

Year 6 – Design an Invasion game

Learning Intentions (QCA 2000)	Vocabulary (QCA 2000)	Content	Assessment
<p>Acquiring and Developing Skills:</p> <ul style="list-style-type: none"> To Choose, combine and perform skills more fluently and effectively in invasion games 	<p>Possession / repossession</p> <p>Attackers / defenders</p>	<p>Week 1: 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"> Able to perform skills with accuracy, confidence and control Able to identify the differences between attacking and defending skills
<p>Selecting & Applying skills and tactics:</p> <ul style="list-style-type: none"> To understand, choose and apply a range of tactics and strategies for defence and attack To use these tactics and strategies more consistently in similar games 	<p>Marking</p> <p>Covering</p> <p>Supporting</p> <p>Team play / team positions</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> <p>Week 2: 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"> i. Create a small game where the ball etc. cannot touch the ground. ii. Create a small game where there is no contact, just interception iii. Create a small game where players can only play in a certain area of the pitch. <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 & ideas.</p>	<ul style="list-style-type: none"> Ability to respond consistently in the games they play, choosing and using skills appropriate to the situation Able to choose positions within teams and know hoe to help when attacking Ability to use space productively for them and their teams Ability to use a variety of tactics to retain the ball Ability to decide and use appropriate strategies to move the ball towards their opponent's goal Able to mark and defend their goal(s)
<p>Knowledge and understanding of fitness and health:</p> <ul style="list-style-type: none"> To understand why exercise is good for their fitness, health and well-being To understand the need to prepare properly for games 			<ul style="list-style-type: none"> Suggest ideas for warming-up explaining their choice Recognise exercises & activities that help strength, speed and stamina

Evaluating and Improving performance:

- To develop their ability to evaluate their own and others' work, and to suggest ways to improve it.

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. Children to discuss the role of a coach within team sports. Using their new games as contexts, what / how would the coach improve the performance of their teams?

Week 4: Appoint coaches to each team (sides ideally 4 – 6 players) coach ideally comes from winning group. Coach and team to practice three strategies / skills they think would be important to success within the new game. Teams to organise a practice that focuses on one or more of these skills and present to the rest of the class. Evaluate and comment as whole class group. How could the exercise be made harder / easier, does it achieve its objectives, can you use previous experiences in games to inform your coaching exercise? (Many drills / practices can be transferred from one sport to another. The difference will be in the methods of passing and scoring – challenge those with few ideas to use familiar practices but altered to fit the basic rules of the new game

Play small-sided games. At regular intervals give teams 'time-outs' to re-organise themselves. Set them targets. E.g. improve your defensive strategy / attacking strategy, inclusion of all players, what to do if they are blocked by defenders. Use good examples to show others groups.

Week 5: Teams from previous weeks to decide on further strategies and techniques that will enhance their effectiveness as a team. Introduce the ideas of retaining possession and making a choice as to when it is most appropriate to score. Teams to devise games within their own teams to focus on and

- Ability to identify specific things within a game and explain how well they are being done
- Able to explain why a performance is good
- Able to identify parts of a performance that could be improved and identify practices that will help.

Develop teamwork, attack and defence strategies and to identify which players are more effective as defenders or attackers. Encourage the team to look at each other's skills and abilities to blend together the most effective team structure for that group. Depending on the rules of the game they can also introduce the idea of formations to deal with different situations within the game e.g. defensive formations / attacking formations. Also introduce some principles for attacking e.g. counter-attack, defending their area in the opponents half (pressing).

Week 6: Teams to play round-robin tournament. (Teams from previous weeks) give teams organisation time to decide on their strategies, formations etc for the tournament. Non-doers to assist with refereeing / collation of tournaments scores (see attached sheet)
If time permits, allow teams to evaluate their performances e.g. what did they do well (attacking / defending, teamwork etc.) how could they improve on their performances, how effective was the invented game, any further adaptations / additions to be made.