

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: PE</b> <b>Year Group: 3/4 Year B</b>		<b>Area of learning: Invaders</b>
Links to previous work/Remember when	Moving with a ball from Key Stage 1.	
<b>Term</b>	<b>Year 6</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		Learn what skills might be used to stop someone scoring and learn how to attack as a team. Improve accuracy of passing by using a target and learn to play as part of a team.

## Vocabulary

Passing, dribbling, receiving, attacking and defending

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	<p><b>Warm-up: Corrupt molecules</b> Choose two chasers, who will tag the other children. When a player is tagged they must stand still and wait to be freed by two children holding hands and encircling the captured child. Play the game for a set time before selecting new chasers.</p> <p><b>Skills learning and development:</b> Ask: Why is it important for a team to keep possession of the ball in football? What are the ways a team might keep possession of the ball? Display the following criteria for keeping possession: players create a space so that they are ready to pass or receive the ball; accurate passing with correct power; good control of the ball. Explain that they must keep the ball in a magic circle around them. Set out cones randomly in a restricted area. The children have a ball each and move it around the cones using any part of the foot while keeping close control of the ball. They will need to look around so as to avoid crashing into the cones. Choose a child to model good control then let the children practise again.</p> <p><b>Traffic lights</b> Use three cones: red, yellow, and green. The children move around the coned area until a cone is held up. When they see the red cone, they stand still with their foot on the ball. When they see the yellow cone, they change direction. When they see the green cone, they increase speed. The children need to keep looking up or around at the others in the class.</p>

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	<p><b>Application and practice: Dribbling game</b> The children have a ball each, which they dribble around the playing area. If someone loses control of their ball, another player can kick the ball out of the area. Each time a player hits a ball out of the area they score a point. They should not tackle those whose balls are under control. The key focus is keeping control of their own ball as well as trying to hit other balls out. Model good practice before you begin the game.</p> <p><b>British Bulldog with football</b> The children attempt to get from one side of the court to the other while dribbling a ball. If their ball is tackled by the bulldog (defender) and won, they becomes another bulldog too.</p>
2	<p><b>Warm-up: Numbers</b> The children run, hop or skip in the playing area. When a number is called, the children get into groups of that number (so if they hear '3', they get into groups of three). If more than one player cannot find a group, they could perform a fun forfeit (e.g. five star jumps).</p> <p><b>Skills learning and development:</b> Recap on dribbling skills by varying the traffic lights game from Lesson 1. This time, red = the children stop and put their foot on the ball, yellow = pass the ball from foot to foot, green = touch the top of the ball with alternate feet in a running action.</p> <p><b>Steal</b> Split the class into four teams. Put all the balls in the middle and position each team at four points around the balls. Each team has a set of cones to mark out a den for their balls. On 'Go!', all the children retrieve the balls and put them in their den using their feet. Each child can only take one ball at a time. The winning team collects the most balls. What makes them successful? Introduce passing the ball. In pairs, and starting close together, the children pass the ball to each other. Observe and choose a child to model good technique. When passing the ball, remind the children that they need to be balanced and use the inside of their foot for control to begin with. As they become more confident, they can move further back. Explain that 'toe means no!' You never use your toe in football. Practise again, with all the children the same distance apart. How many passes can they do in a minute?</p> <p><b>Application and practice: Batman versus Joker</b> Split the class into two teams (Batman/Joker). In a marked grid, spread out lots of tall cones (people). The task is for the Joker to knock all the 'people' over in Gotham City using their passing technique. Whilst Batman runs around saving the day and putting the cones/people up.</p>
3	<p><b>Warm-up: Snowmen</b> Two children are chosen to be 'snowmen'. The snowmen have a beanbag each and tag the other children by hitting them below the knee with the beanbag. Those who are tagged then join the snowmen. The snowmen cannot move while they have a beanbag but they may pass to each other.</p> <p><b>Skills learning and development:</b> In pairs, the children pass the ball to each other with control and accuracy. What can they remember about good technique?</p> <p><b>Through the gate</b></p>

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	<p>Place two cones of the same colour 1 m apart randomly around a restricted area. These are gates. With one ball to each pair, the children move around the area. When they come to a gate, one child passes the ball through it and the other receives it. Then they move to another gate. Discuss the methods they used to receive the ball. Ask a pair to model good control and technique. This could be not to pass the ball until your partner is facing you and ready to receive, or trapping the ball or simply stopping it with the inside of your foot. The children repeat the game, using the techniques discussed. How many passes can they make as a pair in two minutes?</p> <p><b>Application and practice:</b> The children play a four-versus-four game. There are no goals – to score they have to make five consecutive passes. When they have scored, they give the ball to the other team. Only intercepting is allowed, not tackling.</p>
4	<p><b>Warm-up: Jammy dodgers</b> One player is given a sponge ball. Their job is to try to tag another player below the knees with the sponge ball. If they succeed, the player who was tagged takes the sponge ball and game play continues. Add interest to the game by specifying the way in which the sponge ball should be thrown. For instance, left hand only or as an overarm throw.</p> <p><b>Skills learning and development:</b> Recap passing ahead of a moving player. Divide the class into pairs. Each pair needs to try and get from one end of the area to another by passing back and forth without missing the ball. If they do miss, they must return to the start and retry. This will encourage the children to move in front for the next pass. Encourage passing ahead for their partner to run onto the ball, stay close together and try to keep facing the direction they are moving. Put a goal on the end line to shoot at when they arrive. Emphasise looking at the goal to aim before shooting and don't rush it.</p> <p><b>Ball skills</b> The children have a ball each and dribble it around a designated area. When they hear 'Step!', they step on the ball with a running action, on 'Pass!' they pass the ball from foot to foot and on 'Change!' they change balls with someone else.</p> <p><b>Zone</b> Support play is important in any game and this game demonstrates this. The children play four-versus-four. Mark out a rectangular playing area with four target zones in each corner of the room, two per team. Two players in each team stand in the target zone and two players are out in the field. The aim is to score by getting the ball into the target zone. The other team tries to stop their opponents from scoring while also trying to score. When one team scores, the other team gets possession. Change the players in the target zone. Ask the children to think about what they need to do to help their team, e.g. talk to them, always be available for a pass and find a space to be ready to receive the ball.</p> <p><b>Application and practice:</b> Play a standard four-versus-four football game – ask the children to explain the rules.</p>
5	<p><b>Warm-up: Copycat</b></p>

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	<p>In pairs, one player is the leader and the other copies. The leader moves the ball in different ways as they jog around the playing area, changing speed and direction. Change roles.</p> <p><b>Skills learning and development: Lines</b></p> <p>The children work in teams of three. Set up a small pitch with goals at each end marked with cones. Teams start at the side of one goal and work together to get to the opposite goal and score, while the other team tries to stop them (without trying to score themselves). Teams go alternately from each end. Choose a team to stay near a goal and stop their opponents scoring. Ask: Are they attacking or defending? Discuss with the class. When the team doesn't have the ball and are trying to gain possession, they are defending by trying to stop the other team from scoring. As the children are waiting for their turn, tell them to watch the tactics the other teams use. Change the defenders. What tactics or skills can the defenders use to stop the attackers? Play Gladiators – in teams, the children have to get past a different defender in each marked section (which they are not allowed out of). There are a line of at least three marked sections.</p> <p><b>Application and practice:</b></p> <p>Play a normal game of five-a-side football. Reward points for making five consecutive passes in a team. Ask the children to think about the tactics discussed for playing Lines and to use them in their match.</p>
6	<p><b>Warm-up: Tails</b></p> <p>All the children have a bib tucked into their shorts, dangling down like a tail. The aim is for each child to steal as many bibs as possible. Use key football words that the children mimic as they are moving around – header, kick, shoot. Also add footballers' names for changes of speed, e.g. Ronaldo = speed up, Rooney = jump and header or Messi = change direction.</p> <p><b>Skills learning and development:</b></p> <p>Organise the children into mixed groups of five. Explain the rules of five-a-side football if necessary and describe how the competition will be organised.</p> <p><b>Application and practice:</b></p> <p>Play a five-a-side mini football tournament. The children need to use all skills they have learned in previous lessons to play a game and beat an opponent. Before they start, encourage teams to discuss how they might attack and defend as a team. Play for five minutes per game – afterwards, one team stays on their pitch and the other teams move to a new pitch.</p>

<b>Learning Outcome/product</b>		
Learn what skills might be used to stop someone scoring and learn how to attack as a team. Improve accuracy of passing by using a target and learn to play as part of a team.		

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>
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<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>