

Beecroft Primary School – PE Planning

Stage: Year 4

Block: Invasion games (catching games)

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| <p>Curriculum organiser</p> | <p>Focus and concentration, decision making, coordination and fluency, determination and resilience, gross and fine motor skills, respect and tolerance.</p> |
| <p>Experiences and outcomes</p> | <p>At the end of this PE unit of work pupils will</p> <p>Know: That there are different pass techniques for catching invasion games. How to start an attack and how to shoot at a goal. How to mark as part of defending. How to keep possession of the ball in their team in order to win the game.</p> <p>Can do: 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 practice and during small sided games.</p> <p>Understand: 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>Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.</p> <ul style="list-style-type: none"> • 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. • Exemplary behaviour and comments made on sitting, standing still and listening. • Emphasis on learning and being able to explain the key vocabulary. • Repetition in oral work and insistence that the correct terms are used when speaking and answering questions. • Modelling of key words and physical activity skills. • Demonstration of high standards through construction and presentation. |

| Intent | Implementation | Impact |
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| <p>I can pass and shoot with some accuracy during isolation and against an opponent.</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&A or during small game situations.</p> | <p>Invasion lessons will follow the same structure:</p> <ul style="list-style-type: none"> - Passing - Movement - Attacking - Defending - Shooting techniques - Small sided games <p>In Year 4 the focus is upon catching invasion games.</p> <p>Lesson 1 and 2</p> <p>Handball – Chest, bounce, overhead, one handed shoulder Netball – Chest, bounce, overhead, one handed shoulder</p> <p>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.</p> <p>In year 4 the focus is about creating and using space for keeping possession, attacking and defending.</p> <p>Games Passing in pairs. Thinking about what makes the pass successful.</p> | <ol style="list-style-type: none"> 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. 2. Experiments with different equipment within the different invasion games, but is able to apply the similar knowledge skills. Movement – passing – possession – dribbling – shooting. 3. Moves with purpose and confidence, demonstrating balance, control and rhythm. 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. 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. 6. Enhances individual and group enjoyment of physical activity through fair play. |

Join with another pair. Pass and move in a line. Pass and move around a square. Pass and move toward a goal. Then give one of the players a bib. They are to try and stop the movement. Discussion about why we need to use our space in order to keep possession and score.

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 the space that players need to move into).

Movement – how can we move to make an attack – what are we looking for?

The focus in year 4 is about moving into space.

Practice with a pair moving into a space.

Games

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.

Pass and follow – Can be done in any shape. Encourages players to make a pass and then move forward. Thinking about making an attack.

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

The focus in year 4 is about moving into space. When practicing defending. Pupils are to think about how they can make sure that a space is marked before the opposition can move into it.

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

Games:

Loose ball – In pairs, the 'worker' is to pick up the loose balls thrown by their partner. Their partner can throw them gently, drop them, lift the balls high. The purpose is for the worker to watch where the ball is going in order to practice picking up the loose balls as part of their defensive play.

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

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.

Cage ball – 3v1 or 4v2 – 2 attackers, 2 defenders inside the cage. 2 attackers outside. The inside attacker must pass the ball to the outside without the defenders getting the ball.

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

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| | <p>to introduce simple rules and play the role of referee.</p> | |
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Round robin tournament so all teams play each other.