

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 1 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to further develop their knowledge (from Year 5) of how to attack and defend when working within a team. Children should be shown how to intercept a pass from both a standing position and on the move.

Equipment Needed

Netballs, tennis balls, hula hoops, cones and gym mats.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

To further develop knowledge of attacking and defending
To know how to intercept a pass

LA



Should demonstrate adequate knowledge in terms of navigating space during team games as well as begin to acquire some understanding of position in terms of defending and attacking.

MA



Should be given the opportunities to intercept passes during mini games and attempt to work as both a defender and an attacker, keeping their position during team games.

HA



Should show the ability to play as both an attacker and as a defender staying in those positions in order to help their team achieve a game's target or goal. They should be able to intercept a pass with developing accuracy and control.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Netball Tag' - 5 children to be taggers with a netball each, taggers must attempt to touch other children with the netball anywhere on their body from knee to shoulder (no throwing!). When tagged, children must travel around the perimeter of the area. The game ends when all children are tagged. Change taggers accordingly (SEE VIDEO 1).</p> <p>Teacher Tips Mixed ability taggers.</p> <p>Teaching Points Remind children to 'dodge' the taggers by moving sharply in different directions.</p> <p>Progression Different sized balls and ways of travelling.</p>	<p>'Attackers and Defenders' - Set up activity (from video 2) using cones placed in a circle. Children to work in fours (two pairs), with one ball per four and two attacking/two defending children, they rotate roles after each phase. (SEE VIDEO 2).</p> <p>Teacher Tips Defenders to stay close to the goal.</p> <p>Teaching Points Introduce the term 'intercept' to the children.</p> <p>Progression Introduce timings.</p>	<p>'Interception' - Children to work in teams of three with one netball or tennis ball within a group. Two of the children stand on a cone each about 5 metres apart and begin passing the ball to one and other. The third child must run between these cones, timing their run correctly in order to intercept the ball. Allow the interceptor 5 or 6 attempts to intercept then rotate the children accordingly (SEE VIDEO 3).</p> <p>Teacher Tips Passers to continuously pass the ball to one and other.</p> <p>Teaching Points Can the children intercept and steal possession or do they intercept by 'slapping' the ball (lack of control).</p> <p>Progression Introduce three passers with one interceptor.</p>	<p>'Crossing the River' - The idea behind this game is to develop children's communication skills. Working in groups of 4 or 5, using 2 gym mats. Groups to stand on one gym mat with the other piece in front of the group. On teacher's command, children to move to the mat in front of them then lift the one they've moved off over their heads, place in front of them and move on. The process continues until they've crossed a certain distance (SEE VIDEO 4).</p> <p>Teacher Tips Mixed ability groupings.</p> <p>Teaching Points Evaluate performances focusing on communication.</p> <p>Progression Vary the sizes of the groups.</p>
<p>HA ↑ Use tennis ball to tag with.</p>	<p>HA ↑ Must communicate with their partners throughout.</p>	<p>HA ↑ Cones to be closer together.</p>	<p>HA ↑ Children to begin working at the front and end of the groups.</p>
<p>LA ↓ Can use a safe zone (hula hoop) if necessary.</p>	<p>LA ↓ Work in similar ability groupings.</p>	<p>LA ↓ Cones to be further apart.</p>	<p>LA ↓ Children to begin working in the middle of the groups.</p>

Cool Down / Conclusion

Gently moving around in set area, when called 'stop'; change direction and move off again. Children to lead the session calling 'stop' at different times. Encourage different methods of travelling.

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 2 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to develop their communication skills with other pupils through mini and small sided games. Children should develop their understanding of the skills needed in order to intercept a pass with a degree of control.

Equipment Needed

Bean bags, hoops, netballs, cones, hula hoops, benches or end line marking.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

To know how to invade as a team
To communicate effectively with team mates

LA



Should begin to realise the importance of communication within team games though speaking and listening. should begin to intercept with some degree of control.

MA



Should begin to take a leading role when communicating with team mates as well as realise the importance of interception during team game.

HA



Should be able to display superior communication skills when organising their small group or team as well as intercepting passes and regaining possession after interception.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Smugglers' - Scatter coloured hoops and beanbags around the area in which you are working. Split the class in half - 'smugglers and goodies'. The goodies have a 30 second head start to place beanbags in their correct corresponding coloured hoop. On the blow of the whistle, the smugglers 'steal' the beanbags from their correct hoops and place them incorrectly. The 'goodies' have to keep going to try and remedy the problem (SEE VIDEO 1).</p> <p>Teacher Tips Head up when travelling.</p> <p>Teaching Points Evaluate - which team worked better? Why?</p> <p>Progression Less 'goodies' and more 'smugglers'.</p>	<p>'Interceptors' - Separate the class into interceptors and pairs of passers. To start, you need one interceptor for every three pairs. Place cones three to four meters apart to create gateways. Pairs of pupils split and stand either side of each gateway. They pass and receive a net ball to each other. . While the pairs are passing, interceptors wearing bibs roam around the activity area trying to make interceptions. Rotate children accordingly (SEE VIDEO 2).</p> <p>Teacher Tips Interceptors cannot stand still.</p> <p>Teaching Points Can the children intercept on the move?</p> <p>Progression Less distance between cones.</p>	<p>'Treasure Island' - Mark out a large squared area with a hoop at each of the four corners. 6-8 bean bags to be placed in each hoop, place another hoop in the centre: this is the treasure island. Children to be split into 'interceptors' and 'throwers'. Two interceptors to stand between a hoop and the treasure island, their job is to block the throwers (who will be standing in the hoop) bean bags from landing in the central circle. The game ends when all beanbags have been thrown. Rotate children accordingly (SEE VIDEO 3).</p> <p>Teacher Tips Throwers must throw their beanbags below head height.</p> <p>Teaching Points Throwers to help one and other aim for an empty space inside the central circle.</p> <p>Progression Vary the height of the throw to encourage a jumping interception.</p>	<p>'Team Invasion' - Bench ball - Split the class into four teams with differently coloured bibs across two pitches. Each pitch to have a bench or end line where a 'receiver' stands to catch the ball. Children attempt to move the ball up the pitch towards their 'receiver' - they must throw the ball towards the receiver to catch for 1 point. Children must not tackle but can block or intercept (SEE VIDEO 4).</p> <p>Teacher Tips Child with the ball cannot run (similar to netball)</p> <p>Teaching Points Do the children invade space in order to intercept?</p> <p>Progression Points system based around times tables (Numeracy link).</p>
<p>HA ↑ Encourage to communicate with team mates.</p>	<p>HA ↑ Must be on the move constantly when intercepting.</p>	<p>HA ↑ To begin as interceptors.</p>	<p>HA ↑ Must pass the ball to at least three others before shooting.</p>
<p>LA ↓ Can travel using preferred method.</p>	<p>LA ↓ Similar ability groupings.</p>	<p>LA ↓ To begin as throwers.</p>	<p>LA ↓ Prompt to 'pass and move'.</p>

Cool Down / Conclusion

In pairs, walk around the activity area, telling their partner what they have learned during the PE lesson. After 30 seconds call, "Change roles"; the other pupil now talks about what they have learned. Review and evaluate today's levels of effective communication.

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 3 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to invade as a team instead of individually during small sided team games as well as further develop their knowledge of attacking and defending focusing on the differences between the two.

Equipment Needed

Tennis balls, cones, hula hoops, bean bags, benches or end line marking.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

- To develop sportsmanship
- To further develop knowledge of attacking and defending

LA



Children to develop their knowledge and skills when invading as a team and begin to realise that team invasion is an integral part of competitive team sports.

MA



Should display some knowledge of the main differences between attacking and defending and begin to apply invasion to attacking skills.

HA



Should begin to communicate with others around them instructing them to invade at the appropriate time when attempting to score or intercept an opponent's pass.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Tennis Ball Tag' - All children to be taggers with a tennis ball each, taggers must attempt to touch other children with the tennis ball anywhere on their body from knee to shoulder (no throwing!). When tagged, children must travel around the perimeter of the area. The game ends when one child is left in the middle of the area (SEE VIDEO 1).</p> <p>Teacher Tips Encourage children to tag and dodge taggers at the same time.</p> <p>Teaching Points Can the children negotiate space correctly?</p> <p>Progression Set a time limit e.g. the game must end within 60 seconds</p>	<p>'Attack and Defend' - Spread 10 hula hoops around an area and assign two children per hoop (standing outside the hoop) these are your defenders. The rest of the children are attackers with a variety of beanbags stacked in an area. Attackers must take one beanbag at a time towards a chosen hoop and attempt to shoot it into the hoop. Defenders must block or intercept these shots using hands and legs. The game ends when all beanbags have been shot towards a hoop. Rotate defenders and attackers (SEE VIDEO 2).</p> <p>Teacher Tips Defenders can move around the hoop only.</p> <p>Teaching Points Do children defend as a pair or individually.</p> <p>Progression Decrease the size of the hoops.</p>	<p>'Team Invasion' - Bench ball - Split the class into four teams with differently coloured bibs across two pitches. Each pitch to have a bench or end line where a 'receiver' stands to catch the ball. Children attempt to move the ball up the pitch towards their 'receiver' - they must throw the ball towards the receiver to catch for 1 point. Children must not tackle but can block or intercept (SEE VIDEO 3).</p> <p>Teacher Tips Child with the ball cannot run (similar to netball)</p> <p>Teaching Points If a pass is not made within time limit, possession is lost.</p> <p>Progression Each time a child scores, they become a 'receiver'.</p>	<p>Reflect - Did any of the children shake hands with one and other after the game of 'bench ball' or say the words 'good game?' - Discuss with the children what the term 'Sportsmanship' means and why it is a vital part of all sports.</p> <p>Teacher Tips Ask the children what it means to be a good sports person.</p> <p>Teaching Points Give some examples of sportsmanship.</p> <p>Progression Shake hands with one person and comment on what they did well during 'bench ball'.</p>
<p>HA ↑ Attempt to tag with weaker hand.</p>	<p>HA ↑ Must communicate with partner to defend as a pair.</p>	<p>HA ↑ Must pass the ball within 5 seconds.</p>	<p>HA ↑ Should lead discussion.</p>
<p>LA ↓ Can use a safe zone (hula hoop) if necessary.</p>	<p>LA ↓ Pair with a higher ability when defending.</p>	<p>LA ↓ Must chose their pass within 7 seconds.</p>	<p>LA ↓ Prompt for answers.</p>

Cool Down / Conclusion

Pair and share - in groups of three, children to slowly travel around an area and discuss the differences between attacking and defending. On the teacher's command, children quickly find another group of three to work with.

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 4 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to consolidate their knowledge of what it means to be a 'good' communicator when taking part in team sports as well as continually developing sportsmanship and their understanding of this term.

Equipment Needed

Blindfolds x 4, netballs, cones, pens and paper.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

To know how to intercept a pass
To know how to invade as a team

LA



Children should continue to work hard when communicating with others and gain confidence through speaking and listening to team mates when taking part in various team games.

MA



Should begin to demonstrate some understanding of what it means to be a good sports person and begin to display some attributes towards sportsmanship alongside communicating with team mates accordingly.

HA



Children should continue to communicate effectively with team mates in order to aid goal achievement during games, including giving encouragement to those around them. They should be able to effectively demonstrate sportsmanship during team games.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Mix It Up' - In groups of 4, stand in a line one behind the other, about 2/3 metres apart. The children on the ends of the line are 'outside' and the children in the middle are 'inside'. Children pass a netball between themselves. On command 'inside change' the two inside players must swap positions. On command; 'outside change', the two outside players change positions. On 'inside outside change' inside moves to outside and vice versa (SEE VIDEO 1).</p> <p>Teacher Tips Mixed ability groupings.</p> <p>Teaching Points Encourage communication.</p> <p>Progression Swap between two different groups i.e. the 'outside' on one group swap with the 'outside' on another.</p>	<p>'Blindfold Track' - Split the class into 4 different teams across four areas. Each group to have 10-15 cones. One person in the group wears a blindfold, others prepare a track made from cones on either side. The person in the blindfold must find their way through the track from start to finish. They must listen to their group's instructions to do so. Change children and the track accordingly (SEE VIDEO 2).</p> <p>Teacher Tips Make sure the track is not too challenging at the beginning.</p> <p>Teaching Points Do the children all shout at one and other or do they 'communicate'?</p> <p>Progression Introduce two blindfolded children.</p>	<p>'The Sportsperson' - Drama based activity - In groups of 4 or 5, children to create a scenario from a sport (e.g football, basketball or netball) where a member of a team displays sportsmanship. E.g. - One member of a team falls over and hurts themselves so a member of the opposite team kicks the ball out of play and tends to the injured person instead of simply playing on.</p> <p>Teacher Tips Encourage creativity.</p> <p>Teaching Points Allow groups to watch performances for evaluation.</p> <p>Progression Children to watch group work and become sportsperson detectives. Can they see the sportsmanship?</p>	<p>Evaluate the linked game 'The Sportsperson' - Where was sportsmanship evident? What could they have done differently?</p> <p>Teacher Tips Encourage and prompt children for answers.</p> <p>Teaching Points Can all abilities acknowledge sportsmanship?</p> <p>Progression Ask children to share some real life experiences where they were good sports people.</p>
<p>HA ↑ Encourage to pass and receive with weaker hand or foot.</p>	<p>HA ↑ To use the blindfold first.</p>	<p>HA ↑ To create some dialogue for the scene.</p>	<p>HA ↑ To take a lead role during feedback.</p>
<p>LA ↓ Allow adequate time to pass and receive before changing.</p>	<p>LA ↓ Prompt to communicate with the person wearing the blindfold.</p>	<p>LA ↓ To take a lead role in the acting part of the scene.</p>	<p>LA ↓ To work with a higher ability as a 'talking buddy'</p>

Cool Down / Conclusion

In groups of 4 or 5, create an acrostic poem for the word 'Sportsmanship' (Literacy link). Feedback to the class.

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 5 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to communicate with team mates through practical games and activities as well as develop ways of communicating competently in order to achieve a common goal. Children will also continue to attempt to build on their team invasion skills.

Equipment Needed

Cones, blindfolds x 8, beanbags, 4 gym mats, A3 paper and whiteboards pens.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

- To communicate effectively with team mates
- To develop sportsmanship

LA



Children should continue to work hard when communicating with others and gain confidence through speaking and listening to team mates when taking part in various team games.

MA



Should develop their own self-confidence by communicating thoroughly and appropriately with members of their team during team games. Should consolidate their skills during invasion based games.

HA



Children should continue to communicate effectively with team mates in order to aid goal achievement during games, including giving encouragement to those around them.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Outfoxed' - Ask the children what the term 'marking' means from a games perspective. In pairs, two cones each. Facing each other about 5 metres apart, place cones either side (as if standing in a goal) the same distance apart. One player is the mover, the other the shadower. The aim of the mover is to outfox their shadower by dodging and touching either cone before their shadower or to try and send them in the wrong direction. Start in the middle of the cones each time. Have 3 or 4 attempts then swap roles (SEE VIDEO 1).</p> <p>Teacher Tips One child is the 'attacker' and one the 'defender'.</p> <p>Teaching Points Continue to emphasise the importance of the defender 'staying with' the attacker.</p> <p>Progression Vary the distance of the cones. Closer = harder for defender.</p>	<p>'Blindfold Track' - Split the class into 4 different teams across four pitches or areas. Each group to have 20-25 cones. Two people in the group wearing blindfolds, others prepare a track made from cones on either side. The people in the blindfolds must find their way through the track from start to finish. They must listen to their group's instructions to do so. Change children and the track accordingly (SEE VIDEO 2).</p> <p>Teacher Tips Reflect on previous lesson's performance and could it be improved in.</p> <p>Teaching Points Has there been any improvement from previous lesson?</p> <p>Progression Blindfolded children can work arm in arm.</p>	<p>'Beanbag Ball' - Children to be split into four teams across two pitches wearing differently coloured bibs. Mats to be placed at the ends of each pitch (one either side) and used as goals. Each game will use two beanbags moving at any time between two rival teams. The objective of the game is to try and get your beanbag to land on the opposite mat in order to score a point (SEE VIDEO 3).</p> <p>Teacher Tips Same rules as 'bench ball'.</p> <p>Teaching Points Can children invade as a team when attacking?</p> <p>Progression Introduce three beanbags depending on the success of two.</p>	<p>Discuss - Did the children display any sort of sportsmanship during the linked game 'beanbag ball'? Allow children to share some of the ways that they have shown sportsmanship and if not, what would they have done differently? In groups of 4 or 5, using A3 paper and pens, ask children to think of as many different phrases as possible that they could say to their opponents at the end of a game. E.g. 'Good game', 'well done', 'superstar' etc.</p> <p>Teacher Tips Give children 5-7 minutes to complete task.</p> <p>Teaching Points Can children relate sportsmanship to thinking positively even if they've just lost a game?</p> <p>Progression Share personal stories of sportsmanship.</p>
<p>HA ↑ Remind higher abilities to use the 'dummy' technique.</p>	<p>HA ↑ Must lead efficient communication.</p>	<p>HA ↑ Must work as both defenders and attackers passing and moving.</p>	<p>HA ↑ Must take a lead role when feeding back to the class.</p>
<p>LA ↓ Work in similar ability pairings with cones 2-3 metres apart.</p>	<p>LA ↓ Mixed ability pairs when blindfolded.</p>	<p>LA ↓ May work as defenders close to the goal (gym mat).</p>	<p>LA ↓ Mixed ability groupings.</p>

Cool Down / Conclusion

Discuss - Empathy - how do you feel when you've just lost a game? how do you feel when somebody says 'well done' to you even though you've lost the game?

Year Group: Year 6 Topic: Invasion - Competitive (Netball & Basketball)

Session: 6 | Sports & Topics: Netball & Basketball - Attacking, Defending & Communication

Lesson Overview

This lesson gives children the opportunity to attempt to achieve all learning goals for this unit: display continual understanding of invasion whilst attacking as a team, as well as intercepting passes whilst defending with control. Children should display a better understanding of what it means to communicate with a team and be a good sportsperson.

Equipment Needed

Cones, balls, beanbags, skittle or large cone.

Safety Points

Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving around objects or other children during team games.

LEARNING OBJECTIVES

- To further develop knowledge of attacking and defending
 - To know how to intercept a pass
 - To know how to invade as a team
- To communicate effectively with team mates
 - To develop sportsmanship

LA



Should show developing competence in terms of attacking and defending in groups and should show some knowledge of how to intercept a pass. Children should be able to comment on what it means to be a good sportsperson.

MA



Children should show developing knowledge of how to intercept a pass with control during a team game as well as demonstrating the main differences between attacking and defending.

HA



Should show in-depth understanding of how to intercept a pass with control whilst regaining possession for their team as well as attacking, defending and invading as a team. They should display sportsmanship throughout each activity or mini game whilst encouraging others to do so.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>Child led - In groups of 5 or 6, children to create their own warm up. It must be a 'pulse raising' activity involving all of the children in their group. Provide children with a range of cones, balls and beanbags.</p> <p>Teacher Tips Remind children that everyone should be moving for the majority of the time.</p> <p>Teaching Points Evaluate with the children if the warm up was 'pulse raising' enough.</p> <p>Progression introduce rules: e.g. the warm up must use three beanbags.</p>	<p>Game creation involving effective communication, attacking and defending. Children to work in teams of 8 in order to create a 4 v 4 game based around attacking and defending. They must display high levels of communication throughout in order to help others and aid their team. A variety of balls, cones and bibs etc. should be made available.</p> <p>Teacher Tips Mixed ability groupings.</p> <p>Teaching Points Do the children attack/defend as a team?</p> <p>Progression Larger sized game.</p>	<p>From the main activity, allow children to observe each group's game that they've created and afterwards, have a go at their three favourite games. Discuss - What changes would they make in order to make the game easier or harder? Could they introduce a scoring element?</p> <p>Teacher Tips Encourage children to alter each game.</p> <p>Teaching Points Do the children communicate properly when attempting to change the game?</p> <p>Progression Could any of the mini-games be linked together?</p>	<p>Intro to optional follow on unit 'Invasion to Score' - Place a skittle or large cone in a target circle about 3 metres across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game 4 v 4. Both teams score by hitting the skittle or large cone. The team with the ball are attacking to score and the team without are defending. Both roles swap as the game progresses (SEE VIDEO 1).</p> <p>Teacher Tips After a 'goal', the other team takes a free pass from a specific starting point away from the circle.</p> <p>Teaching Points Involves an element of aiming, shooting and following through.</p> <p>Progression Each child must touch the ball before it is shot.</p>
<p>HA ↑ To take a lead role in communicating with the group when organising.</p>	<p>HA ↑ Introduce a scoring element within their game.</p>	<p>HA ↑ Can they introduce an element of timing?</p>	<p>HA ↑ Must be reminded to pass and move.</p>
<p>LA ↓ To work in mixed ability groups.</p>	<p>LA ↓ Must take a lead role in the creation process.</p>	<p>LA ↓ Should be encouraged to share their opinion on how to change a game.</p>	<p>LA ↓ To work in mixed ability groups.</p>

Cool Down / Conclusion

Sportsmanship - Remind children of the phrases that they have created during the previous lesson based on what they could say to an opponent after a game. Find 5 friends, shake hands and use some of these phrases.