

Additional Resources:

Learning Resources Games 23, 31, 33, 42, 43 and 44

**Invasion Game
1, 2 or 3**

**Lesson 9 - 10+
Year 6**

Learning Objectives	Suggested Series of Activities - Shoot the Ball, Target Three or Mini Game	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to refine marking and tackling skills ■ to develop goalkeeping skills <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ when to mark the space or the player ■ to devise and use simple game plan <p>Evaluating and Improving</p> <ul style="list-style-type: none"> ■ to assess others' work and suggest improvements ■ to describe what others' are doing tactically ■ make simple judgements on others' performance ■ to describe and evaluate their own techniques and tactics <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to lead warm up activities ■ to devise their own cool down 	<p>Warm up</p> <p>Ask individual children:</p> <ul style="list-style-type: none"> ■ To lead the whole group through sections of the warm up <p>Ask the group how effective they thought the activities were</p>	<ul style="list-style-type: none"> ■ reinforce the elements of fitness i.e. strength, speed, suppleness and stamina
	<p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ What can a defender do make it harder for a player to receive the ball? ■ To practise marking and pressuring a player with the ball (see Resource Games 42) ■ To devise a practice to improve their tackling skills (see Resource Games 23 and 31) ■ To observe and help each other to improve ■ To teach their practice to another group and help them to improve 	<ul style="list-style-type: none"> ■ defenders can: <ul style="list-style-type: none"> - mark a player waiting for a pass - mark a player with the ball - mark the space and try to intercept (including the goal) - tackle ■ write key skill words phrases on a blackboard
	<p>Game</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To play one of the BASIC GAMES; differentiated, as appropriate ■ To observe their opponents and describe what they are doing tactically; make simple judgements on what they see technically and tactically ■ To describe their own tactics and evaluate their effectiveness; is a lack of skill sometimes preventing them from applying tactics successfully? What they need to practise 	<ul style="list-style-type: none"> ■ remind the children about deciding who are attackers and defenders, and simple team formations
	<p>Development</p> <p>Talk with the children about marking space, as well as the player. Give them specific situations and ask them to show where they would position themselves to mark (see Resource Games 43)</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To practise their goalkeeping skills (see Resource Games 44) 	<ul style="list-style-type: none"> ■ highlight when it is best to mark the space and when it is best to mark the player i.e. the nearer the ball moves towards the goal, the closer becomes the marking
	<p>Game</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To play the game again; differentiated, as appropriate ■ To evaluate aspects of their attacking and defensive play; to identify their strengths and weaknesses as an individual and as a team 	<ul style="list-style-type: none"> ■ give the children the opportunity to plan their positions, formation and tactics
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ In pairs/groups, to devise their own cool down <p>Remind the children of the purpose of the cool down (see Resource Games 33)</p> <ul style="list-style-type: none"> ■ Which skills they have improved most ? 	<ul style="list-style-type: none"> ■ back in the classroom, pupils could plan a tournament and score cards

