

# ***PE LKS2 Unit 10***

## ***Invasion games 1***

### **Lesson 3**

### **Invaders**



# Lesson 3 Invaders

 **35-40 mins x2**

## Learning objectives

### Children should learn:

- to consolidate and improve the quality of their throwing and catching techniques and their ability to link movements;
- to use these skills in game situations;
- to improve their ability to choose and use simple tactics;
- to know and describe short term effects of exercise on the body;
- to use what they have learned to improve their work.

## Success criteria

### Children:

- pass, receive and move with the ball, keeping control and possession;
- work with a team in relay and invasion games;
- use a range of skills that enable them to keep possession and control of the ball and make progress towards a goal;
- know how to use space in games;
- recognise and describe what happens to their breathing, heart rate and body temperature when they play games;
- know that some games use short bursts of speed.

## National Curriculum Attainment Targets

### pupils should be taught to:

- use throwing and catching in isolation and in combination.
- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- play competitive team games, modified where appropriate.


## Vocabulary

bounce, catch, dribble, invasion game, jog, opposition, pass, relay, run, space, team, throw, travel, underarm

## Resources

- adequate space – field or playground
- large balls that the children are not afraid of
- hoops and cones
- bibs or bands for teams
- grids to make courts and pitches

## Warm-up

 **5 mins**

- Organise the children into groups of four. To do this, ask them to jog around the space you are working in, in any direction. Shout out a number and the children must get into groups of this number. Then ask them to start jogging around the space again in random directions and call out a different number. (You can change the call to something else that may be relevant to the group, for example, groups of two boys and two girls or children with the same colour eyes.) Do this four or five times, finishing by calling out 'four'.

- When all the children have got into groups of four, ask them the following questions:

### Key questions ?

*Did the exercise make you have to work your bodies quite hard? Why?  
Was it because you had to run? Did this make your heart beat faster?  
Did it make your breathing different? How?  
How did the exercise affect your body temperature?*

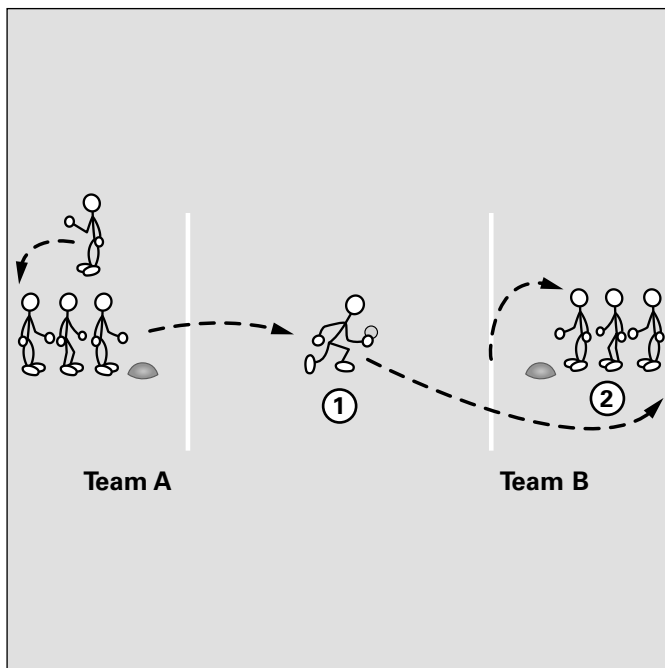
## Skills and tasks

### 🕒 15 mins

- Explain to the children that they are now going to work with another group for the following exercises.

#### Task 1

- Set the children up as follows:

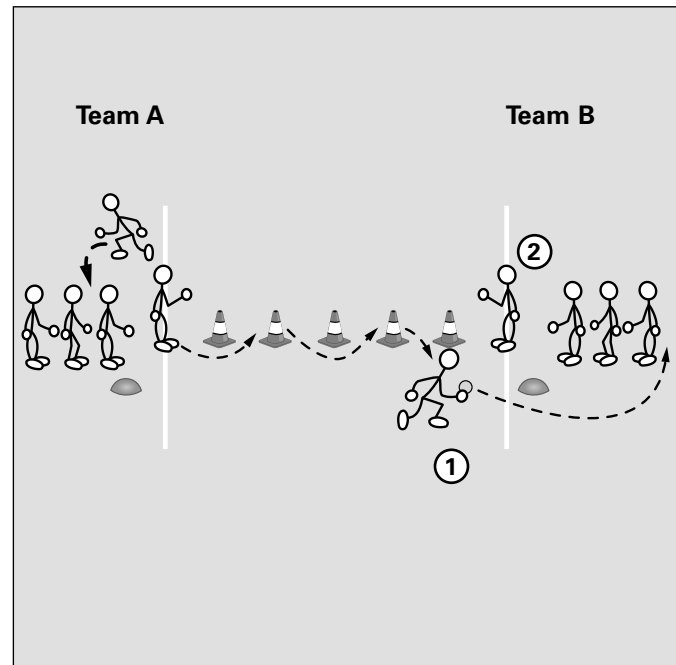


- Child 1 runs with the ball to the line in front of team B, passes the ball to the first child in team B and joins the back of that team as shown.
- Child 2 then runs towards team A, passes the ball and joins the back of that team as shown.
- Continue this activity until the teams are back where they started.

- To extend this practice, ask the children to bounce the ball (dribbling), as they run between the lines.

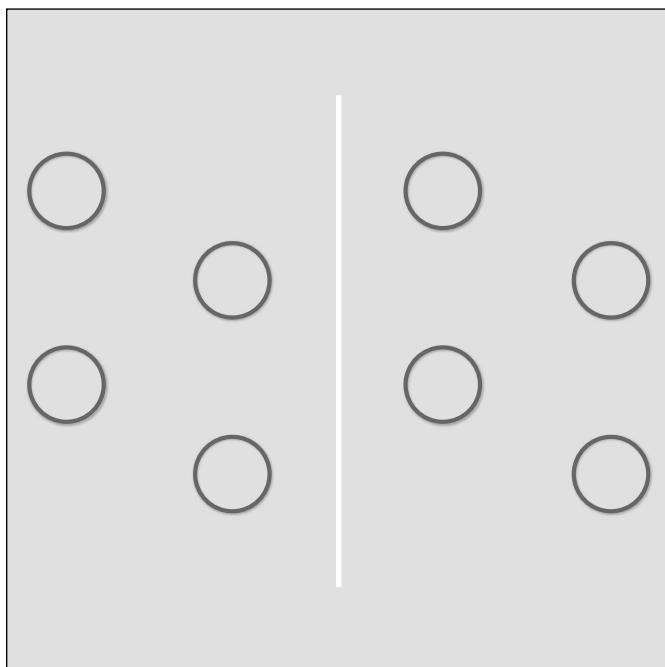
#### Task 2

- Set the task up as follows:



- Child 1 runs with the ball to the line in front of team B, running in and out of the cones. They then pass the ball to child 2 and join the back of that team as shown.
- Child 2 then runs back towards team A, going in and out of the cones, and passes the ball before joining the back of the team as shown.
- Continue this activity until the teams are back where they started.
- To extend this practice, ask the children to bounce the ball (dribbling), as they run between the lines.

### Task 3



- Ask the children to stop and stand still. Explain to the children that to end the lesson they will finish with a game of 'Invaders'.
- The children will work in their own team against another and must try to place all the balls in their opposition's marked zones (i.e. hoops or circles formed by cones). Set up the playing area as in the diagram.
- Start with five or seven balls in play. Explain that each team must try to get all of the balls into their opponent's side. Every time one is deposited in their own side they should try to take it back as quickly as possible. When you shout 'stop', count up how many balls there are in each side. The winner is the side with fewer balls.
- Initially, the children should just try to get all the balls in their opposition's half of the playing area. To extend this practice:
  - only allow one child at a time into the opposition's half;
  - restrict the rules so that there must be at least one ball in each marked zone;
  - tell the children that they must pass to a player in their opposition's half (throw and catch);
  - only allow two players on court at any one time. Once a player has made their move, they must tag their next team member (relay style) so they can start.

### Cool-down

#### 5 mins

- Ask the children to stop and stand still.
- Ask them to jog sensibly and slowly, in and out of the equipment. Tell the children to 'stop'. Now ask them to start jogging slowly again.
- On your command, 'freeze', the children should stop and stand still. Ask them to gently shake their arms and legs.
- Now ask them to pick up the piece of equipment nearest to them and put it away when you tell them. They should then stand silently in an appropriate place and wait to go back to the classroom.