

# Invasion Games medium-term plan

## Year 3 & 4

Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 3 expected	Year 4 expected
<p><b>Competent learner:</b></p> <p>Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination &amp; agility Understanding of effective leadership</p> <p><b>Active &amp; healthy learner:</b></p> <p>Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained</p> <p><b>Reflective learner:</b></p> <p>Describe, explain, and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations</p> <p><b>Engaged learner:</b></p> <p>Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance</p> <p><b>Disciplined Learner:</b></p> <p>Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others</p>	<p><b>Invasion Games Principles</b></p> <p><b>Attack:</b> Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p> <p><b>Decision making on when to shoot/distance from goal/net</b></p> <p><b>Defend</b> Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this</p> <p><b>Locomotion skills (Attack)</b> Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession</p> <p><b>Locomotion skills (Defend)</b> Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<b>Demonstrate creativity</b>	Are inventive with their own movements and actions with mixed success	Are inventive with their own movements and actions and gain an advantage
		<b>Strategies and tactics</b>	Suggest and action ways to gain an advantage with mixed success	Identify and implement changes to performance that gain an advantage over their opponent
		<b>Improvements to work</b>	Implement changes to better their performance, suggested by self or AP	Review and implement correct changes to better their performance without prompt or guidance
		<b>Fundamental Movement Skills</b>	Can sequence a series of movements with increasing control (e.g. dribble then pass)	Can sequence a series of movements with consistent control (e.g. dribble then pass)
		<b>Understanding effective leadership</b>	Can suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first)	Can suggest characteristics of an effective leader and explain why it is important and how it benefits the team
		<b>Health and wellbeing</b>	Comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self esteem)	Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance
		<b>Changes to the body</b>	Reference heart rate, temperature change and muscle soreness/growth	Understand sweat is heat escaping the body and the build-up of lactic acid in their muscles
		<b>Remain active</b>	Reference managing energy levels to last for the duration of a game	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration
		<b>Actions and feelings</b>	Show a mutual respect for all and describe the importance of fair play	Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team
		<b>Make judgements to improve their and others' work</b>	Identify relevant changes to apply to their work and others that would improve performance, when prompted	Identify relevant changes to apply to their work and others that would improve performance, without prompt
		<b>Rules and expectations</b>	Follow rules in activities and reinforce to others respectfully when needed	Follow rules in activities and reinforce to others. Begin to officiate own activities with little guidance
		<b>Enthusiasm for PE</b>	Show an interest and enjoyment in lessons	Show an interest and enjoyment in lessons and reflect positively, celebrating successes
		<b>Communicate and collaborate</b>	Work sensibly with who they are partnered or grouped with, despite friendships	Work sensibly with who they are partnered or grouped with, despite friendships or abilities
		<b>Preparation for PE and Sport</b>	Have an awareness of safety (correct kit/footwear, no jewellery/watches, have inhaler or other medication to hand)	Show accountability of having correct kit and take ownership of own preparation (remove watches/jewellery, have medication ready)
		<b>Work independently</b>	Can keep an activity flowing without	Keep an activity flowing and resolve any

work independently	stoppages and adult supervision	conflict, without adult supervision
Positive attitude and respect	Do not allow activity results or incidents influence their behaviour or manner to others	Do not allow own preferences on activity choice, activity results or incidents influence their behaviour or manner to others
Following rules and instruction	Remain on task throughout the lesson with no intervention from AP and encourage others to do so	Ignore any distractions and tries to influence others to do the same
Stay on task	Do not allow competition or incidents influence their participation	Do not allow own preferences on activity choice, activity results or incidents influence their participation
Kindness to others	Remain calm when someone makes a mistake	Show understanding and encouragement when someone makes a mistake
<b>Additional key vocabulary</b>		
Strategy	A plan of action to achieve a long term goal (i.e. overall result)	
Tactic	An action planned to achieve a specific end (i.e. in play)	
Shooting	The action in which a player kicks, strikes or throws the ball into the opposition's net/goal	
Accuracy	The ability to send a ball to the desired target (e.g. a teammate, a space or a goal/net)	
Marking	A strategy were defensive players identify attacking players they are responsible for reducing space to receive	

## Year 4

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓		✓			Fundamental movement skills Spatial awareness – width, depth	What does creativity mean? How will this help in Invasion games? Tell me the importance of fair play? Why is it important to review performance?
2	✓				✓	Ball manipulation Attack and defend principles Spatial awareness – width, depth	What does mark mean? Why is this an effective defensive tactic? How can you tell which team are attack/defend? How should a leader behave and what can they do to help the team?
3			✓	✓		Ball manipulation Attack and defend principles Strategies and tactics	What is the difference between a strategy and a tactic? How do you make sure you are properly prepared for PE and are safe?
4		✓		✓		Ball manipulation Attack and defend principles Strategies and tactics	What does health and wellbeing mean to you? Can you provide any examples? How would this help you remain active? How does wellbeing help communicate and collaborate in a team?
5	✓	✓				Improving performance Attack and defend principles Strategies and tactics	How could (different child) improve? What changes happen to the body during and after exercise? Why does being creative help with strategies and tactics?
6			✓		✓	Competition Improving performance	How well are you performing in this activity? How could you improve individually and as a team? How do you react if a teammate or a player from opposition makes a mistake?

### **Additional information**

Invasion sports are led by a referee or umpire.

Invasion sports have sanctions in place where players can be cautioned or even sent off.

Some invasion sports wear protective equipment to keep them safe (e.g. shinpads, gumshields, headguards, shoulder pads)

Invasion sports differ in how many players start on the pitch/court.

Teams in invasion sports have a captain that take the lead and make key decisions.

### **Additional areas**

#### **Curricular links**

N/A

#### **Opportunities**

Football clubs and tournaments

#### **Life skills**

N/A