

Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|                | Year Group | Overview   | Learning Outcomes  | Whole Child Objectives (SET)   | Success Criteria   | Vocabulary   |
|----------------|------------|--|--|--|--|--|
| Invasion Games | Year 1     | <p><b>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> | <ul style="list-style-type: none"> <li>To understand the role of defenders and attackers.</li> <li>To recognise who to pass to and why.</li> <li>To move towards goal with the ball.</li> <li>To support a teammate when playing in attack.</li> <li>To move into space showing an awareness of defenders.</li> <li>To stay with a player when defending.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, throw, catch, kick, receive, run, jump, change direction, change speed</li> <li><b>Social:</b> supporting others, communication, co-operation, kindness</li> <li><b>Emotional:</b> perseverance, confidence, honesty</li> <li><b>Thinking:</b> comprehension, identifying strengths and areas for development, select and apply</li> </ul>  | <ul style="list-style-type: none"> <li>I am beginning to dribble a ball with my hands and feet.</li> <li>I can change direction to move away from a defender</li> <li>I can recognise space when playing games.</li> <li>I can send and receive a ball with hands and feet.</li> <li>I can use simple rules to play fairly.</li> <li>I move to stay with another player when defending.</li> <li>I recognise changes in my body when I do exercise.</li> <li>I understand when I am a defender and when I am an attacker.</li> </ul> | <ul style="list-style-type: none"> <li><b>Attacker</b></li> <li><b>Defender</b></li> <li><b>Dodge</b></li> <li><b>Goal</b></li> <li><b>Marking</b></li> <li>Points</li> <li>Score</li> <li>Space</li> </ul>  |
|                | Year 2     | <p><b>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</b></p> <p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>  | <ul style="list-style-type: none"> <li>To understand what being in possession means and support a teammate to do this.</li> <li>To understand that scoring goals is an attacking skill and to explore ways to do this.</li> <li>To understand that stopping goals is a defending skill and explore ways to do this.</li> <li>To explore how to gain possession.</li> <li>To mark an opponent and understand that this is a defending skill.</li> <li>To apply simple tactics for attacking and defending.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, throw, catch, kick, receive, run, jump, change direction, change speed</li> <li><b>Social:</b> communication, kindness, support others, co-operation, respect, collaborate</li> <li><b>Emotional:</b> empathy, perseverance, honesty, integrity, independence</li> <li><b>Thinking:</b> creativity, select and apply, comprehension, problem solving, provide feedback</li> </ul> | <ul style="list-style-type: none"> <li>I can describe how my body feels during exercise.</li> <li>I can dodge and find space away from the other team.</li> <li>I can move with a ball towards goal.</li> <li>I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball.</li> <li>I know how to score points and can remember the score.</li> <li>I know who is on my team and I can attempt to send the ball to them.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Attack</b></li> <li><b>Defend</b></li> <li>Defender</li> <li><b>Goalkeeper</b></li> <li>Mark</li> <li><b>Opponent</b></li> <li><b>Possession</b></li> <li><b>Receive</b></li> <li>Send</li> <li>Score</li> <li><b>Shoot</b></li> <li><b>Tactic</b></li> <li><b>Teammate</b></li> </ul> |

## Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|        | Year Group | Overview  | Learning Outcomes   | Whole Child Objectives (SET)  | Success Criteria   | Vocabulary   |
|--------|------------|---|---|---|--|--|
| Hockey | Year 3     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To develop sending and receiving the ball with accuracy and control.</li> <li>To develop the attacking skill of dribbling.</li> <li>To develop dribbling to beat a defender.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To apply attacking skills to move towards goal and find space.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>            | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, pass, receive, intercept, run, shoot</li> <li><b>Social:</b> communication, collaboration, work safely, respect</li> <li><b>Emotional:</b> honesty, perseverance, determination</li> <li><b>Thinking:</b> decision making, select and apply, comprehension, identifying strengths and areas for development</li> </ul>   | <ul style="list-style-type: none"> <li>I am beginning to use simple tactics.</li> <li>I am learning the rules of the game and am beginning to use them honestly.</li> <li>I can dribble, pass, receive and shoot the ball with some control.</li> <li>I can find space away from others and near to my goal.</li> <li>I can provide feedback using key vocabulary.</li> <li>I can track an opponent to slow them down.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I work co-operatively with my group to self-manage games.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Accelerate</b></li> <li><b>Control</b></li> <li>cushion</li> <li>Decision</li> <li>Delay</li> <li>Gain</li> <li><b>Invasion</b></li> <li>Option</li> <li>Possession</li> <li><b>Receive</b></li> <li><b>Referee</b></li> <li><b>Tackle</b></li> <li><b>Tournament</b></li> </ul>                             |
|        | Year 5     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To develop dribbling to beat a defender.</li> <li>To send and receive the ball with control under pressure.</li> <li>To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>To move into and create space to support a teammate.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, pass, receive, tackle, intercept, run, shoot</li> <li><b>Social:</b> communication, collaboration, respect, support others</li> <li><b>Emotional:</b> perseverance, honesty and fair play, determination</li> <li><b>Thinking:</b> identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection</li> </ul> | <ul style="list-style-type: none"> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use tracking, tackling and intercepting when play</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</li> <li>I understand there are different skills for different situations and I am beginning to apply this</li> </ul> | <ul style="list-style-type: none"> <li>Abide</li> <li>Appropriate</li> <li><b>Barrier</b></li> <li><b>Close down</b></li> <li><b>Create</b></li> <li>Cushion</li> <li>Draw</li> <li>Pressure</li> <li>Situation</li> <li><b>Sportsmanship</b></li> <li>Stance</li> <li><b>Support</b></li> <li>Tactic</li> <li>Transition</li> <li>Turnover</li> </ul> |

### Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|          | Year Group | Overview  | Learning Outcomes   | Whole Child Objectives (SET)   | Success Criteria   | Vocabulary  |
|----------|------------|---|---|--|--|---|
| Football | Year 4     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To develop the attacking skill of dribbling.</li> <li>To develop changing direction and speed when dribbling.</li> <li>To develop passing and begin to recognise when to use different skills.</li> <li>To develop passing and begin to recognise when to use different skills.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, pass, receive, track</li> <li><b>Social:</b> co-operation, respect, communication</li> <li><b>Emotional:</b> determination, honesty, persevere, independence</li> <li><b>Thinking:</b> decision making, comprehension, select and apply, use tactics</li> </ul> | <ul style="list-style-type: none"> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can use simple tactics to help my team score or gain possession.</li> <li>I share ideas and work with others to manage our game.</li> <li>I understand the rules of the game and I can use them often and honestly.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Accelerate</b></li> <li>Communicate</li> <li>Control</li> <li><b>Cushion</b></li> <li><b>Decision</b></li> <li><b>Delay</b></li> <li><b>Deny</b></li> <li>Invasion</li> <li><b>Opposition</b></li> <li><b>Option</b></li> <li>Pitch</li> <li>Position</li> <li>Referee</li> <li>Tournament</li> <li>Track</li> </ul>            |
|          | Year 6     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</b></p> <p>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>  | <ul style="list-style-type: none"> <li>To maintain possession when dribbling.</li> <li>To dribble with control under pressure</li> <li>To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ul>               | <ul style="list-style-type: none"> <li><b>Physical:</b> dribble, pass, receive, track, tackle</li> <li><b>Social:</b> communication, respect, collaboration, co-operation</li> <li><b>Emotional:</b> honesty, persevere, determination</li> <li><b>Thinking:</b> assess, explore, decision making, select and apply</li> </ul>   | <ul style="list-style-type: none"> <li>I can create and use space to help my team</li> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use marking, tackling and/or interception to improve my defence.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> | <ul style="list-style-type: none"> <li><b>Abide</b></li> <li><b>Appropriate</b></li> <li><b>Assess</b></li> <li>Close down</li> <li><b>Consecutive</b></li> <li>Crete</li> <li><b>Draw</b></li> <li>Drive</li> <li>Maintain</li> <li>Possession</li> <li>Situation</li> <li>Sportsmanship</li> <li>Tactics</li> <li><b>Transition</b></li> <li><b>Turnover</b></li> </ul> |



## Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|          | Year Group | Overview  | Learning Outcomes  | Whole Child Objectives (SET)   | Success Criteria   | Vocabulary   |
|----------|------------|---|--|--|--|--|
| Handball | Year 4     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To begin to throw and catch while on the move.</li> <li>To move towards goal or away from a defender.</li> <li>To move towards goal to create shooting opportunities.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To use a change of direction and speed to lose a defender and move into space.</li> <li>To apply skills and knowledge to compete in game situations.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, run, dribble, shoot, change direction, change speed</li> <li><b>Social:</b> kindness, communication, co-operation</li> <li><b>Emotional:</b> honesty and fair play, determination, perseverance, confidence</li> <li><b>Thinking:</b> decision making, select and apply, problem solving, comprehension</li> </ul>                       | <ul style="list-style-type: none"> <li>I can self-manage a match with my team-mates and officiate a match by applying the basic rules.</li> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can throw, catch, dribble and shoot the ball with increasing control.</li> <li>I can use simple tactics to help my team gain possession.</li> <li>I share ideas and work with others to manage our game.</li> <li>I understand the rules of the game and I can use them often and honestly.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Accelerate</b></li> <li>Accuracy</li> <li>Accurately</li> <li><b>Decision</b></li> <li><b>Delay</b></li> <li>Direction</li> <li><b>Gain</b></li> <li>Intercept</li> <li>Invasion</li> <li><b>Momentum</b></li> <li>Opponent</li> <li><b>Opposing</b></li> <li><b>Option</b></li> <li>Possession</li> <li>Referee</li> <li>Speed</li> </ul> |
|          | Year 6     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To use a variety of passes to maintain possession under pressure.</li> <li>To select the appropriate skill to create space, move towards goal and away from defenders.</li> <li>To select and apply the appropriate skill to score goals.</li> <li>To use defending skills to prevent an opponent from scoring.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, run, dribble, shoot, change direction, change speed</li> <li><b>Social:</b> communication, kindness, respect, collaboration</li> <li><b>Emotional:</b> confidence, honesty and fair play, determination, perseverance</li> <li><b>Thinking:</b> select and apply, decision making, problem solving, comprehension, reflection</li> </ul> | <ul style="list-style-type: none"> <li>I am confident to lead others and can contribute appropriate ideas to group work.</li> <li>I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.</li> <li>I can create and use space to help my team to maintain possession and create scoring opportunities.</li> <li>I can perform a range of skills with control and can select the appropriate action for the situation under pressure.</li> <li>I can work in collaboration with others to self-manage games so that they run smoothly.</li> <li>I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I use the rules of the game honestly and consistently when playing and refereeing.</li> </ul> | <ul style="list-style-type: none"> <li><b>Abide</b></li> <li>Angle</li> <li><b>Appropriate</b></li> <li>Close down</li> <li><b>Consistently</b></li> <li>Create</li> <li><b>Dictate</b></li> <li><b>Draw</b></li> <li>Maintain</li> <li>Possession</li> <li>React</li> <li>Sportsmanship</li> <li>Tactics</li> <li><b>Transition</b></li> </ul>                                      |

### Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|         | Year Group | Overview  | Learning Outcomes  | Whole Child Objectives (SET)  | Success Criteria  | Vocabulary  |
|---------|------------|---|--|---|---|---|
| Netball | Year 3     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> <li>To use a variety of passes to move towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To apply skills and knowledge to play games using netball rules.</li> </ul>                              | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, change direction, change speed, shoot</li> <li><b>Social:</b> communication, collaboration, support others</li> <li><b>Emotional:</b> honesty and fair play, persevere, confidence</li> <li><b>Thinking:</b> comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</li> </ul> | <ul style="list-style-type: none"> <li>I am beginning to use simple tactics.</li> <li>I am learning the rules of the game and am beginning to use them honestly.</li> <li>I can communicate with my team and move into space to support them.</li> <li>I can defend an opponent and try to win the ball.</li> <li>I can pass, receive and shoot the ball with some control.</li> <li>I can provide feedback using key vocabulary.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I work cooperatively with my group to self-manage games.</li> </ul>  | <ul style="list-style-type: none"> <li>Accelerate</li> <li><b>Accurate</b></li> <li>Contact</li> <li>Decision</li> <li>Delay</li> <li>Deny</li> <li>Direction</li> <li>Footwork</li> <li><b>Intercept</b></li> <li><b>Invasion</b></li> <li>Obstruct</li> <li>Option</li> <li>Persevere</li> <li>Pivot</li> <li>Possession</li> <li><b>Technique</b></li> <li><b>Tournament</b></li> <li><b>Umpire</b></li> </ul> |
|         | Year 5     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To develop passing and moving to maintain possession.</li> <li>To use a variety of attacking skills to lose a defender.</li> <li>To move into and create space to support a teammate.</li> <li>To use defending skills to gain possession.</li> <li>To develop accuracy in the shooting action under pressure.</li> <li>To use and apply skills, principles and tactics to a game situation.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, change direction, change speed, shoot</li> <li><b>Social:</b> communication, collaboration, respect</li> <li><b>Emotional:</b> honesty and fair play, pride, empathise, persevere</li> <li><b>Thinking:</b> select and apply, decision making, comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can pass, receive and shoot the ball with some control under pressure.</li> <li>I can stay with an opponent and I am confident to attempt to intercept.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> </ul> | <ul style="list-style-type: none"> <li>Abide</li> <li><b>Angle</b></li> <li>Assess</li> <li><b>Ball carrier</b></li> <li>Ball side</li> <li><b>Close down</b></li> <li>Contest</li> <li>Definite</li> <li><b>Dominant</b></li> <li>Draw</li> <li><b>Drive</b></li> <li>Extend</li> <li><b>Maintain</b></li> <li>Possession</li> <li><b>Rebound</b></li> <li>Umpire</li> </ul>                                     |

## Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|            | Year Group | Overview  | Learning Outcomes  | Whole Child Objectives (SET)  | Success Criteria  | Vocabulary  |
|------------|------------|---|--|---|---|---|
| Basketball | Year 4     | <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>        | <ul style="list-style-type: none"> <li>To develop the attacking skill of dribbling.</li> <li>To protect the ball when dribbling against an opponent.</li> <li>To develop passing and begin to recognise when to use different skills.</li> <li>To use defending skills to delay an opponent and gain possession.</li> <li>To develop technique in the attacking skill of shooting.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> run, jump, throw, catch, dribble, shoot</li> <li><b>Social:</b> working safely, collaboration, support and encourage others</li> <li><b>Emotional:</b> honesty, determination, perseverance</li> <li><b>Thinking:</b> exploration, identify areas of strength and areas for development, decision making, use tactics, reflection</li> </ul>                                    | <ul style="list-style-type: none"> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can use simple tactics to help my team score or gain possession.</li> <li>I share ideas and work with others to manage our game.</li> <li>I understand the rules of the game and I can use them often and honestly.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Accelerate</b></li> <li>Accurate</li> <li>Accurately</li> <li>Attack</li> <li>Communicate</li> <li><b>Decision</b></li> <li><b>Deny</b></li> <li><b>Gain</b></li> <li>Intercept</li> <li>Invasion</li> <li>Possession</li> <li><b>Pressure</b></li> <li><b>Protect</b></li> <li>Receiver</li> <li>Referee</li> <li>Teamwork</li> <li>Tournament</li> <li>Track</li> </ul> |
|            | Year 6     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To dribble with control under pressure.</li> <li>To move into and create space to support a teammate.</li> <li>To choose when to pass and when to dribble.</li> <li>To use the appropriate defensive technique for the situation.</li> <li>To develop shooting technique and make decisions about when to pass, dribble or shoot.</li> <li>To apply principles, rules and tactics to a tournament.</li> </ul>             | <ul style="list-style-type: none"> <li><b>Physical:</b> run, jump, throw, catch, dribble, shoot</li> <li><b>Social:</b> collaboration, communication, co-operation, respect</li> <li><b>Emotional:</b> honesty and fair play, confidence, persevere</li> <li><b>Thinking:</b> reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development</li> </ul> | <ul style="list-style-type: none"> <li>I can create and use space to help my team.</li> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use the rules of the game honestly and consistently.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I understand when to use different styles of defence in game situations</li> </ul> | <ul style="list-style-type: none"> <li><b>Abide</b></li> <li>Angle</li> <li>Ball carrier</li> <li><b>Ball side</b></li> <li>Barrier</li> <li>Create</li> <li>Dominant</li> <li><b>Draw</b></li> <li>Maintain</li> <li>Rebound</li> <li>Sportsmanship</li> <li>Support</li> <li>Tactic</li> <li><b>Transition</b></li> <li><b>Turnover</b></li> </ul>  |

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Invasion Games.



Understanding Invasion Games – Hockey – Football – Handball – Netball – Basket Ball – Tag Rugby

|           | Year Group | Overview  | Learning Outcomes  | Whole Child Objectives (SET)  | Success Criteria   | Vocabulary   |
|-----------|------------|---|--|---|--|--|
| Tag Rugby | Year 5     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To select the appropriate skill, choosing when to run and when to pass.</li> <li>To move into space to support a teammate abiding by the rules.</li> <li>To use defending skills to gain possession.</li> <li>To work as a defending unit to prevent attackers from scoring.</li> <li>To use a variety of attacking skills to beat a defender.</li> <li>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, run, change direction, change speed</li> <li><b>Social:</b> communication, support others, collaboration</li> <li><b>Emotional:</b> honesty and fair play, confidence, determination, trust</li> <li><b>Thinking:</b> decision making, comprehension, reflection, identify strengths and areas for development, plan</li> </ul> | <ul style="list-style-type: none"> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can pass and receive the ball with some control under pressure.</li> <li>I can tag opponents and close down space.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> </ul> | <ul style="list-style-type: none"> <li>Abide</li> <li><b>Ball carrier</b></li> <li><b>Close down</b></li> <li>Consecutive</li> <li><b>Create</b></li> <li>Decision</li> <li>Dictate</li> <li>Draw</li> <li>Offside</li> <li>Onside</li> <li><b>Sportsmanship</b></li> <li><b>Support</b></li> <li>Tactic</li> <li>Track</li> </ul> |
|           | Year 6     | <p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <ul style="list-style-type: none"> <li>To select the appropriate skill, choosing when to run and when to pass.</li> <li>To move into space to support a teammate abiding by the rules.</li> <li>To use defending skills to gain possession.</li> <li>To work as a defending unit to prevent attackers from scoring.</li> <li>To use a variety of attacking skills to beat a defender.</li> <li>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</li> </ul> | <ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, run, change direction, change speed</li> <li><b>Social:</b> communication, support others, collaboration</li> <li><b>Emotional:</b> honesty and fair play, confidence, determination, trust</li> <li><b>Thinking:</b> decision making, comprehension, reflection, identify strengths and areas for development, plan</li> </ul> | <ul style="list-style-type: none"> <li>I can create and use space to help my team.</li> <li>I can pass and receive the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can tag opponents individually and when working within a unit.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>                  | <ul style="list-style-type: none"> <li><b>Abide</b></li> <li><b>Ball carrier</b></li> <li>Close down</li> <li><b>Consecutive</b></li> <li>Create</li> <li><b>Decision</b></li> <li>Dictate</li> <li><b>Draw</b></li> <li>Offside</li> <li>Onside</li> <li>Sportsmanship</li> <li>Support</li> <li>Tactic</li> <li>Track</li> </ul> |