

Games: Invasion: Football KS2

Remember when

Understand tactics and composition by starting to vary how they respond.
 Vary skills, actions and ideas and link these in ways that suit the games activity.
 Begin to communicate with others during game situations.
 Uses skills with co-ordination and control.
 Develop own rules for new games.
 Makes imaginative pathways using equipment.
 Works well in a group to develop various games.
 Begin to understand how to compete in a controlled manner.
 Begin to select resources independently to carry out different skills.
 Uses skills with co-ordination, control and fluency.
 Works well in a group to develop various games.
 Apply basic skills for attacking and defending.

Sticky skills

Vary skills, actions and ideas and link these in ways that suit the games activity.
 Shows confidence in using ball skills in various ways and can link these together effectively.
 Keeps possession of balls during games situations.
 Consistently uses skills with co-ordination, control and fluency.
 Takes part in competitive games with a strong understanding of tactics and composition.
 Can create their own games using knowledge and skills.
 Modifies competitive games.
 Compares and comments on skills to support creation of new games.
 Can make suggestions as to what resources can be used to differentiate a game.
 Apply knowledge of skills for attacking and defending.
 Uses running, jumping, throwing and catching in isolation and in combination.

Learning Journey**Year 4**

Refine dribbling Turning Refine passing and receiving
 Develop passing and dribbling creating space Introduce shooting

**Year 6**

Consolidate keeping possession, develop officiating
 Consolidate defending Organise formations and manage teams
 Organise formations decide tactics, manage teams and officiate games

Key Vocabulary**KS2**

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Turning: is used to describe the change of direction of the player who is in possession of the ball. A turn is a method used by an attacker to outwit and deceive a defender.

Drag Back: A drag-back is a turn used in football. The attacker dribbling the ball, places their non kicking foot next to the ball and places their kicking foot on top of the ball, dragging the ball in the opposite direction to where they were going.

Goalkeeper: The role of the goalkeeper is to stop the ball from entering the goal. The goalkeeper is the only player allowed to use their hands on the pitch, but must do so within their own area

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack

<p>Cognitive</p> <p>Year 4: Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>Year 6: Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p>	<p>Social</p> <p>Year 4: Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game</p> <p>Year 6: Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p>	<p>Wellness</p> <p>Year 4: Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p> <p>Year 6: Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>	<p>National Curriculum</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and control and balance - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
<p>Learning Objective / Focus</p>		<p>Lesson Sequence Outline</p>	
<p>Year Four</p>	<p>Session 1: LO: to refine dribbling in order to keep control and possession of the ball.</p> <p>Focus: Refine dribbling</p> <p>Session 2: LO: to explore the purpose of turning in a game of football and understand why turns can help us to keep possession.</p> <p>Focus: Turning</p> <p>Session 3: LO: to apply passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p>Focus: Refine passing and receiving</p> <p>Session 4: LO: to develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.</p> <p>Focus: Develop passing and dribbling creating space</p> <p>Session 5: LO: to apply prior learning of passing, moving and dribbling to move the ball up the pitch creating an attack that results in a shot.</p> <p>Focus: Introduce shooting</p> <p>Session 6: LO: to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Focus: Level 1 tournament</p>	<p style="text-align: center;">Football</p> <p>Overview: The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity</p> <p>Physical: Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	
<p>Year Six</p>	<p>Session 1: LO: to consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>Focus: Consolidate keeping possession</p> <p>Session 2: LO: to apply prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot.</p> <p>Focus: Consolidation of possessional skills, develop officiating</p> <p>Session 3: LO: understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities.</p> <p>Focus: Consolidate defending</p> <p>Session 4: LO: to manage their team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</p> <p>Focus: Organise formations and manage teams</p> <p>Session 5: LO: to manage their team, selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</p>	<p style="text-align: center;">Football</p> <p>Overview: Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>Physical: Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	

	<p>Focus: Organise formations, decide tactics, manage teams and officiate games</p> <p>Session 6: LO: bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Focus: Level 1 tournament</p>		
Working towards	<p align="center">End of unit assessment</p> <p align="center">Working at Age related expectations</p>		Working at a greater depth