

## Beecroft Primary School – PE Planning

**Stage: Year 3**

**Block: Invasion games (Tag rugby – Football – Handball – Netball - Hockey)**

<p><b>Curriculum organiser</b></p>	<p>Focus and concentration, decision making, coordination and fluency, determination and resilience, gross and fine motor skills, respect and tolerance.</p>
<p><b>Experiences and outcomes</b></p>	<p><b>At the end of this PE unit of work pupils will</b></p> <p><b>Know:</b> The different pass techniques in specific invasion games. The difference between attacking and defending and will know some strategies in order to make attacks and take defence. The difference in positions from attacking, midfield to defending and will know how to position themselves during game play.</p> <p><b>Can do:</b> Work and learn with others in a team in order to keep possession, improve their range of skills, demonstrate an awareness of attack and defence during invasion games. Some pupils will also demonstrate an awareness of tactics and will be able to explain their tactics or show them during game play.</p> <p><b>Understand:</b> That by reflecting on their own and others' work and evaluating it against shared criteria, they can recognise improvement and achievement and use this to progress further.</p> <p><b>Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.</b></p> <ul style="list-style-type: none"> <li>• Clear expectations for listening – repeating and learning the information. Bite-sized chunks that are clear and based on instruction and explanation. Explanation using teacher demonstration, books and videos where appropriate. Time taken to rehearse, revise and repeat the chunks of knowledge and the practice of skills.</li> <li>• Exemplary behaviour and comments made on sitting, standing still and listening.</li> <li>• Emphasis on learning and being able to explain the key vocabulary.</li> <li>• Repetition in oral work and insistence that the correct terms are used when speaking and answering questions.</li> <li>• Modelling of key words and physical activity skills.</li> <li>• Demonstration of high standards through construction and presentation.</li> </ul>

Intent	Implementation	Impact
<p>I can pass, shoot and dribble with some accuracy during isolation and against an opponent.</p> <p>I can use different equipment within the specific invasion games to pass, shoot and dribble.</p> <p>I can discuss the different types of equipment and why specific balls, for example, might not work in other invasion games.</p> <p>I can pass the ball to a team mate.</p> <p>I can dodge and weave away from a partner.</p> <p>I can mark an opponent.</p> <p>I can understand and perform some of the roles and responsibilities within a team. For example, warm up coach, captain, cool down coach, etc.</p> <p>I can make decisions when presented with an option and can explain why. This can be shown in Q&amp;A or during small game situations.</p>	<p><b>Invasion lessons will follow the same structure:</b></p> <ul style="list-style-type: none"> <li>- <b>Passing</b></li> <li>- <b>Movement</b></li> <li>- <b>Attacking</b></li> <li>- <b>Defending</b></li> <li>- <b>Shooting techniques</b></li> <li>- <b>Small sided games</b></li> </ul> <p><b>Throughout the lessons and block of learning:</b></p> <p>Invasion games skill techniques and shots supported by videos when changing or just after changing. Discussion of what the children notice with how the players move/place their body, etc...</p> <p>During peer assessment and pair work... clipboards with photographs, key words and techniques placed around the area.</p> <p><b>Lesson 1 and 2</b></p> <p>Rugby – Basic pass (passing backward)  Football – Short passes, long passes, dribbling in order to keep possession  Handball – Chest, bounce, overhead, one handed shoulder  Netball – Chest, bounce, overhead, one handed shoulder</p>	<ol style="list-style-type: none"> <li>1. Experiments with the use of speed (with body parts and/or equipment), for example, slower during isolation and practice and then faster when confidence is built.</li> <li>2. Experiments with different equipment within the different invasion games, but is able to apply the similar knowledge skills. Movement – passing – possession – dribbling – shooting.</li> <li>3. Moves with purpose and confidence, demonstrating balance, control and rhythm.</li> <li>4. During game situations – Can manage impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net.</li> <li>5. Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, talking to team mates and signal for the ball.</li> <li>6. Enhances individual and group enjoyment of physical activity through fair play.</li> </ol>

Hockey – Push, drive, dribbling in order to keep possession

**Passing** – recap the different types of passes. Practice in pairs (stationary) – Practice in pairs (moving) – Practice moving toward a target – Passing and moving (keeping possession and using space) – small sided possession games.

### **Games**

**To include more movement – Passing gates**  
– Passing with their partner and moving around. How many gates can they pass through? 1 point for each gate.

**The invisible team** – This invisible team will score a point if the ball is dropped between partners or small groups.

### **Lesson 3**

#### **Making an attack (thinking about position in play)**

Movement – how can we move to make an attack – what are we looking for? Moving into space. Practice with a pair moving into a space.

**Cone game** – Worker is stood in a square of coloured cones, they call out the colour they are going to run to and their partner passes them the ball. Enabling them to think about the directions they are moving in.

**Small sided games** – Working in 2/3/4's – Can they move around and down the space in

order to score? Does everyone in the team need to make the attack? Why?

#### **Lesson 4**

**Defending – exploring staying close to one other player. Choosing another player to mark.**

#### **Games:**

**Add a defender to the cone game.** Play as above without calling out the colours.

**Add defender to passing games.** First to apply 'pressure' – then to try and get the ball.

**Person to person marking –** Working in small spaces in **pairs**. Warm up games to encourage person to person marking.

**Shadowing –** Different movements around the space. The marker must stay close to their **partner**. On the whistle – are they within an arms length?

**Follow the leader –** Copy the pattern and movements of their **partner**.

**Zone marking – gauntlet –** Movement down the playing field/court in their **small teams** 2/3/4. Add in zonal defenders. Can they make it past or do the defenders gain possession?

**Small sided games – Working in 2/3/4's –**  
Can they move around and down the space?

Can they defend the ball in order to gain possession and then move to an attacking strategy?

### **Lesson 5**

**Shooting toward specific goals.**

**Practice from different positions –** Position coloured cones around the goal. Pupils practice the shooting techniques from the different positions. Add a defender to apply pressure. Add a defender to actively mark.

**Small sided games – Working in 2/3/4's –**  
Can teams apply defending and attacking strategies in order to score in the specific goals?

### **Lesson 6**

**Small sided games –** with an introduction to **rules.** The **teams** that are not playing with start to introduce simple rules and play the role of referee.

**Round robin tournament** so all teams play each other.

## 'FIVE A DAY' APPROACH

Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> <li>• <b>Teacher explanation:</b> clear with pictures to refer to on PPT.</li> <li>• <b>Practice of routine exercises:</b> in pairs practising the writing process.</li> <li>• <b>Small steps:</b> -how to answer comprehension questions broken down into how we read the question, how we look for the right information and read around it, how we refer back to the question to try and answer it. -Chunked work for EW, LD and AA in 2SC</li> <li>• <b>Examples and non-examples:</b> Diagrams</li> <li>• <b>Clear and unambiguous language.</b></li> <li>• <b>Using carefully selected visual aids:</b> PPTs, all same model of book, clips on bird flight and owls sleeping.</li> <li>• <b>Modelling how to complete a task:</b> How to use the plan to write, modelling how to answer the question and look for information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers):</b> Writing the writing process with the children each time we write- questions and steps are repeated and remembered.</li> <li>• <b>Model own thinking.</b> Thinking aloud to upscale writing.</li> <li>• <b>Set appropriate level of challenge to develop self-regulation &amp; cognitive skills.</b></li> <li>• <b>Promote and develop metacognitive talk:</b></li> <li>• <b>Teach how to organise &amp; effectively manage their learning independently.</b> Efficient planning- T to model using the plan to be an aid when writing. IF we organise it well, it will help us to write!</li> <li>• <b>Introducing content in small steps:</b></li> <li>• <b>Helping pupils consider new ways to remember new information:</b> Number of stages, visual</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual (e.g partially completed model):</b> Word list with pictures to support SEN for each chapter.</li> <li>• <b>Written (e.g. list of key words and phrases).</b> PPT pictures with words to help EAL learners understand new concepts</li> <li>• <b>Verbal (e.g. re-teaching key content following a misconception).</b></li> <li>• <b>Writing frames.</b> Wordmats used to help with writing.</li> <li>• <b>Task checklist.</b> Writing process on the board.</li> <li>• <b>'I do/we do/you do':</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Groups based on current individual needs shared with others.</b></li> <li>• <b>Additional explicit instruction required:</b> 2EE 2SC- LD, AH, EW, DS, LR, AA-timers to be used.</li> <li>• <b>Reading Partners (mixed ability):</b> - discussion and explicit teaching on <b>HOW</b> to talk to our partners- questioning and giving thoughts rather than shouting answers.</li> <li>• <b>Group supported by teacher</b></li> <li>• <b>Group supported by TA.</b> RA with LD for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional apps.</b></li> <li>• <b>Apps to provide tools to aid learning.</b> Clevershare to share good practise and to model editing work</li> <li>• <b>Speech-generating apps for communication.</b></li> <li>• <b>Delivery of subject content (PPT, videos, photographs, interactive games, etc):</b> PPT, YouTube videos.</li> <li>• <b>Assessment opportunities (quiz).</b></li> <li>• <b>Class collaboration – OneNote (shared content, individual drafting, support materials).</b></li> </ul>

<ul style="list-style-type: none"><li>• <b>Anticipating and planning for misconceptions:</b></li><li>• <b>Highlighting essential content &amp; removing distracting information.</b></li><li>• <b>Checking pupils' understanding.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Frequently ask learners to recall previously taught content:</b> Time at each small step to learn new step and build on previous step(s)</li><li>• <b>Promote metacognition.</b></li></ul>			
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