the tactics & skills that are confident with and use well in games
- Ability to choose different ways of practising these tactics and skills
- Ability to describe the help they need to improve their play