



Kirkoswald

C of E Primary School

Primary PE – Curriculum Plan

Games 2024 -25

Progression in Knowledge, Skills and Understanding: Multi Skills and Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ✓ Chest pass ✓ Catch a ball from a bounce ✓ Catch a ball from a partner over a short distance ✓ Move to try and stop and pick up a rolling ball ✓ Control a football with a basic dribbling technique ✓ Pass and stop football over a short distance 	<ul style="list-style-type: none"> ✓ Chest pass ✓ Receive a pass from a partner over a short distance ✓ Move to try and intercept a ball ✓ Dribble a football ✓ Pass and stop football over a short distance ✓ Dodging 	<p>Hockey</p> <ul style="list-style-type: none"> ✓ Dribble ✓ Push pass ✓ Receive ✓ Block tackle <p>Netball</p> <ul style="list-style-type: none"> ✓ Passing: Chest, bounce, shoulder ✓ Footwork ✓ Marking ✓ Moving into space <p>Rugby</p>	<p>Hockey</p> <ul style="list-style-type: none"> ✓ Dribble (straight and reverse) ✓ Push pass ✓ Block tackle <p>Netball</p> <ul style="list-style-type: none"> ✓ Passing: Chest, bounce, shoulder ✓ Footwork ✓ Movement off the ball and into space ✓ Marking ✓ Shooting <p>Rugby</p> <ul style="list-style-type: none"> ✓ Passing: pop pass, spin pass, offload ✓ Dribbling ✓ Defensive Line ✓ Attacking Line ✓ Dummy pass/runs <p>Lacrosse</p> <ul style="list-style-type: none"> ✓ Dribble ✓ Catch ✓ Cradle ✓ Ground ball ✓ Shooting ✓ Passing 	<p>Hockey</p> <ul style="list-style-type: none"> ✓ Dribble (straight and reverse) ✓ Indian dribble ✓ Push pass ✓ Block tackle <p>Netball</p> <ul style="list-style-type: none"> ✓ Passing: Chest, bounce, shoulder ✓ Footwork (1-2 landing) ✓ Movement off the ball and into space ✓ Marking ✓ Intercepting ✓ Dodging ✓ Shooting <p>Rugby</p> <ul style="list-style-type: none"> ✓ Pop pass ✓ Spin pass ✓ Offload ✓ Attacking line ✓ Defensive line ✓ Side step <p>Lacrosse</p> <ul style="list-style-type: none"> ✓ Dribble ✓ Catch ✓ Pass ✓ Cradle ✓ Ground ball ✓ Shooting 	<p>Hockey</p> <ul style="list-style-type: none"> ✓ Dribble (straight and reverse) ✓ Indian dribble ✓ V drag ✓ Push pass ✓ Slap hit ✓ Block tackle <p>Netball</p> <ul style="list-style-type: none"> ✓ Passing: Chest, bounce, shoulder ✓ Footwork (1-2 landing) ✓ Movement off the ball and into space ✓ Marking, man to man and zone ✓ Intercepting ✓ Dodging- sprint and feint ✓ Shooting <p>Rugby</p> <ul style="list-style-type: none"> ✓ Passing: pop pass, spin pass, offloading the ball ✓ Defensive Line ✓ Attacking line ✓ Dummy pass/Dummy Run <p>Lacrosse</p> <ul style="list-style-type: none"> • Dribble • Catch • Pass • Cradle • Ground ball • Shooting

			Y1 Multi Skills for Games					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During EYFS children have worked towards their early learning goals in relation to gross motor skills. These are as follows:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping,</p>	How can we use our hands and fingers to control and move a ball?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to control and hold a ball using our hands</p> <p>To develop our ability to send a ball successfully along the floor to a target using hands</p>	Understanding of direction and travel	Pass Catch Receive Stop Intercept	throw underarm, bounce & catch ball by self & with partner	<p>Intro: LF = Individual Ball skills –</p> <p>Warm up- Movements: Sharks Pupils move around in different ways – on shark, run and stand on a spot.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Recap Skill – Ball skills: Individual Ball – bounce, catch, throw, dribble 1 ball per pupil, stand in a space. Teacher demo – pupils then try: Bounce and catch; Bounce continuously – 2 hands/1 hand: static then moving; throw and catch.</p> <p>Skill Development – Ball skills: Individual aim 1bbag and hoop per indiv spaced out in hall. Teacher demo; pupils then try: throw underarm into hoop, throw overarm. Practice, then comp (no in 30secs). Repeat.</p> <p>Skill Development – Ball skills: Individual aim 1bbag per indiv., spaced around ‘target sheet’ Teacher demo; pupils then try: throw underarm aim for middle, repeat -overarm,</p> <p>Alternative activity – Balance Bag Anyone tag anyone, if tagged stand still 5 secs</p> <p>Plenary: Q & A – linked to LO and LLS</p>

Week Two	dancing, hopping, skipping and climbing.	In what ways can we stop a ball from moving?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to intercept and stop a ball successfully when it is moving along the floor</p> <p>To learn how to catch a ball successfully from a bounce</p>	Understanding of direction, travel and flight	Pass Catch Receive Stop Intercept	<p>throw underarm, bounce & catch ball by self & with partner</p> <p>intercept and retrieve a moving ball</p>	<p>Intro: LF = Pair Ball skills</p> <p>Warm up- Movements: Hot Potatoes Pupils move around hall in way teacher calls out. On whistle; pick up bean bag – throw and catch – put back down</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Skill Development – Ball skills: With a Partner – bounce, catch, throw 1ball per pair, spaced out in hall. Teacher demo; pupils then try: roll and stop, bounce and catch; throw and catch Practice, then comp (no in 30secs). Repeat.</p> <p>Alternative activity – Balance Bag Anyone tag anyone, if tagged stand still 5 secs</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Three		What things help us to catch a ball?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To learn how to pass a ball successfully using a chest pass over short distances</p> <p>To continue to develop our ability to catch the ball successfully, from a bounce or from a partner</p>	<p>Understanding of basic body parts</p> <p>Reacting to the direction and power of an object</p>	Pass Catch Receive Stop Intercept	<p>throw underarm, bounce & catch ball by self & with partner</p> <p>intercept and retrieve a moving ball</p>	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: Cups and Cones ½ cups, ½ cones</p> <p>Stretch – Static (Teacher led - head to toe) Set-up: stood in own space</p> <p>Skill Development– Ball skills – Mini Games. Relays – in pairs. One ball per pair. 2 cones. Teacher demo; then pupils try: Run to cone and back with ball, run then roll back; run then bounce pass back; run then underarm throw, run then overarm throw. Dribble. Dribble then kick pass.</p> <p>Alternative activity – Stuck in the Mud Taggers wear bibs - Swap taggers after 1 min.</p>

								Plenary: Q & A – linked to LO and LLS
Week Four		How can we use our feet when stopping and moving a ball?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to control a ball with both our feet</p> <p>To develop out ability to dribble and stop the ball with our feet</p>	Understanding of direction, travel and flight	<p>Stop</p> <p>Go</p> <p>Kick</p> <p>Receive</p> <p>Left</p> <p>Right</p>	<p>kick/stop a ball using both feet while static & when moving</p>	<p>Intro: LF = Ball skills – Dribble with feet</p> <p>Warm up- Cat and mouse In pairs, 1 bib per pair.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Recaps Skill – Ball skills: Individual Ball – dribble with feet. 1ball per pupil, stand in a space. Teacher demo pupils try: Dribble with feet, Stop with feet. Traffic lights game.</p> <p>Skill Development – Ball skills: With a Partner – Pass with feet and stop. 1 ball per pair, 5m apart. Teacher demo, pupils try: Pass and stop Practice, then comp (no. in 30 secs).</p> <p>Alternative activity – Stuck in the Mud Taggers wear bibs - Swap taggers after 1 min.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Five		How can we use our feet to make a ball go where we want it to?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To learn how to kick the ball successfully to a target, using our feet</p> <p>To develop our ability to stop a moving ball with our feet</p>	<p>Understanding of basic body parts</p> <p>Reacting to the direction and power of an object</p>	<p>Stop</p> <p>Go</p> <p>Kick</p> <p>Receive</p>	<p>kick/stop a ball using both feet while static & when moving</p> <p>intercept and retrieve a moving ball</p>	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: High Fives Pupils move around in different ways – on teacher whistle, High 5: R hand; High 5: L Hand; High 5: Both</p> <p>Stretch – Static (Teacher led - head to toe) Set-up: stood in own space</p> <p>Skill Development– Ball skills – Mini Games: Rob the nest. All balls in the middle, one hoop per pair around the outside. Teacher demo; then pupils try:</p>

								<p>Collect ball and run back with it; Collect ball, roll it back; Collect ball bounce pass it back; Collect ball, throw (underarm then overarm pass) it back, collect ball dribble back, collect ball – pass with foot back.</p> <p>Skill Development - Intercept Intro – what intercept means. Repeat game but with 4 defenders who try to ‘intercept’ ball. If intercept – ball back in middle.</p> <p>Alternative activity – Binocular Tag Anyone – can tag anyone, tagged= squat down, until person who tagged you gets tagged.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Six		What are rules?	<p>master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending</p>	<p>To use our skills of dribbling, passing and catching in mini games or relays</p> <p>To be able to follow simple game instructions within our team</p>	<p>Reacting to the direction and power of an object</p> <p>Making basic decisions about movement</p> <p>Understanding simple instructions</p>	<p>Dribble Pass Catch Stop Kick Rules</p>	<p>throw underarm, bounce & catch ball by self & with partner</p> <p>kick/stop a ball using both feet while static & when moving</p> <p>intercept and retrieve a moving ball</p>	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: Cups and Cones ½ cups, ½ cones.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Skill Development– Ball skills – Mini Games: Goals game. In pairs, 1 ball btwn 2. Lots of cones set out as mini goals. Teacher demo, then pupils try. Roll ball through goals; Bounce pass/catch through goals; Throw/catch through goals; Foot Pass/stop through goal. Run to a different set of goals each time. Practice, then comp – (no. 30secs). Q and A – how to we increase our score? - accurate passing, look for space to run into.</p> <p>Alternative activity – Binocular Tag Anyone – can tag anyone, tagged= squat down, until person who tagged you gets tagged.</p> <p>Plenary: Q & A – linked to LO and LLS</p>

		Y2 Multi Skills for games						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During year 1 pupils have started to develop basic multi skills for games.</p> <p>They have looked at ways to successfully pass, catch, dribble and kick different ball shaped objects</p> <p>They have worked towards developing their ability to follow simple instructions and rules</p>	What can I do to help me throw and catch a ball?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to pass and catch a large ball (netball/rugby) over increasing distances</p> <p>To work alongside a partner to support them when improving our catching</p>	<p>Understanding flight, direction and power.</p> <p>Looking for and identifying key points</p>	<p>Pass</p> <p>Receive</p> <p>Stop</p> <p>Catch</p>	<p>perform dribbling skill with hands and feet using space well</p> <p>catch a small ball by moving to intercept flight</p>	<p>Intro: LF = Individual Ball skills –</p> <p>Warm up- Movements: Sharks Pupils move around in different ways – on shark, run and stand on a spot.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Recap Skill – Ball skills: Individual Ball – bounce, catch, throw, dribble 1 ball per pupil, stand in a space. Teacher demo – pupils then try: Bounce and catch; Bounce continuously – 2 hands/1 hand: static then moving; throw and catch.</p> <p>Skill Development – Ball skills: Individual aim 1bbag and hoop per indiv spaced out in hall. Teacher demo; pupils then try: throw underarm into hoop, throw overarm. Practice, then comp (no in 30secs). Repeat.</p> <p>Skill Development – Ball skills: Individual aim 1bbag per indiv., spaced around ‘target sheet’ Teacher demo; pupils then try: throw underarm aim for middle, repeat -overarm,</p> <p>Alternative activity – Balance Bag Anyone tag anyone, if tagged stand still 5 secs</p>

								Plenary: Q & A – linked to LO and LLS
Week Two		What does the word 'possession' mean within a game?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To continue to develop our ability to pass and catch the ball with control in challenging situations</p> <p>To learn what the word 'possession' means and how it helps us to be successful in team games</p>	<p>Understanding flight, direction and power.</p> <p>Understanding the links with space and possession</p>	<p>Pass Receive Stop Catch Possession</p>	<p>perform dribbling skill with hands and feet using space well</p> <p>make simple decisions about when /where to move in game</p> <p>react to situations to outwit an opponent or support a partner</p>	<p>Intro: LF = Pair Ball skills</p> <p>Warm up- Movements: Hot Potatoes Pupils move around hall in way teacher calls out. On whistle; pick up bean bag – throw and catch – put back down</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Skill Development – Ball skills: With a Partner – bounce, catch, throw 1ball per pair, spaced out in hall. Teacher demo; pupils then try: roll and stop, bounce and catch; throw and catch Practice, then comp (no in 30secs). Repeat.</p> <p>Alternative activity – Balance Bag Anyone tag anyone, if tagged stand still 5 secs</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Three		How can I avoid obstacles when dribbling the ball with my feet?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To learn how to dribble the ball with both my left and right foot to avoid obstacles</p> <p>To develop my ability to stop the ball successfully when working with a partner</p>	Understanding different directions	<p>Pass Receive Stop Left Right</p>	perform dribbling skill with hands and feet using space well	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: Cups and Cones ½ cups, ½ cones</p> <p>Stretch – Static (Teacher led - head to toe) Set-up: stood in own space</p> <p>Skill Development– Ball skills – Mini Games. Relays – in pairs. One ball per pair. 2 cones. Teacher demo; then pupils try: Run to cone and back with ball, run then roll back; run then bounce pass back; run then underarm throw, run then overarm throw. Dribble. Dribble then kick pass.</p>

								<p>Alternative activity – Stuck in the Mud Taggers wear bibs - Swap taggers after 1 min.</p> <p>.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Four		Why is 'space' important in team games?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to move into 'space' to make passing easier in a game</p> <p>To begin to develop our skills of passing and moving in mini game situations</p>	<p>Understanding the links with space and possession</p> <p>Basic patterns and movements</p>	<p>Pass Receive Stop Catch Space Intercept Possession</p>	<p>perform dribbling skill with hands and feet using space well</p> <p>make simple decisions about when /where to move in game</p> <p>react to situations to outwit an opponent or support a partner</p>	<p>Intro: LF = Ball skills – Dribble with feet</p> <p>Warm up- Cat and mouse In pairs, 1 bib per pair.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Recaps Skill – Ball skills: Individual Ball – dribble with feet. 1ball per pupil, stand in a space. Teacher demo pupils try: Dribble with feet, Stop with feet. Traffic lights game.</p> <p>Skill Development – Ball skills: With a Partner – Pass with feet and stop. 1 ball per pair, 5m apart. Teacher demo, pupils try: Pass and stop Practice, then comp (no. in 30 secs).</p> <p>Alternative activity – Stuck in the Mud Taggers wear bibs - Swap taggers after 1 min.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Five		What do we mean by 'outwit an opponent'?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our ability to use a change of direction to help us outwit an opponent</p> <p>To develop our dodging skills in mini game situation</p>	<p>Understanding directions and speeds</p> <p>Basic patterns and movements</p>	<p>Pass Receive Stop Catch Space Intercept Possession Outwit</p>	<p>change in speed & direction to stay with or outwit a partner</p> <p>make simple decisions about when /where to</p>	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: High Fives Pupils move around in different ways – on teacher whistle, High 5: R hand; High 5: L Hand; High 5: Both</p> <p>Stretch – Static (Teacher led - head to toe) Set-up: stood in own space</p> <p>Skill Development– Ball skills – Mini Games: Rob the nest. All balls in the middle, one</p>

						<p>move in game</p> <p>react to situations to outwit an opponent or support a partner</p>	<p>hoop per pair around the outside. Teacher demo; then pupils try: Collect ball and run back with it; Collect ball, roll it back; Collect ball bounce pass it back; Collect ball, throw (underarm then overarm pass) it back, collect ball dribble back, collect ball – pass with foot back.</p> <p>Skill Development - Intercept Intro – what intercept means. Repeat game but with 4 defenders who try to ‘intercept’ ball. If intercept – ball back in middle.</p> <p>Alternative activity – Binocular Tag Anyone – can tag anyone, tagged= squat down, until person who tagged you gets tagged.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Six	What is the difference between attack and defence?	master basic movements throwing and catching, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending	<p>To develop our understanding of the words ‘attack and defence’</p> <p>To be able to apply some simple rules to basic team invasion games</p>	<p>Roles and responsibilities</p> <p>Importance of communication and rules</p>	<p>Pass</p> <p>Receive</p> <p>Stop</p> <p>Catch</p> <p>Space</p> <p>Intercept</p> <p>Possession</p> <p>Outwit</p> <p>Attack</p> <p>Defence</p>	<p>change in speed & direction to stay with or outwit a partner</p> <p>perform dribbling skill with hands and feet using space well</p> <p>catch a small ball by moving to intercept flight</p> <p>make simple</p>	<p>Intro: LF = Ball skills in mini-competitions</p> <p>Warm up- Movements: Cups and Cones ½ cups, ½ cones.</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Skill Development– Ball skills – Mini Games: Goals game. In pairs, 1 ball btwn 2. Lots of cones set out as mini goals. Teacher demo, then pupils try. Roll ball through goals; Bounce pass/catch through goals; Throw/catch through goals; Foot Pass/stop through goal. Run to a different set of goals each time. Practice, then comp – (no. 30secs). Q and A – how to we increase our score? - accurate passing, look for space to run into.</p> <p>Alternative activity – Binocular Tag</p>

							<div>decisions about when /where to move in game</div> <div>react to situations to outwit an opponent or support a partner</div>	<div>Anyone – can tag anyone, tagged= squat down, until person who tagged you gets tagged.</div> <div>Plenary: Q & A – linked to LO and LLS</div>
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			Y3 Games					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During year 1, pupils have continued to refine the basic fundamental skills of passing, catching, kicking and dribbling.</p> <p>They can now apply these skills to more challenging situations and have started to understand the importance of movement in team game activities.</p>	How do we control a ball in different situations?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Hockey</p> <p>To develop our ability to control and stop the ball using the correct technique</p> <p>To be able to dribble the ball effectively when moving forward and to start to dribble effectively when changing direction</p>	Understanding and reacting to movement of objects at different speeds	Control Stop Catch Dribble Pass	<p>perform ball handling skills well, with awareness of space & others</p> <p>consolidate passing/catching skills in various games</p>	<p>Intro: Q&A- What is Hockey Focus: Dribbling</p> <p>Warm up- Dishes and Domes 2 teams</p> <p>Stretch – Static (Teacher led - head to toe) Q&A – 1 benefit of Ex: <i>helps us run faster</i></p> <p>Skill Development – Dribbling practice: Minefield/Traffic Lights One stick and ball each - <i>intro KTPs how hold-</i> Dribble round cones, dribble call out colour cone held up, traffic lights game.</p> <p>Skill Competition – Dribbling competition: Hungry Hippos Split into groups. Balls in hoop in middle. Do challenges. dribble straight (no stealing), dribble + steal, dribble through cones (no stealing), dribble through cones +steal.</p> <p>Small, related games: dribbling relay Same groups – 1 ball each group. Race round outside of all grps back to their grp. 1pt first person back, 1 pt catch someone else up.</p> <p>Plenary: Q & A – linked to LO and Ex benefit.</p>
Week Two		How can we change the direction and power of object? How	play competitive games, modified where appropriate [for example,	<p>Hockey</p> <p>To develop our ability to pass the ball over</p>	Understanding and reacting to movement of objects at different speeds	Control Stop Catch Dribble Pass	perform ball handling skills well, with awareness	<p>Intro: Q&A- What skill did we do last week? Lesson Focus: Passing</p> <p>Warm up- Cat and Mouse</p>

		<p>does this effect our performance?</p>	<p>badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>short distances using a push pass</p> <p>To know the correct technique for and stopping the ball effectively and be able to apply this technique when working in a small group</p>	<p>Choosing correct movements for situation</p> <p>Understanding of travel, direction and movement patterns</p>	<p>Footwork Space Direction Possession</p>	<p>of space & others</p> <p>consolidate passing/catching skills in various games</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>keep control & possession & make good decisions on what to do</p>	<p>In pairs – 1 bib per pair.</p> <p><u>Stretch</u> – Static (Teacher led - head to toe) Q&A – 1 exercise benefit– <i>run for longer</i></p> <p><u>Skill Recap</u> – Dribbling practice: Goal One stick and ball each - <i>KTPs of how hold</i> Practice. Comp – number of goals in 30 secs.</p> <p><u>Skill Development</u> – Passing practice: On line In pairs - One stick each, 1 ball btwn two. <i>KTPs of how push pass and how stop.</i> Practice in pairs. Comp – no. in 30 secs.</p> <p><u>Skill Development</u> – Passing comp : Goals In pairs - One stick each, 1 ball btwn two. Lots of mini-goals set up with cones. Pass through goal – dribble to another. Practice then comp – no in 30 secs.</p> <p><u>Small, related games: Passing Challenge: Goals and defenders</u> As above except 6 people are defenders (wear bib). Defenders try and stop pairs from scoring by intercepting the ball (no tackling). How many balls can they collect in 1min? (out/ stand at side if ball intercepted by D) Switch defenders.</p> <p><u>Plenary:</u> Q & A – linked to LO and LLS</p>
Week Three		<p>How can we use space and movement to be successful?</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply</p>	<p>Hockey To learn how to perform and use and perform a safe block tackle to be able to regain possession from a partner</p>	<p>Understanding and reacting to movement of objects at different speeds</p> <p>Choosing correct movements for situation</p>	<p>Control Stop Catch Dribble Pass Footwork Space Direction Possession</p>	<p>perform ball handling skills well, with awareness of space & others</p> <p>consolidate passing/catching</p>	<p><u>Intro: Q&A-</u> what skills have we done so far? Lesson Focus: Tackling</p> <p><u>Warm up- Stuck in the Mud</u> 5 people taggers (wear bibs)</p> <p><u>Stretch</u> – Static (Teacher led - head to toe) Set-up: stood in own space Q&A –benefit of Ex – helps HR recover quicker</p>

			<p>basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To develop our ability to pass and receive the ball in small sided competitive situations</p>	<p>Understanding of travel, direction and movement patterns</p>	<p>Attack</p>	<p>hinging skills in various games</p> <p>keep control & possession & make good decisions on what to do</p>	<p><u>Skill Recap – Passing competition: Goals</u> As last week.</p> <p><u>Skill Development – Block Tackle</u> In Pairs. 2 cones per pair – 5m apart. 1 on each cone.1 stick each, 1 ball per pair. <i>Intro KTPs tackling.</i> 1.One person dribbles ball, other tackles – try to get to opposite cone. Repeat 2.Put ball in middle – On go- both run to get ball, try and score as above. Repeat.</p> <p><u>Small Related Game– Mini goals + tackling</u> Use set up from skill recap - except 5 players as tacklers (defenders – wear bibs) – no ball. Game –individuals(attackers) try and score as many goals as possible. Defenders tackle them to get their ball. Once got ball, attacker is out – goes and stands on side. 1 min swap.</p> <p><u>Plenary:</u> Q & A – linked to LO and LLS</p>
Week Four	<p>Why do we need rules in team games?</p>	<p>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> <p>compare their performances with previous ones and demonstrate improvement to</p>	<p>Hockey To link passing and dribbling skills together and recognise their importance in helping our team keep possession of the ball</p> <p>To learn some simple hockey rules and apply them in a small sided situation</p>	<p>Choosing correct movements for situation</p> <p>Understanding of travel, direction and movement patterns</p> <p>Understanding and reasoning in relation to rules</p>	<p>Control Stop Catch Dribble Pass Footwork Space Direction Possession Attack Defend Rules</p>	<p>perform ball handling skills well, with awareness of space & others</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>consolidate passing/catching skills in various games</p>	<p><u>Intro: Q&A-</u> what skills have we done so far? Lesson Focus: use skills in small games</p> <p><u>Warm-up – Binocular-Tag</u> All pupils taggers – look for their tagger being tug if tagged.</p> <p><u>Stretch – Static (Teacher led - head to toe)</u> Q&A – Exercise benefit - helps us burn fat.</p> <p><u>Skill Recap – Dribble. Passing : Team Relays.</u> Groups of 4. 2 cones per group – 5m apart. 2 on each cone. 1 stick each, 1 ball btwn group. <i>Recap KTPs – dribbling, passing, stopping ball.</i> Practice - Dribble all way, dribble half way and pass, dribble to left pass, dribble to right pass. Comp. – no in 30 secs. Practice – tackling 1v1 (repeat other pair).</p>	

			achieve their personal best				keep control & possession & make good decisions on what to do	Small, related games: 2v2 Games Small pitch per group of 4 – goals at each end. Play 2 v2 (use bibs) . Intro – rules of the game 1.Start in the middle – pass backwards 2.Choose 1 player to mark (only tackle them) 3.Ball out– other teams start where went off 4.Goal – other team restarts in the middle. Note – try and keep it off your feet. Swap teams round after 5 mins. Plenary: Q & A – linked to LO and LLS
Week Five	What do we mean by attack and defence?	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 compare their performances with previous ones and demonstrate improvement to achieve their personal best	Hockey To work on being able to recognise the different skills needed in attack and defence To play either an attacking or defensive position within a small sided game	Choosing correct movements for situation Understanding of travel, direction and movement patterns Understanding and reasoning in relation to rules Developing understanding of my role and responsibility and being able to apply this to a game situation	Control Stop Catch Dribble Pass Footwork Space Direction Possession Attack Defend Rules Outwit	perform ball handling skills well, with awareness of space & others play a game successfully, -apply some tactics to outwit opponents consolidate passing/catching skills in various games keep control & possession & make good decisions on what to do	Intro: Q&A- what skills have we done so far? Lesson Focus: Beating a defender, playing attack or defence in small games Warm-up – sheep and farmers groups of 3's -have a different coloured bib, most tuck into shorts. 6 wear them. Bib wearer - try and get other bibs. In get – person wears it. Stretch – Static (Teacher led - head to toe) Recap – benefit of Exercise Skill Development – dribble, pass, shoot. Groups of 3, 3 cones 5m apart. 1 person behind each. 1 stick each, 1 ball per 3. 1.In 3s. dribble forwards and pass sideways shoot at goal at end. Collect ball go to start. (set up cones to pass at). 2.As above – but 2 v1 - passive defender. KTP – only pass if D comes towards you, if D marks other player - go for goal. Small, related games: 3 v 3 Games One pitch per group of 6 – goals at each end. Play 3 v3 (choose 1 player to mark). Recap rules. KTPs	

								<p>1.when your team have ball = attackers – move away from other team/get into space – try and score goals</p> <p>2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Six		<p>What is a tactic? How can it help our team?</p>	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To understand the importance of creating space when attacking and be able to apply this in a small sided situation</p> <p>To recognise what my can do well and what we need to improve on</p>	<p>Choosing correct movements for situation</p> <p>Understanding of travel, direction and movement patterns</p> <p>Understanding and reasoning in relation to rules</p> <p>Developing understanding of my role and responsibility and being able to apply this to a game situation</p> <p>Reflecting on own and teams performance</p>	<p>Control</p> <p>Stop</p> <p>Catch</p> <p>Dribble</p> <p>Pass</p> <p>Footwork</p> <p>Space</p> <p>Direction</p> <p>Possession</p> <p>Attack</p> <p>Defend</p> <p>Rules</p>	<p>perform ball handling skills well, with awareness of space & others</p> <p>play a game successfully, -apply some tactics to outwit opponents</p> <p>consolidate passing/catching skills in various games</p> <p>keep control & possession & make good decisions on what to do</p>	<p>Intro: Q&A- what skills learnt last week?</p> <p>Lesson Focus: Attack, Defence and Evaluation.</p> <p>Warm-up – Relays in teams</p> <p>Teams of 4 - 2 cones – 5m apart. 1 stick each, 1 ball per team. 2 on each cone.</p> <p>Team challenges – how many in 30 secs:</p> <p>Dribble, Dribble and pass, Dribble in cones</p> <p>Indv. challenge - Beat a defender 1 v 1</p> <p>Stretch – Static (Teacher led - head to toe)</p> <p>Recap – benefits of Exercise</p> <p>Small, related games: 3 v 3 Tournament.</p> <p>One pitch per group of 6 – goals at each end.</p> <p>Play 3 v3 (mark 1 player). Recap rules.</p> <p>KTPs</p> <p>1.when your team have ball = attackers – move away from other team/get into space – try and score goals</p> <p>2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Play – 5 min one way. End of each game:</p> <p>1.sportsmanship – 3 cheers, shake hands</p> <p>2. team evaluation – 1 star (what doing well), 1 wish (what need to do better)</p> <p>Plenary: Q & A – linked to LO and LLS</p>

			Y4 Games					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	Pupils in year 3 have completed their first year of more directed team game activities. They will have developed basic skills in two of these and will be able to perform these in isolation and apply them with some degree of success to challenging situations. In year three their understanding of basic team tactics,	Why is control important when passing and receiving a ball?	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 compare their performances with previous ones and demonstrate improvement to achieve their personal best	Hockey To develop our ability to control the ball using the correct technique To be able to dribble the ball effectively when running straight and when changing direction.	Understanding the process of creating power and direction when sending an object. Understanding how small changes to the body can affect the power, flight and direction of an object.	Control Catch Send Receive Power Direction Flight	move to stop a ball or object reaching a target in a varying situation	Intro: Q&A- What is Hockey Focus: Dribbling Warm up- Dishes and Domes 2 teams Stretch – Static (Teacher led - head to toe) Q&A – 1 benefit of Ex: <i>helps us run faster</i> Skill Development – Dribbling practice: Minefield/Traffic Lights One stick and ball each - <i>intro KTPs how hold-</i> Dribble round cones, dribble call out colour cone held up, traffic lights game. Skill Competition – Dribbling competition: Hungry Hippos Split into groups. Balls in hoop in middle. Do challenges. dribble straight (no stealing), dribble + steal, dribble through cones (no stealing), dribble through cones +steal. Small, related games: dribbling relay Same groups – 1 ball each group. Race round outside of all grps back to their grp. 1pt first person back, 1 pt catch someone else up. Plenary: Q & A – linked to LO and Ex benefit.
Week Two			Play competitive games, modified where appropriate [for example,	Hockey To develop our ability to pass the ball over short distances using a push pass	Understanding the process of creating power and direction	Technique Control Catch Send	Move to stop a ball or object reaching a	Intro: Q&A- What skill did we do last week? Lesson Focus: Passing Warm up- Cat and Mouse In pairs – 1 bib per pair.

	roles and responsibilities will have developed. They can also apply a number of specific game related rules to the chosen activity.	What is a technique? How can I apply different techniques to change the skill I am performing?	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know the correct technique for and stopping the ball effectively and be able to apply this technique when working in a small group	when sending an object. Understanding how small changes to the body can affect the power, flight and direction of an object. Understanding the importance of rules and the impact they have on the game and others	Receive Power Direction Flight Rules	target in a varying situations	<p><u>Stretch</u> – Static (Teacher led - head to toe) Q&A – 1 exercise benefit– <i>run for longer</i></p> <p><u>Skill Recap</u> – Dribbling practice: Goal One stick and ball each - <i>KTPs of how hold</i> Practice. Comp – number of goals in 30 secs.</p> <p><u>Skill Development</u> – Passing practice: On line In pairs - One stick each, 1 ball btwn two. <i>KTPs of how push pass and how stop.</i> Practice in pairs. Comp – no. in 30 secs.</p> <p><u>Skill Development</u> – Passing comp : Goals In pairs - One stick each, 1 ball btwn two. Lots of mini-goals set up with cones. Pass through goal – dribble to another. Practice then comp – no in 30 secs.</p> <p><u>Small, related games: Passing Challenge: Goals and defenders</u> As above except 6 people are defenders (wear bib). Defenders try and stop pairs from scoring by intercepting the ball (no tackling). How many balls can they collect in 1min? (out/ stand at side if ball intercepted by D) Switch defenders.</p> <p><u>Plenary:</u> Q & A – linked to LO and LLS</p>
Week Three		Why are space and possession so important in team games?	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply	<p>Hockey To link passing and dribbling skills together and recognise their importance in helping our team keep possession of the ball</p> <p>To develop our ability to pass and receive the</p>	<p>To understand movement patterns in team game activities</p> <p>Being aware of own space and others</p>	Possession Space Movement	<p>Move to stop a ball or object reaching a target in a varying situations</p> <p>use skills/apply</p>	<p><u>Intro: Q&A-</u> what skills have we done so far? Lesson Focus: Tackling</p> <p><u>Warm up- Stuck in the Mud</u> 5 people taggers (wear bibs)</p> <p><u>Stretch</u> – Static (Teacher led - head to toe) Set-up: stood in own space Q&A –benefit of Ex – helps HR recover quicker</p> <p><u>Skill Recap</u> – Passing competition: Goals</p>

			<p>basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	ball in small sided competitive situations	Starting to make decisions about my own movement and the impact it has on the game		tactics to retain possession in invasion game	<p>As last week.</p> <p>Skill Development – Block Tackle In Pairs. 2 cones per pair – 5m apart. 1 on each cone.1 stick each, 1 ball per pair. Intro <i>KTPs tackling</i>. 1.One person dribbles ball, other tackles – try to get to opposite cone. Repeat 2.Put ball in middle – On go- both run to get ball, try and score as above. Repeat.</p> <p>Small Related Game– Mini goals + tackling Use set up from skill recap - except 5 players as tacklers (defenders – wear bibs) – no ball. Game –individuals(attackers) try and score as many goals as possible. Defenders tackle them to get their ball. Once got ball, attacker is out – goes and stands on side. 1 min swap.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Four	What skills and knowledge do I need to have to be a successful defender?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to</p>	<p>Hockey To learn how to perform a use and perform a safe block tackle to be able to regain possession from a partner</p> <p>To learn some simple hockey rules and apply them in a small sided situation</p>	<p>Developing an understanding of different roles and responsibilities</p> <p>Developing understanding of movement patterns and how they effect attack and defence</p>	Attack Defend Tactic Strategy Possession Intercept	<p>Move to stop a ball or object reaching a target in a varying situations</p> <p>use skills/apply tactics to retain possession in invasion game</p> <p>use skills/apply principles of attack/</p>	<p>Intro: Q&A- what skills have we done so far? Lesson Focus: use skills in small games</p> <p>Warm-up – Binocular-Tag All pupils taggers – look for their tagger being tug if tagged.</p> <p>Stretch – Static (Teacher led - head to toe) Q&A – Exercise benefit - helps us burn fat.</p> <p>Skill Recap – Dribble. Passing : Team Relays. Groups of 4. 2 cones per group – 5m apart. 2 on each cone. 1 stick each, 1 ball btwn group. <i>Recap KTPs – dribbling, passing, stopping ball.</i> Practice - Dribble all way, dribble half way and pass, dribble to left pass, dribble to right pass. Comp. – no in 30 secs. Practice – tackling 1v1 (repeat other pair).</p> <p>Small, related games: 2v2 Games</p>	

			achieve their personal best				defence in striking/fielding game	<p>Small pitch per group of 4 – goals at each end. Play 2 v2 (use bibs) . Intro – rules of the game</p> <ol style="list-style-type: none"> 1.Start in the middle – pass backwards 2.Choose 1 player to mark (only tackle them) 3.Ball out– other teams start where went off 4.Goal – other team restarts in the middle. <p>Note – try and keep it off your feet. Swap teams round after 5 mins.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Five		What is the difference between attack and defence?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To work on being able to recognise the different skills needed in attack and defence</p> <p>To play either an attacking or defensive position within a small sided game</p>	<p>Developing an understanding of different roles and responsibilities</p> <p>Developing understanding of movement patterns and how they affect attack and defence</p> <p>Applying and understanding rules</p>	<p>Attack Defend Tactic Strategy Possession Intercept</p>	<p>Use skills/apply tactics to retain possession in invasion game</p> <p>use skills/apply principles of attack/defence in striking /fielding game</p>	<p>Intro: Q&A- what skills have we done so far? Lesson Focus: Beating a defender, playing attack or defence in small games</p> <p>Warm-up – sheep and farmers groups of 3's -have a different coloured bib, most tuck into shorts. 6 wear them. Bib wearer - try and get other bibs. In get – person wears it.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – benefit of Exercise</p> <p>Skill Development – dribble, pass, shoot. Groups of 3, 3 cones 5m apart. 1 person behind each. 1 stick each, 1 ball per 3. 1.In 3s. dribble forwards and pass sideways shoot at goal at end. Collect ball go to start. (set up cones to pass at).</p> <p>2.As above – but 2 v1 - passive defender. KTP – only pass if D comes towards you, if D marks other player - go for goal.</p> <p>Small, related games: 3 v 3 Games One pitch per group of 6 – goals at each end. Play 3 v3 (choose 1 player to mark). Recap rules. KTPs</p>

								<p>1.when your team have ball = attackers – move away from other team/get into space – try and score goals</p> <p>2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Six		<p>Can we develop and apply a simple attacking tactic for our team?</p>	<p>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> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To understand the importance of creating space when attacking and be able to apply this in a small sided situation</p> <p>To recognise what my can do well and what we need to improve on</p>	<p>Developing an understanding of different roles and responsibilities</p> <p>Developing understanding of movement patterns and how they affect attack and defence</p> <p>Applying and understanding rules</p> <p>Identifying strengths, weaknesses and areas for improvement</p>	<p>Attack Defend Tactic Strategy Possession Intercept</p>	<p>Use skills/apply tactics to retain possession in invasion game</p> <p>use skills/apply principles of attack/ defence in striking/ fielding game</p>	<p>Intro: Q&A- what skills learnt last week? Lesson Focus: Attack, Defence and Evaluation.</p> <p>Warm-up – Relays in teams Teams of 4 - 2 cones – 5m apart. 1 stick each, 1 ball per team. 2 on each cone. Team challenges – how many in 30 secs: Dribble, Dribble and pass, Dribble in cones Indv. challenge - Beat a defender 1 v 1</p> <p>Stretch – Static (Teacher led - head to toe) Recap – benefits of Exercise</p> <p>Small, related games: 3 v 3 Tournament. One pitch per group of 6 – goals at each end. Play 3 v3 (mark 1 player). Recap rules. KTPs 1.when your team have ball = attackers – move away from other team/get into space – try and score goals 2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Play – 5 min one way. End of each game: 1.sportsmanship – 3 cheers, shake hands 2. team evaluation – 1 star (what doing well), 1 wish (what need to do better)</p> <p>Plenary: Q & A – linked to LO and LLS</p>

		Y5 Games						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>Pupils in year 4 have continued to refine their skills in relation to different invasion games and in more challenging team situations.</p> <p>They will have developed an understanding into different attacking and defending positions and can develop and then trial some basic tactics in attack and defence.</p> <p>They will have become more confident when applying</p>	What is the most effective way for me to pass the ball?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To develop our ability to keep the ball under control, both when running straight and when changing direction</p> <p>To know the key teaching points of a straight dribble and be able to performing this in increasingly challenging situations</p>	<p>Understanding the process of creating power and direction when sending an object.</p> <p>Reacting to a changing situation, reacting to the flight, direction and power of an object</p> <p>Considering the environment and choosing the correct technique</p>	<p>Control</p> <p>Pass</p> <p>Catch</p> <p>Send</p> <p>Receive</p> <p>Technique</p>	<p>show use of refined skills appropriate to different games</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = games play 3 v 3</p> <p>Warm-up – Relays in teams Teams of 3 - 2 cones – 20m apart. 1 stick each, 1 ball per team. all on each cone. Team challenges – how many in 30 secs: Dribble, Dribble and pass, Dribble in cones Indv. challenge - Beat a defender 1 v 1</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Small, related games: 3 v 3 Tournament. One pitch per group of 6 – goals at each end. Play 3 v3 (mark 1 player). Recap rules. KTPs - only tackle player marking. 1.when your team have ball = attackers – move away from other team/get into space – try and score goals 2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Play – 5 min one way. End of each game: 1.sportsmanship – 3 cheers, shake hands 2. team evaluation – 1 star (what doing well), 1 wish (what need to do better)</p> <p>Plenary: Q & A – linked to LO and LLS</p>

Week Two	rules to games and can identify some strengths and areas for improvement in their teams.	What technique do I need to select for this situation?	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 compare their performances with previous ones and demonstrate improvement to achieve their personal best	Hockey To learn how to perform a basic push pass in hockey over a short and longer distance To develop our ability to pass and stop the ball successfully in challenging situations	Understanding the process of creating power and direction when sending an object. Reacting to a changing situation, reacting to the flight, direction and power of an object Considering the environment and choosing the correct technique	Control Pass Catch Send Receive Technique Linking	show use of refined skills appropriate to different games	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = defensive play - tackling</p> <p>Warm-up – Gates game In pairs – dribble between gates, pass through gates.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Skill – Tackling 1v1 In pairs – 2 cones, 20m part. Start on separate cone. 1 dribble, 1 tackle. Swap over. Repeat with ball in middle.</p> <p>Small, related games: 3 v 3 Games. As last week Focus – only tackle player marking.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Three		How can we link our skills together to achieve success as a team?	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 compare their performances with previous ones and demonstrate improvement to	Hockey To develop our ability to link passing and dribbling skills with a partner. To learn about the most appropriate times to pass and dribble the ball in a game situation	<p>Reacting to a changing situation, reacting to the flight, direction and power of an object</p> <p>Understanding patterns of play</p> <p>Considering the environment and choosing the correct technique</p>	Control Pass Catch Send Receive Technique Link	<p>show use of refined skills appropriate to different games</p> <p>apply attacking/defending strategies as part of a mini game team</p> <p>play different positional roles in game, know what to do to improve</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Attacking play - passing</p> <p>Warm-up – Gates/tackle box Indv. – dribble around cones 6 people =defenders (wear bibs): have 1 min to try and steal as many balls as possible. Out = stand at side.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Skill – Attacking play In pairs – 2 cones, 20m part. Start 1 on each cone. Dribble ‘straight’ to next cone, pass ‘square’ to partner. Shoot in goal. Repeat with defender in middle.</p> <p>Small, related games: 3 v 3 Games.</p>

			achieve their personal best					As last week Focus – passing to beat a defender. Plenary: Q & A – linked to LO and LLS
Week Four		What are the key requirements of a defensive player within this activity?	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 compare their performances with previous ones and demonstrate improvement to achieve their personal best	Hockey To learn how to perform a safe and effective block tackle To be able to apply tackling skills into a game situation, being aware of basic rules.	Reacting to a changing situation, reacting to the flight, direction and power of an object Understanding patterns of play Considering the environment and choosing the correct technique Understanding roles and responsibilities	Control Pass Catch Send Receive Technique Link	show use of refined skills appropriate to different games apply attacking/defending strategies as part of a mini game team play different positional roles in game, know what to do to improve	Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Games – Attack, Defence Warm-up – Hungry Hippo's Team of 4. Dribble, dribble and pass, dribble and beat defender. Stretch – Static (Teacher led - head to toe) Recap – muscles in body Small, related games: 4 v 4 Games. 2 attackers, 2 defenders. Defence mark attack. Defence, stay behind attack. Rules as previous. Only tackle your player. Focus – positioning and marking Plenary: Q & A – linked to LO and LLS
Week Five		What are the key requirements of an attacking player within this activity?	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 compare their performances with	Hockey To develop our understanding of the difference between attacking and defending positions in hockey To start to think about ways in which we can recognise our strengths and weaknesses within attack and defence	Reacting to a changing situation, reacting to the flight, direction and power of an object Understanding patterns of play Considering the environment and choosing the correct technique	Control Pass Catch Send Receive Technique Link Attack Defence	show use of refined skills appropriate to different games apply attacking/defending strategies as part of a mini game team play different positional	Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Games – Attack, Defence Warm-up – Gates/traffic lights Play as indiv. Dribble through goals. Red = stop, amber = circle a cone, green = dribble. Stretch – Static (Teacher led - head to toe) Recap – muscles in body Skill – Dodging – reverse stick 1. Move ball L-R foot – use reverse stick 2. Dribble around, move ball L-R past gates. 3. Repeat – ½ of groups as defenders in goals. Swap over.

			previous ones and demonstrate improvement to achieve their personal best		Understanding roles and responsibilities		roles in game, know what to do to improve	<p><u>Small, related games: 4 v 4 Games.</u> As last week Focus – dodging a defender.</p> <p><u>Plenary: Q & A – linked to LO and LLS</u></p>
Week Six		Can we develop an attacking and a defensive strategy for our team?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey To work alongside others to apply mini attacking strategies (e.g using width) to game situations</p> <p>To be able to highlight the strengths and weaknesses within our team and suggest ways we can improve</p>	<p>Understanding roles and responsibilities</p> <p>Understanding and selecting movement patterns</p> <p>Understanding the process of attacking and defending</p>	<p>Control Pass Catch Send Receive Technique Link Attack Defence Tactic Strategy</p>	<p>show use of refined skills appropriate to different games</p> <p>apply attacking/defending strategies as part of a mini game team</p> <p>play different positional roles in game, know what to do to improve</p>	<p><u>Intro: Q&A-</u> 3 skills important in Hockey? Lesson Focus: = games play 4 v 4</p> <p><u>Warm-up – Relays in teams</u> Teams of 3 - 2 cones – 20m apart. 1 stick each, 1 ball per team. all on each cone. Team challenges – how many in 30 secs: Dribble, Dribble and pass, Dribble in cones Indv. challenge - Beat a defender 1 v 1</p> <p><u>Stretch – Static (Teacher led - head to toe)</u> Recap – muscles in body</p> <p><u>Small, related games: 4 v 4 Tournament.</u> Rules as previous.</p> <p>Play – 5 min one way. End of each game: 1.sportsmanship – 3 cheers, shake hands 2. team evaluation – 1 star (what doing well), 1 wish (what need to do better) 3. POM – each team choose someone</p> <p><u>Plenary: Q & A – linked to LO and LLS</u></p>

		Y6 Games						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>Pupils in year 5</p> <p>continued to learn new and refine existing skills in relation to different invasion games. They have started to link these skills together and apply them to different situations in competitive</p> <p>They will have developed an understanding into different attacking and defending tactics and strategies and have started to transfer their</p>	How can we change our technique of this skill to cope with the demands of the environment?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To develop our ability to keep the ball under control using a variety of dribbling techniques</p> <p>To develop our ability to keep the ball under control when in challenging situations, showing an ability to change direction</p>	<p>Understanding the process of creating power and direction when sending an object.</p> <p>Understanding how small changes to the body can affect the power, flight and direction of an object.</p> <p>Making a decision about which skill or technique to use in a specific environment or situation</p>	<p>Control</p> <p>Pass</p> <p>Catch</p> <p>Send</p> <p>Receive</p> <p>Technique</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>combine & perform/adapt skills to the situation in a game</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = games play 3 v 3</p> <p>Warm-up – Relays in teams Teams of 3 - 2 cones – 20m apart. 1 stick each, 1 ball per team. all on each cone. Team challenges – how many in 30 secs: Dribble, Dribble and pass, Dribble in cones Indv. challenge - Beat a defender 1 v 1</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Small, related games: 3 v 3 Tournament. One pitch per group of 6 – goals at each end. Play 3 v3 (mark 1 player). Recap rules. KTPs - only tackle player marking. 1.when your team have ball = attackers – move away from other team/get into space – try and score goals 2.When other team have ball = defenders - mark other players/tackle - stop team scoring goals.</p> <p>Play – 5 min one way. End of each game: 1.sportsmanship – 3 cheers, shake hands 2. team evaluation – 1 star (what doing well), 1 wish (what need to do better)</p> <p>Plenary: Q & A – linked to LO and LLS</p>

	knowledge between the different games.							
Week Two	<p>They will have a good understanding of the rules of different games and can apply these in all activities.</p> <p>They are developing their ability to recognise strengths and weaknesses in both skills and passages of play and can suggest ways to improve.</p>	How can we use our basic skills to help us outwit our opponent?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey</p> <p>To develop our push technique so we can pass the ball with more accuracy and power</p> <p>To develop our ability to link our dribbling and passing skills in challenging situations.</p>	<p>Understanding the process of creating power and direction when sending an object.</p> <p>Understanding how small changes to the body can affect the power, flight and direction of an object.</p> <p>Making a decision about which skill or technique to use in a specific environment or situation</p>	<p>Control</p> <p>Pass</p> <p>Catch</p> <p>Send</p> <p>Receive</p> <p>Technique</p> <p>Outwit</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>combine & perform/adapt skills to the situation in</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = defensive play - tackling</p> <p>Warm-up – Gates game In pairs – dribble between gates, pass through gates.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Skill – Tackling 1v1 In pairs – 2 cones, 20m part. Start on separate cone. 1 dribble, 1 tackle. Swap over. Repeat with ball in middle.</p> <p>Small, related games: 3 v 3 Games. As last week Focus – only tackle player marking.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Three		What do I need to think about when performing a skill under pressure?	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and</p>	<p>Hockey</p> <p>To learn how to perform a safe and effective block tackle and apply this in a game situation</p> <p>To learn and apply basic rules to a competitive hockey game</p>	<p>Understanding the process of creating power and direction when sending an object.</p> <p>Understanding how small changes to the body can affect the power, flight and direction of an object.</p>	<p>Control</p> <p>Pass</p> <p>Catch</p> <p>Send</p> <p>Receive</p> <p>Technique</p> <p>Outwit</p> <p>Pressure</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Attacking play - passing</p> <p>Warm-up – Gates/tackle box Indv. – dribble around cones 6 people =defenders (wear bibs): have 1 min to try and steal as many balls as possible. Out = stand at side.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p>

			<p>apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		<p>Making a decision about which skill or technique to use in a specific environment or situation</p> <p>Understanding the process of reacting to a pressure situation</p>		<p>know & play different positional roles in relation to mini games</p> <p>combine & perform/adapt skills to the situation in</p>	<p>Skill – Attacking play In pairs – 2 cones, 20m part. Start 1 on each cone. Dribble ‘straight’ to next cone, pass ‘square’ to partner. Shoot in goal. Repeat with defender in middle.</p> <p>Small, related games: 3 v 3 Games. As last week Focus – passing to beat a defender.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Four		What do we mean by the term ‘strategy’?	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey To start to understand and apply the skills needed to keep possession when in attack</p> <p>To be able to learn about and participate in some basic team attacking strategies</p>	<p>Making a decision about which skill or technique to use in a specific environment or situation</p> <p>Understanding the process of reacting to a pressure situation</p> <p>Developing understanding of the processes and decisions needed to create a tactic or strategy</p>	<p>Control Pass Catch Send Receive Technique Outwit Pressure Tactic Strategy</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>know & play different positional roles in relation to mini games</p> <p>combine & perform/adapt skills to the situation in</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Games – Attack, Defence</p> <p>Warm-up – Hungry Hippo’s Team of 4. Dribble, dribble and pass, dribble and beat defender.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Small, related games: 4 v 4 Games. 2 attackers, 2 defenders. Defence mark attack. Defence, stay behind attack. Rules as previous. Only tackle your player. Focus – positioning and marking</p> <p>Plenary: Q & A – linked to LO and LLS</p>

Week Five		<p>What do we mean by positional play? How can my position effect the outcome and performance of my team?</p>	<p>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> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Hockey To develop our understanding into the difference between attacking and defensive position within hockey</p> <p>To develop our ability to apply our hockey skills to a particular position within a competitive situation</p>	<p>Making a decision about which skill or technique to use in a specific environment or situation</p> <p>Developing understanding of the processes and decisions needed to create a tactic or strategy</p> <p>Assessing own and others strengths and weaknesses in relation to positions within a game</p>	<p>Control Pass Catch Send Receive Technique Outwit Pressure Tactic Strategy Position Attack Defence</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>know & play different positional roles in relation to mini games</p> <p>combine & perform/adapt skills to the situation in</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = Games – Attack, Defence</p> <p>Warm-up – Gates/traffic lights Play as indiv. Dribble through goals. Red = stop, amber = circle a cone, green = dribble.</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Skill – Dodging – reverse stick 1. Move ball L-R foot – use reverse stick 2. Dribble around, move ball L-R past gates. 3. Repeat – ½ of groups as defenders in goals. Swap over.</p> <p>Small, related games: 4 v 4 Games. As last week Focus – dodging a defender.</p> <p>Plenary: Q & A – linked to LO and LLS</p>
Week Six		<p>Can we develop an attacking and a defensive strategy for our team?</p> <p>Which draws on the strengths and weaknesses of individuals within our team?</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for</p>	<p>Hockey To develop and be able to adapt team tactics for keeping possession of the ball (using width)</p> <p>To be able to highlight the strengths and weaknesses within our team and suggest ways we can improve</p>	<p>Making a decision about which skill or technique to use in a specific environment or situation</p> <p>Developing understanding of the processes and decisions needed to create a tactic or strategy</p> <p>Assessing own and others strengths and</p>	<p>Control Pass Catch Send Receive Technique Outwit Pressure Tactic Strategy Position Attack Defence</p>	<p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>know & play different</p>	<p>Intro: Q&A- 3 skills important in Hockey? Lesson Focus: = games play 4 v 4</p> <p>Warm-up – Relays in teams Teams of 3 - 2 cones – 20m apart. 1 stick each, 1 ball per team. all on each cone. Team challenges – how many in 30 secs: Dribble, Dribble and pass, Dribble in cones Indv. challenge - Beat a defender 1 v 1</p> <p>Stretch – Static (Teacher led - head to toe) Recap – muscles in body</p> <p>Small, related games: 4 v 4 Tournament. Rules as previous.</p>

			<p>attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		<p>weaknesses in relation to positions within a game/tactic/strategy</p>		<p>positional roles in relation to mini games</p> <p>combine & perform/adapt skills to the situation in</p>	<p>Play – 5 min one way. End of each game:</p> <ol style="list-style-type: none"> 1.sportsmanship – 3 cheers, shake hands 2. team evaluation – 1 star (what doing well), 1 wish (what need to do better) 3. POM – each team choose someone <p><u>Plenary:</u> Q & A – linked to LO and LLS</p>
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