Amber Valley

ssp

School Sport Partnership

Year 6

Think & Feel learning Ideas

THINK	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
Reception	Can understand rules within an activity	Can identify the ABC's relating to movement	Can identify an effect of exercise on the body	Can identify that food gives us energy	Can identify that the body has different parts	Can play to win
Year 1	Can identify rules and scoring within an activity	Can identify the ABC's relating to a sporting movement	Can identify some effects of exercise on the body	Can identify that the more energy we use the more we have to replace	Can identify that the body has muscles/bones	Can identify the difference between participating and competing
Year 2	Can assist with scoring an activity	Can describe the ABC's relating to movement	Can identify why our bodies sweat and how this effects our need for water	Can identify that it is important to eat a balanced diet	Can identify large muscles/bones and small muscles/bones	Can identify different ways to improve the chances of winning in an activity
Year 3	Can assist with enforcing rules for an activity	Can describe the ABC's relating to sporting movement	Can describe what happens to our heart rate when exercising	Can identify that different foods affect us in different ways	Can identify the name of a muscle/bone in the body (e.g. rather than legs = quadriceps)	Can identify with what a tactic is
Year 4	Can score an activity	Can actively show an understanding of the ABC's	Can identify the role of the heart when exercising	Can identify that the more energy we consume, the more energy we have to use	Can identify that muscles and bones are used to help us move	Can identify a tactic for an individual activity
Year 5	Can enforce rules for an activity	Can identify the correct technique for a sporting movement	Can describe what happens to our heart rate when exercising and how this effects our pulse	Can identify the dangers of over consumption of certain foods and drinks (energy drinks)	Can identify the effect of exercise on muscles	Can identify a tactic for a team
Year 6	Can lead the scoring and officiating for an activity at the same time	Can prescribe another child with the correct technique for a sporting movement	Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness	Can identify the importance of certain foods to aid activity	Can describe how muscles get stronger	Can prescribe a tactic for an individual activity
Year 7	Can lead the scoring and officiating for a sports match at the same time	Can improve another child's performance by prescribing correct technique for a sporting movement	Can describe how the body changes during exercise	Can identify a healthy meal for an athlete and why?	Can describe the dangers to muscles of exercise if the body is not prepared properly	Can prescribe a tactic for a team activity

FEEL	These learning outcomes are examples that can be used within lessons when observing 'feel' learning, one outcome could be observed throughout a term!					
	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being Active	Leadership
Reception	Can identify whether they have won or lost an activity	Can listen to instructions during an activity	Can identify that being active is fun	Can take part in an activity without falling out with other children	Can identify that being active is good for you	Can confidently take part in a led activity
Year 1	Can identify that trying to win is important	Can identify how to handle equipment during an activity	Can identify that being active can help to feel happy	Can take turns without any problems during an activity	Can identify the importance of being active	Can confidently assist with scoring an activity
Year 2	Can identify that it is good to win, but trying your best is more important	Can identify how to respect other children during an activity	Can identify positive feelings when taking part in activity	Can join teams without any problems during an activity	Can describe one reason why it is important to be active	Can confidently assist with scoring various activities
Year 3	Can adopt a positive attitude to winning	Can show care of towards equipment being used in an activity	Can show behaviour that helps to make activity fun	Can encourage other children during an activity	Can identify the dangers of being inactive	Can confidently lead the scoring of an activity
Year 4	Can adopt a positive attitude to losing	Can share ideas and listen to other children's ideas during an activity	Can show enthusiasm and a 'have a go' attitude to make activity fun	Can encourage other children during a competitive situation when losing	Can describe one danger of being inactive	Can confidently lead the scoring of various activities
Year 5	Can identify positive role models for winning and losing either teams or individuals	Can show respect for an opposing team or individual in a competitive activity	Can celebrate the achievements of themselves and others within an activity	Can congratulate the opposing team when defeated in an activity	Can describe why it is important to be active	Can confidently assist the leading of a warm-up activity
Year 6	Can Identify examples within an activity of positive reactions to both winning and losing	Can show a respectful manner towards all people when taking part in an activity	Can identify ways of including others in an activity	Can take the lead for a team in a competitive situation	Can describe dangers of being inactive	Can confidently lead a warm-up activity
Year 7	Can describe and acquire a positive attitude to both winning and losing in a sporting activity	Can show a respectful manner towards all people when taking part in a competitive activity	Can identify how sporting activity can be used to bring down social barriers	Can regularly show sportsmanship characteristics during competitive activity	Can prescribe activity to help an individual become more active	Can confidently assist the coaching of a small group activity

Athletics

Athletics DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Reception	Identify children's current understanding of the topic	Demonstrate the difference between running and walking	Demonstrate the difference between jumping, hopping and skipping	Throw different sized objects for distance	Start and finish in a team race	Take part in an athletics event
Year 1	Identify children's current understanding of the topic	Demonstrate the difference between running, jogging and walking	Jump for distance and height	Throw different sized objects for distance and height	Take turns quickly in a team race	Take part effectively in an athletics event
Year 2	Identify children's current understanding of the topic	Run demonstrating acceleration and deceleration	Jump using arms and legs to give body swing	Throw an object with accuracy	Take turns swapping object in a team race	Compete (trying to win) in an athletics event
Year 3	Identify children's current understanding of the topic	Demonstrate effective running for a short race and long race, showing a difference between them	Jog into an effective jump	Throw an object for distance with accuracy	Take turns quickly swapping an object in a team race	Compete (trying to win) in various athletics events
Year 4	Identify children's current understanding of the topic	Run with a full stride to achieve maximum speed	Jog before hurdling over an object effectively	Throw an object for distance and height with accuracy	Take turns in a relay race by receiving an object from behind	Compete (trying to win) as part of a team
Year 5	Identify children's current understanding of the topic	Run a race showing an understanding of pacing the run	Run before hurdling over an object effectively	Throw an object using the whole body	Take turns in a relay race by receiving an object from behind whilst moving forwards	Compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)
Year 6	Identify children's current understanding of the topic	Start and finish a race with technique	Link hopping, skipping and jumping	Throw an object demonstrating a follow through technique	Take turns in a relay race by receiving an object from behind whilst running forwards	Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)
Year 7	Identify children's current understanding of the topic	Compete and finish well in a race against children of the same age	Compete and finish well in a jump event against children of the same age	Compete and finish well in a throwing event against children of the same age	Compete and finish well in a relay race against children of the same age	Compete and succeed in various athletics event both as a team and individual (degree of success, noted by positioning in events against those of similar physical development)

DO	ATHLETICS	THINK	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE	FEEL	IF USING A HALF TERM LEARNING AREA DELETE BOLD AND INPUT HERE
Input + and – only. Example Jonny is emerging (J.S -)		Assessing for understanding if shown understanding input initials		Assessing for understanding if showing understanding input initials	
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Running		**Week 2:**		**Week 2:**	
Week 3: Jumping		**Week 3:**		**Week 3:**	
Week 4: Throwing		**Week 4:**		**Week 4:**	
Week 5: Team Races		**Week 5:**		**Week 5:**	
Week 6: Competition		**Week 6:**		**Week 6:**	

Week 1	Year six	Athletics	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 30 line markers, 8 long soft javelins, 8 relay batons, spot markers for the track

WARM-UP
(Getting ready for the activity)

Running track:

Set up a circular track around the edge of the room, ask children to start jogging around the track in the same direction. Play some fun energetic music to motivate the children. Ask the children to continue to move in the same direction, but this time with numbers being called out to signal the children to perform different actions whilst moving around the track.

No.1 - Touch the ground both hands
No.2 - Jump as high as you can
No.3 - Change and run in the opposite direction
No.4 - Sprint until the next number is called
No.5 - Perform 5 star jumps on the spot

Ensure that half way through you ask the children to walk around the track performing dynamic stretches (stretches whilst moving) including leg kicks, lunges and making circles their arms. (Pro)

Once completed the initial warm-up ask children to run for a prolonged period without stopping 3 - 5 minutes depending fitness ability

TP: Keep at a pace that you can control when running around the track don't burn out early on

TP: Ensure dynamic stretches are not rushed but controlled throughout the movement

Diff: Emerging children can take more rest stops, exceeding once warm are encouraged to go quicker

MAIN
(Working towards competition)

Distance maker:

Ask the children to stand to the side of the area in lines of no more than 4 but ideally 2 children in each line. In front of each line of children, a line mat will be placed, this mat will act as a jumping line, from this line children will jump in the same direction out into the hall. Whilst the jumping child is performing the others in the group can move to a position that helps them to see where the child is landing. When the child lands their distance can be recorded with a spot mat, the colour of the spot mat can identify with that child so that it can be kept on the ground showing their furthest distance. The jumping children take it in turns until they have had 3 goes each then they swap with the other 2 children. The children are then asked to use the line mat as a throwing line in which they have a (Pro) large foam javelin. The throwing children take it in turns until they have had 3 goes each to throw the object, whilst the others stand side on to the line of the throw to record the score using that child's coloured spot mat and collect the ball, then they swap roles. Although all throws are thrown in the same direction it is important that recording children are kept clear of the path of the thrown object.

TP: When throwing, stand sideways on, allow the javelin to pass along the front of your body, rotate hips at release and when running time the release to match a step forwards

TP: When jumping use your arms to swing forwards

Diff: Ask the exceeding children to spread the markers out further and the emerging to keep them close. Have an option of the size of the javelin

COMPETITION
(Working against self or others)

Relay race:

The same groups of 4 children stay together and line up behind one another at a point on the inside of a circular track, the same set up as in the warmup. Give the front person of each line a relay baton. On command from the teacher the front person in each line must step out into the track and run in a designated direction around the track before returning to the next child in their team, children are allowed to over take on the track when it is safe to do so. On return the next child will step out into the track, (Pro) begin to walk forwards and receive the baton from the front runner from behind, this continues until all the team have been and then sit down.

TTP: Why move forwards before receiving a baton?

TP: When passing the baton try to not take the time to turn around, face the same way and receive the baton from behind your body, holding out your hand behind whilst moving forwards and looking over the shoulder of the outstretched arm .

Diff: Exceeding groups are encouraged to run forward just before they receive the baton to gain a fast start

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year six	Athletics	Running
Do	**= Expected:** Can start and finish a race with technique	**+ Exceeding:** Can compete and finish well in a race against children of the same age	**- Emerging:** Can run a race showing an understanding of pacing the run
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, enough bibs for 1 per child

WARM - UP
(Getting ready for the activity)

Basic warm-up

(Pro) Children begin by moving around the hall jogging in and out of one another. Playing music will help with motivation. Once children have increased their heart rates, perform some dynamic stretches such as open gates, leg kicks, shoulder rolls.

Ask children to then perform a few five second sprints in the area with 15 seconds rest time between them.

TP: Use your legs and arms in co-ordination to drive the body forwards

Diff: Emerging only need perform a couple of sprint rooms to conserve energy

MAIN
(Working towards competition)

Grasshoppers and Crickets

Talk to the children about grasshoppers and crickets and how they are very quick and can move in a flash. Children work with a partner of a similar speed and stand side to side but so they are an arms length away, this can be marked out with spot markers.

The partners will make a line down the middle of an area and mark out a finish line at both ends of the area with line mats. The ends should be marked 15ft from the centre line.

Call out 'grasshoppers' or 'crickets' and whichever one you call out has to run to the finish line on their side without being caught by their partner who will chase them. To catch their partner they must pull a bib tucked in the back of the shorts of the other runner. If the bib is caught before the runner has made it to the line at the end, that person gets a point. Keep changing the insect being called out. As a bit of fun call out other insects such as 'spider' to try and catch the children out. ask children to set off from their bottoms, backs or bellies rather than stood (Pro) The children are then required to start from a run start position. As the teacher calls 'ready' both children get onto their knees with hands on the floor in front of them, then 'set' is called and children then raise their bodies and lean placing their hands further forwards then either 'grasshoppers' or 'crickets' are called which signals for the one called to run forwards starting low from position to high into full sprint whilst the other child chases after them

TP: Start low and burst into speed by push against the floor like you are going through a brick wall

Diff: Exceeding children to have a shorter distance from their partner and emerging a longer distance

COMPETITION
(Working against self or others)

Colour track races (starts)

Set out a large circular track with different coloured spots. The spots are placed in colour order allowing five different colours with 4ft between them. If the room allows have two tracks if not have one track with two groups one behind the other on the inside of the track. Children stand on a coloured spot around the circle and are ready to run. Call out a colour and all the children on that colour spot must get into a ready position before marks, set and go is called they then race against each other and run around the track back to their starting spot, the first child back is the winner. Once children have run short 1-lap races change the races to four laps. (Pro) Ensure all children are in the start position learnt in the last activity before setting off (if their colour is not called the child must quickly get back to the inside of the track). Encourage children to finish the race by dipping over the marker.

TP: Arms should be moving to show hands going in a Hip to Lip motion

TP: Run with high knees for a longer stride as fast as possible!

TP: A dip finish requires a push and lean forwards with your upper body to get over the line quicker

TTP: How do I run differently for the long distance race compared to the short distance. Refer to pacing the run

Diff: Allow emerging children to run a 2-3 lap and exceeding a 5 lap for the long distance . Ensure similar abilities are placed on the colours to ensure a fair race

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Athletics	Jumping
Do	**= Expected:** Can link hopping, skipping and jumping	**+ Exceeding:** Can compete and finish well in a jump event against children of the same age	**- Emerging:** Can run before hurdling over an object effectively
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 30 spot mats (3 different colours), 8 line mats, lines mats or skipping ropes to mark out x2 30ft long lines

WARM - UP
(Getting ready for the activity)

Colour spot Jump

Set out 30 spot mats inside the area of an even amount of 3 different colours. Ask the children to start by jogging in and out of the mats with motivating music being played in the background. Ask the children once their heart rates have increased, to perform some dynamic stretches which include include shoulder circles, Leg raises, lunges, open gates etc. Increase the jogging to three quarter paced running. Now inform the children that the 3 colours represent 3 different types of jumps

Green – hop: one foot to same foot

Red – skip: one foot to other foot

Yellow – jump: one foot to landing with two feet

Introduce the jumps one at a time. Once children have started to go around the room performing the jumps to the right colors,

TP: IMPORTANT to keep it simple, once children understand what a hop looks like then develop the hop too much too soon at this point could be very detrimental to the session

Diff: All should be able to perform basic jumps, when linking allow mistakes and use exceeding for lots of examples of good linking of jumps

MAIN
(Working towards competition)

Jump practice

Ask children to set up in groups of no more than four. The children will need to set up in a safe area taking 3 mats that were used in the last game which were

Green – hop: one foot to same foot

Red – skip: one foot to other foot

Yellow – jump: one foot to landing with two feet

They will set the mats up in a line with 1-2ft distance between each one, with a start line marked 2ft before the first spot. Two of the children will be the jumpers standing behind the start line mat, while the other 2 will stand to the side to offer feedback and support whilst ensuring the mats are in the right positions as requested by the jumpers. The jumpers will take it in turns to step forward and start from the hop to a skip then a jump linking all 3 together. The jumpers will have 3 goes then swap with the other two children. As children begin to produce non-fouling jumps they can start to mark the furthest jump using a line mat.

TTP: Saying out loud the sequence in understandable form will help : “One foot to same foot to other foot to both feet” try your own reminders

Diff: Exceeding children can perform from a running start

COMPETITION
(Working against self or others)

Cross the river

With the children staying in the same groups as before. Set out two lines using line mats through the middle of the playing area. The lines should be around 30ft long. The space between the two lines will start narrow at one end getting wider the further up the lines go. At its narrowest point the space will be 4ft and at its widest 8ft. The children will stand in 2 pairs- one behind the other at the edge of one of the lines which will be the designated jumping line. Give the children the 3 coloured mats from the previous activities.

Explain to the children that they are on the rivers edge and they must get to the other side. **It is important that you explain to the children that they should never jump over a real river!** On the teachers command, the front 2 children in the four will try to get to the other side of the river by placing their green mat on the edge and the red and yellow out in the river acting as stepping stones. Jumping from the yellow , the children must continually jump out (without stopping) using the stepping stones. Once all four children have had a couple goes tell them that they must now repeat the activity but this time to the sequence of hop skip and jump.

This continues with the children moving up and down the river to find their widest point on the river that they can get across.

TP: Use the momentum of the 3 jumps to propel you further, try to swing arms to support this

Diff: Exceeding children can start from a running start

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year six	Athletics	Throwing
Do	**= Expected:** Throw demonstrating an affective approach and release	**+ Exceeding:** Compete and finish well in a throwing event against children of the same age	**- Emerging: T**hrow using the whole body technique
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 6 benches or hoops, 6 x 5 different colour bibs, 3 medium sized light balls, 30 spot markers, 15 line mats, 14 foam javelins, 14 light shot putts, 14 medium balls

WARM - UP

(Getting ready for the activity)

Bench Ball

Begin by asking children to move around the area starting with jogging then increasing to three quarter paced running. Ask them to perform high 10's with each other without stopping. Try to play motivational music in the back ground. Perform dynamic stretches which include shoulder circles, leg raises, lunges, open gates etc. Then ask children to go into groups of no more than 10. Give each of the groups 2 benches or a hoop depending on equipment available. In the group of 10 ask the children to choose 2 equal teams indicated with bibs. The group will set out the benches at either end of a marked court area. The teams will go into opposite ends of the court with 1 child from each of the teams placed on the opposite bench. . Once the teams are ready the aim of the game is explained. The teams must throw and receive the ball in order to eventually try and throw the ball into the hands of the child stood on the bench. Children can not move when they have the ball in their hands and children can only steal the ball by intercepting a throw whilst the ball is in the air or when the ball is dropped. (Pro) When a child scores they must join the child already on the bench, the winning team is the one with the most children on the bench at the end.

TP: When throwing we should always look to where we are throwing

TP: It is important that when we are throwing for accuracy we put the right amount of speed on the ball – not too fast and not too slow

Diff: Allow emerging children to be given more time on the ball and exceeding to throw immediately

MAIN

(Working towards competition)

Ball Throw Relay

Ask children to go into groups of 4. They must take a 2 x medium sized ball, 2x small heavy ball (light shot putt) and 2x foam Javelin. It is important that you have a large area as groups will need lots of space, if area does allow groups, then children will be placed at one of the area and have a throwing direction in which they must throw at the same time. Ideally children will be throwing towards a wall so that objects do not go too far (however this is not essential) In their groups 2 children will have the chance to throw each of the objects, once the objects have been thrown, the other two children will race against each other to collect the objects one at a time, the one who collects their 3 objects first wins. The exercise will then be repeated with the collecting children taking their throws.

TP: Ball throw – Push into the throw

Small heavy ball – Shot putt style

Javelin – Side ways on through the body twist into the throw

Refer to information

Diff: Exceeding children can race and throw from further back

COMPETITION

(Working against self or others)

Competition Throw

In the same groups of four children will now compete to throw the 3 objects the furthest. The groups will need. The two collecting children before picking objects up to bring back(not racing) will need to leave a marker to show where the furthest of each of the objects were thrown to. 3 distinct markers will be left out to indicate the furthest distance achieved for each object.

TTP: Why follow through on a throw?

TP: Release the object at the right time

TP: Try to bend your legs as you throw as this will give you more distance

TP: Allow the javelin to pass through the front of your body

Diff: Emerging children can have the hoop brought closer and exceeding have it placed further away

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year six	Athletics	Team races
Do	**= Expected:** Can take turns in a relay race by receiving an object from behind whilst running forwards	**+ Exceeding:** Can compete and finish well in a relay race against children of the same age	**- Emerging:** Can take turns in a relay race by receiving an object from behind whilst moving forwards
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, line mats, (bean bags, cones, bibs), 15 bean bags or similar objects, 40 cones, 6-12 hurdles, 6 relay batons

WARM - UP
(Getting ready for the activity)

Pass it on

Using spot markers place around 15 gates around the area, a gate is two spot markers side by side with a 1ft gap between.

Ask the children to start to move around the area in and out of the gates start by jogging, then running. Play some motivational music in the background.

Introduce some dynamic stretches (stretches whilst moving) including leg kicks, lunges and making circles their arms.

Whilst continuing to move around the area give out around 12 bean relay batons, ask the children to to pass the batons to one another through the gateways. The children receiving must receive from behind.

Once understood give out relay batons, this time if they have a baton they must pass it on to someone else at the gateways. The person receiving must be stood facing away from their partner heading towards another gate before receiving, encourage the children to go to a different gate each time

(Pro) Once understood introduce a rule that when receiving the baton the children must be moving forwards.

TP: Ready position is facing the way you are going next with arm out behind you, open hand , looking down your shoulder, communicating

Diff: Encourage exceeding children to be moving when receiving the bean bag from behind, allow emerging children to be stood still

MAIN
(Working towards competition)

Its behind you! (Hurdles)

Ask the children to go into groups of no more than 4. For each group place a spot marker at each end of the area, with a starter line in the middle of the 2 markers. Children must stand in line behind the starter marker in the middle. The front child from each of the groups will be holding a relay baton and run to the marker at one end, turn and go to the marker at the other end then come back to the middle and swap the baton so the next child can repeat the same action.

Have the groups set off at the same time as to race, to see which group can swap the baton with each child first. (Pro) Continue the activity except this time place a hurdle between the starter marker and the spot marker and another at the other end, it is important that the teacher switches to using bean bags when going over hurdles.

TP: Hold the baton at the end not in the middle as this will make it hard for you to pass on

TP: When you are approaching to pass the baton, call out so that the receiver knows you are coming.

Diff: Allow exceeding team to race against the clock but ensure emerging children have the chance to try without competition

COMPETITION
(Working against self or others)

Track Relay (Hurdles)

Ask children to stay in the same groups as the last activity and line up behind one another at a point on the inside of a circular track marked around the edge of the hall. Give the front person of each line a relay baton. On command from the teacher the front person in each line must step out into the track and run in a designated direction around the track before returning to the next child in their team, children are allowed to over take on the track when it is safe to do so. On return the next child will step out into the track and receive the baton from the front runner, this continues until all the team have been and then sit down. The winning team is the fist to sit down. (Pro) Repeat the same activity except this time place hurdles evenly around the track with at least 5ft between each one, to ensure one is available for each of the runners try to place 2 side by side. It is important that you explain to the children that if a hurdle is not available they can run past the hurdles.

TP: Place the baton down into the open palm of the receiver

TP: Start to run forwards as you receive

TTP: Why does a moving start help you run quicker?

Diff: Encourage exceeding children to be moving before they receive, however allow emerging to receive from a stop start

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year six	Athletics	Competition
Do	**= Expected:** Can compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)	**+ Exceeding:** Can compete and succeed in various athletics event both as a team and individual (degree of success, noted by positioning in events against those of similar physical development)	**- Emerging:** Can compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, line mats, 8 long foam javelins, 8 relay batons, 8 measuring devices or cones to mark distance

WARM - UP
(Getting ready for the activity)

Rock around the clock

Mark out a large circular track with a distance of 3ft clear from the outer edge if inside a room. Play some motivational music in the back ground relating to a clock or time.

Begin by allowing the children a few minutes to jog around the track then perform some dynamic stretches such as open gates, leg kicks, shoulder rolls.

Then once children have been given time to fully prepare their bodies set a distance running challenge. The challenge is for children to run around the track over taking when it is safe to do so for a period of time (Pro) (such as 4mins: teachers ultimate decision)

Diff: Encourage exceeding children to over take and race one another. Encourage emerging to go at a pace that they can continue for the duration of the challenge

COMPETITION
(Working against self or others)

Running: Mark out a large circular track with a distance of 3ft clear from the outer edge if inside a room. Set markers around the track 5ft apart. Ask children to stand in lines no more than 4 behind the markers, standing on the inside of the track. On the command from the teacher to 'go' the front person holding a relay baton in each group, will run around the track, overtaking when it is safe to do so. (Pro) When they return to their group the child next to run will step out onto the track and receive the baton from behind whilst running forwards before the baton is passed. This will continue until the last runner has stepped over level with their starter marker. Teams with a odd number will need to have the front runner run again for the last leg . The teams finishing first will win the points

Diff: Expect exceeding to receive the baton from behind, important to allow emerging time to develop

Jumping Staying in the same group of four, children will find a space taking a line mat, and a measuring device or cones to be set out to mark measured distances. Two of the children will stand behind the line mat and perform 1 jump each. (Pro) jumps must be taken as hop, skip then a jump (one foot to same foot, then to other foot, then to two foot). The other two children will stand to the side and record where each of the jumpers have landed and give them a measurement from this. Once the jumpers have had their go they will swap over. The jumps measurements should be recorded as whole numbers and will be added together, giving the team an overall score, the team can try and beat their overall score depending on time. The team with the best score gets the most points. Diff: Allow emerging children to jump linking three jumps of their choice, exceeding are encouraged to follow the pattern hop, skip, jump

Throwing Staying in the same group of four children will find a space taking a line mat, measuring device or cones to be set out to mark measured distances and (Pro) a light shot putt (heavy cricket or hockey ball if not available). Two of the children will stand behind the line mat and perform 1 throw each. The other two children will stand to the side, behind the thrower, ensure safety due to ball risk, and record where each of the throws have landed and give them a measurement from this. Once throwers have had their go they will swap over. The measurements should be recorded as whole numbers and will be added together, giving the team an overall score, the team can try and beat their overall score depending on time. The team with the best score gets the most points

Diff: Allow emerging children to use a medium sized ball for a push throw and exceeding a long foam javelin **Final Score:** The teams can then add up their points to find out who the overall team winners are

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Health Related Fitness (HRF) Dodgeball

HRF Dodge DO	Week 1 Introduction	Week 2 Speed – Anaerobic Fitness	Week 3 Strength	Week 4 Endurance/Aerobic	Week 5 Agility	Week 6 Match Up!
Reception	Understand the rules and game format specific to age group	Can run at full speed	Can keep their bodies from falling over when on the move	Can run showing endurance	Can show agility when moving in open space	Play an inter class competition to age specific games of dodgeball
Year 1	Understand the rules and game format specific to age group	Can run at full speed from a stationary position	Can show strength to keep their bodies from losing balance when picking up a ball	Can run showing endurance in a game of dodgeball	Can show agility in a crowded environment	Play an inter class competition to age specific games of dodgeball
Year 2	Understand the rules and game format specific to age group	Can run at full speed from a moving position	Can show strength to keep their bodies from losing balance when dodging a ball	Can show repeated efforts of endurance	Can show agility to retrieve a ball	Play an inter class competition to age specific games of dodgeball
Year 3	Understand the rules and game format specific to age group	Can run at full speed to obtain the ball at the start of a game of dodgeball	Can show strength to use a good shield to defend the ball	Can show aerobic endurance to keep retrieving a ball	Can show agility to dodge a ball	Play an inter class competition to age specific games of dodgeball
Year 4	Understand the rules and game format specific to age group	Can show different speeds in a game of dodgeball	Can show strength to pull a ball away from another player (grip and rip)	Can show aerobic endurance to keep playing in a game of dodgeball	Can show agility to link dodging and throwing a ball	Play an inter class competition to age specific games of dodgeball
Year 5	Understand the rules and game format specific to age group	Can demonstrate speed endurance	Can show strength to throw a fast straight ball over a short distance	Can play a game of dodgeball with no stoppages	Can show agility to link dodging with retrieving a ball	Play an inter class competition to age specific games of dodgeball
Year 6	Understand the rules and game format specific to age group	Can show speed endurance in a game of dodgeball	Can show strength to throw a fast straight ball over a long distance	Can show aerobic endurance by playing multiple games of dodgeball in a lesson	Can show agility to link dodging with retrieving and throwing a ball	Play an inter class competition to age specific games of dodgeball
Year 7	Understand the rules and game format specific to age group	Can show speed endurance in multiple back to back games of dodgeball	Can show strength to throw a fast straight ball in combination with dodging	Can show aerobic endurance through continuous high intensity activity over a period of 20 minutes	Can show agility to link dodging with retrieving and throwing a ball continuously in a game situation	Play an inter class competition to age specific games of dodgeball

Assessment Tracker Subject: HRF Dodgeball

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Speed – Anaerobic Fitness		**Week 2:**		**Week 2:**	
Week 3: Strength		**Week 3:**		**Week 3:**	
Week 4: Endurance/ Aerobic		**Week 4:**		**Week 4:**	
Week 5: Agility		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Week 1	Year six	Health Related Fitness Dodgeball	Speed
Do	**= Expected:** Understand the rules and game format specific to age group	**+ Exceeding:** Understand the rules and game format specific to age group	**- Emerging:** Understand the rules and game format specific to age group
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers and line markers for courts, bibs for teams, 12 dodgeballs, cone markers for slalom

WARM - UP

(Getting ready for the activity)

Fitness Introduction

Start the children off by asking them to move inside a marked circle jogging in and out of one another. Then move into the fitness challenges. The reason for this is to give them a low intensity start to the warm-up – 1 MINUTE.

Followed by dynamic stretches such as open gates, leg kicks, shoulder rolls – 2 minutes.

Endurance/speed – 8 MINUTES

Children run around a circular track. Mark out a large circle in the middle of the hall that children must run around for the duration of a song 3-4 minutes long. Then once children have rested for 1minute they must complete single laps as quickly as possible each 3 laps with 20 seconds rest in between.

Diff: Emerging do not have to run the additional laps

Agility – 3 MINUTES

Run to the side, select names for the 4 sides of the hall for example you could use countries, ask the children to name the countries. When you call out that country they run to that side. Call the countries out close together to encourage the children to make a change of direction quickly. Introduce 2 simple movements when all children are together, 'Switzerland' could be to high five as many people as possible inside the center of the hall. Use 'flight travel' to indicate that everyone must set off from a sprint position.

Strength – 2 MINUTES

Children must get all get onto their backs lying down, they are then asked to raise their legs 15cm from the floor and hold them out straight for a total of 15 seconds. They must keep their backs to the floor. 10 seconds rest then repeat.

Diff: Emerging children can go for 5 seconds then raise again.

TP: When performing the activities try to sustain your activity level so that your body can improve its fitness

Diff: Encourage exceeding to work very hard, emerging should be allowed more time to rest

TTP: Can you name some areas of fitness?

Competition stage on the next page

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

COMPETITION

(Working against self or others)

Dodgeball Game Set – Up:

The hall set up is done by marking two courts on each side of the hall as shown.
The children's group are split in half and go to one of the courts. Once at the courts they are split into 3 teams.
It is for the leader of the lesson to then decide how to show the group the set up and rules of a game, whether they show on one court so that all can see or have another class leader set up and show their half of children on the other side simultaneously.

KS2 Dodgeball

Set up: Teams of 6 v 6
Start: The 3 balls are placed in the dead ball zone and players start from the starting line on their side. Three players are selected as runners, these 3 players on the referees command run in on the word dodgeball when the referee starts the game with the call of 3-2-1 – dodgeball.
If a player retrieves a ball from the middle they must throw to another teammate before the first throw can be made.
Boundaries: Do not cross the lines which mark the dead ball zone, you can only step out of the court to collect a ball, once you step off to get a ball you cannot be hit nor can you throw at others until you are back on court.
Score: If the ball hits a child below the neck from a direct throw the player who is hit goes out at the side of the court. If a player catches a ball from an opponent's direct throw (no bounces). The player who threw the ball is out and the player who caught the ball allows one of their team mates who has gone out at the side back into the game.
Rules: If a player tries to catch a ball directly but fails, this is classed as a hit and the player is out.
If a player has a ball in their hands they can use it to shield themselves from another ball hitting them.
If a shielding ball is dropped whilst being used as a shield the player is out.
Not at any point can a player have more then one ball in their hands.
Players who were out but come back in to the game because of a teammate catching a ball must come back in the order they went out (first out, first in).
Duration: The game runs for 3 minutes or until every player on a team is out.
If a game finishes after running out of time, add the players up who are still on court to find a winner. If it's an equal number let them run into a sudden death game, get 1 player out your team wins!

Teaching point: The aim of the session is for children to understand the game. A benefit of this game is its high intensity nature, games should stretch children physically.

TTP: Help children to understand that the teams that keep moving are those that do best. A moving target is a harder target to hit!

Diff: The game is adapted at this age to ensure those that fear a ball being thrown at them are not put off!

Week 2	Year six	Health Related Fitness Dodgeball	Speed
Do	**= Expected:** Can show speed endurance in a game of dodgeball	**+ Exceeding:** Can show speed endurance in multiple back to back games of dodgeball	**- Emerging:** Can demonstrate speed endurance
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, cones, 6 dodgeballs

WARM - UP
(Getting ready for the activity)

Dodgeball shuttles

In pairs, the children line up, one behind the other, along a line marked out at the end of the hall. From this line, another is marked 5ft in front, then another at 10ft then 15ft, then 20ft. These distances are dependant on hall size. The 20ft markings should be to the end of the hall. Each marked line should have its own distinctive colour e.g. 5ft is red. To warm the children up steadily, ask them to jog the distances together at their own pace returning to the start line every time. Once children are ready, the leader calls a colour, the first child of the pair completes a sprint as fast as possible to that colour then returns to high five the second child who completes the same run (repeat over 30-60 seconds). (Pro) Ask the children to complete up to 10 runs in total.

TP: Encourage children to show repeated moments of high speed throughout the game, inform them that this is speed endurance.

TP: Important to use the rest time to open lungs (stand tall) and take in oxygen.

Diff: Exceeding more shuttles, Emerging less shuttles.

MAIN
(Working towards competition)

Marathon ball

(Pro) Set up two courts of equal space (refer to court diagram for KS2) and create 2 teams of equal amounts of children to go onto each court. Once on court split the children into three equal team amounts of between 4-6.

The game follows the same rules as the official game of dodgeball for Year 6 with one major difference: if a player makes a catch during the game, rather than one player coming in from the side, all the players who are out on that team comes back into the game. This creates more action for all players and should allow them more opportunity to generate speed endurance.

TP: Inform the children that speed endurance is the ability to repeat bouts of speed. Ask them why it is important to develop speed endurance for the game of dodgeball.

TTP: If you have most of your players out, and the other team have most in, what should be your ultimate aim? Catch the ball.

Diff: Those players who are emerging allow a rest time if they do not wish to come straight back on.

COMPETITION
(Working against self or others)

Dodgeball – Full game with rulings

(Pro) Keep the court set up the same, try to utilise the two courts by having 3 teams to a court. Have the team that is spare on each court refereeing and facilitating the game taking place. For full rule information refer to Week 1 Year 6 full game rules.

TP: When we are running at full speed it is important that we can stay low in case we need to change direction quickly.

Diff: Allow exceeding children to make up the team numbers to 6 ensuring that they are playing as often as possible to push them physically.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Health Related Fitness Dodgeball	Strength
Do	**= Expected:** Can show strength to throw a fast straight ball over a long distance	**+ Exceeding:** Can show strength to throw a fast straight ball in combination with dodging	**- Emerging:** Can show strength to throw a fast straight ball over a short distance
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Spot markers, 16 pins (can be a cone with an item on top), 6 dodgeballs

WARM - UP
(Getting ready for the activity)

Dodgeball strength challenges:

Begin warm up with a low intensity jog around the hall followed by some simple dynamic stretching lasting no more than 5 minutes. Play motivational music in the background.

Ask children to find a space inside the hall and find a partner of the same gender of similar strength .

(Pro) Each challenge is to last approximately 2 minutes.

Challenge 1: Leg raises

Ask the children to lie flat on their back inside a space in the hall. On command from the class leader, children raise their legs 10cm off the floor and hold for 15 seconds.

Diff: Emerging hold 20cm off the ground.

Challenge 2: Plank

Ask the children to lie on their stomach then raise their body so that the weight of the body is held with the forearms and tip toes, faces should be facing forwards and hold for 15 seconds.

Diff: Emerging can use knees to hold the position

Challenge 3: bicycle crunches

Ask the children to lie flat on their back with their feet up in the air with straight legs. Children perform a motion similar to riding a bike so that legs are continually moving a circular motion, they continue this for a full 90 seconds. The circular motion should be fast.

Diff: Emerging perform for 30 seconds then rest.

TP: Try to use your stomach muscles, this is core strength training!

MAIN
(Working towards competition)

Pin Dodge:

(Pro) The hall is split into two, with a court either side. The class is divided into two groups- a group to each court.

Separate the groups of children to 3 teams per court, this may require some children to play more often to ensure teams are kept 6v6.

The game runs very similar to full game dodgeball rules for year 6 (refer to Week 1 info), however 4 pins are placed on the starting lines of each court. If during the game a pin is knocked down. A player from the team that threw the ball can return back into the game. The pin must stay down, if all 4 pins are knocked down by a team, that team automatically wins the game.

TP: Have a strong grip before throwing and throw whilst twisting, to use more muscles in your body.

TTP: Should I always try to throw with power? Yes of course!

Diff: If emerging give them less pins to aim for. If exceeding don't allow them a player back in when a pin is knocked down.

COMPETITION
(Working against self or others)

Dodgeball – Full game with rulings

(Pro) On the two courts already set out with teams already chosen. Game description with rules and format can be found in Week 1 planning.

Ensure children are playing as frequently as possible without exceeding 6v6 on each court

TP: Whilst throwing for power be ready to use your strength to dodge at the same time.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year six	Health Related Fitness Dodgeball	Endurance/Aerobic
Do	**= Expected:** Can show aerobic endurance playing multiple games of dodgeball in a lesson	**+ Exceeding:** Can show aerobic endurance through continuous high intensity activity over a period of 20min	**- Emerging:** Can play a game of dodgeball without stopping.
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: cones, spot markers, 8 dodgeballs, 2 tall cones

WARM - UP
(Getting ready for the activity)

Track Run:

Set up a running track using two cones in the middle of the hall with distance between them to allow children to run around as much of the hall as safely as possible. Children begin with a jog around the track eventually pick up the pace to a run. Once the pace is fast, use music to motivate the children. Select a song which lasts no more than (Pro) 4 minutes. The children keep running, overtaking when safe to do so for the duration of the song but also completing actions to the following commands.

No1. Touch the floor to the left, No2. touch the floor to the right No.3 jump high No.4 change direction.

It is important that the class leader calls out the commands clearly and in a order that does not cause the children to become confused.

TP: When we are running for endurance we aim to keep going, try not to stop, if you are getting tired slow down the pace a little.

TP: Good base ready to receive, side arm and overarm throw.

Diff: Those exceeding can have a no.5 which is run a lap at your very fastest.

MAIN
(Working towards competition)

Bullet dodger:

(Pro) Set up games of dodgeball and follow the official rules (refer to week 1 game format for year 6). Set up two parallel courts if the space allows. Add the following rules:

If you are out you can come back in the game if you manage to run through the dead ball zone and back without being hit with a ball. The player running through the dead ball zone can only be hit below the waist with the ball.

If a player catches an opponent's ball the whole of the player's team that was caught must run through the dead ball zone and back.

TP: Vary your speed when running through the dead ball zone.

TTP: If the other team have to run the deadball zone a lot how could that help us? They would lose more energy and become more tired. The more tired we become the more our performance decreases.

Diff: Allow exceeding children to catch the ball when running through the dead ball zone to get a player out from the other team. Emerging children only have to run through the dead ball zone once.

COMPETITION
(Working against self or others)

Scoring for points:

Keep the same set up and teams. Run games of dodgeball to the official rules in teams of 6v6 if possible(refer to week 1 for year four game format).

The only rule change is that players are not out if they are hit with the ball. Two points are awarded if a player hits an opponent on the legs and 1 point for the arms or upper body. If a catch is made then the player that caught the ball gets 2 points for their team. Have one player from each team where the points count as double.

(Pro) If players catch the ball the whole of the other team have to complete a full 2 laps of the court, before the game continues.

This game requires the children to work aerobically as they are going to be playing for a prolonged period of time.

Have children on the sideline to score for the games.

TP: What difference to your body does aerobic exercise make compared to anaerobic?

Anaerobic is exercise without oxygen, aerobic is exercise with oxygen.

Diff: Set up matched ability teams, exceeding children cannot use the ball as a shield and are out if the ball is caught by the opposition

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year six	Health Related Fitness Dodgeball	Agility
Do	**= Expected:** Can show agility to link dodging with retrieving and throwing a ball	**+ Exceeding:** Can show agility to link dodging with retrieving and throwing a ball continuously in a game situation	**- Emerging:** Can show agility to link dodging with retrieving a ball
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: cones, spot markers, 8 dodgeballs, 2 tall cones

WARM - UP
(Getting ready for the activity)

Colour runs:

Ask children to go into pairs and find a space in the hall taking four spot mats or markers with them. Make sure the markers are four distinct colours red, blue, yellow, red. One of the partners goes first laying the markers out, one in front, one behind and the other two to the sides. All the markers should be 2ft away from the child who is stood in the middle. (Pro) The child in the middle stands with the ball in their hands. The other partner calls out colours for the child in the middle to move to. If the child calls 'blue' the child in the middle must quickly go to the blue marker reach down touch it with the ball and then return to the middle of the four markers. The child who is the caller can call any combination of colours up to four at a time which the other partner must touch the ball and return to the middle.

TP: Bend at the knees and keep a straight back when touching the ball on a marker so you have a better body position to move off again.

Diff: Exceeding children have more colours to run to and emerging children have less colours to run to.

MAIN
(Working towards competition)

Dodgy run across steal:

Ask children to split up into groups of 6-8. Children stand in a line behind a marker and aim to run to another marker 7ft away and back without being hit. (Pro) Along the line place 3 cones. When running, the children must bend down and retrieve a cone before reaching the next marker. One child acts as the thrower and stands behind 3m to the side of the running line. The thrower aims to hit the children as they are running between the markers. If a child holding a cone is hit, they must return the cone to where it was.

To progress the game further allow two people to run at the same time, increasing as necessary.

TP: Position your body so you can see the opponent and their ball when picking your ball up so you can react quickly if it is thrown.

Diff: Exceeding children have to run further distance and the emerging children have to run a shorter distance.

TTP: Use a jab step/keep changing direction to try and trick the thrower into throwing the ball.

COMPETITION
(Working against self or others)

Dead ball zone dodgeball:

(Pro) Split the hall into 2 courts and keep the same teams. Run games of dodgeball to the official rules in teams of 6v6 if possible (refer to week 1 for Year 6 game format). The only rule change is that players can only throw the ball from their own edge of the deadball zone. This is to encourage players to be more agile when dodging.

TP: Eyes on the ball when dodging, create a good balanced base to dodge or catch the ball.

Diff: Place the line further away for emerging children and closer to the other team for exceeding children.

TTP: When might you show agility when you are holding a ball as a strategy against the other team? One option could be to dodge just before throwing the ball so the other team aren't expecting the ball to be thrown, another could be to pretend to throw and pass to a team mate to throw at the other team.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year six	Health Related Fitness Dodgeball	Match up!
Do	**= Expected:** Play an inter-class competition to age specific games of dodgeball	**+ Exceeding:** Play an inter class competition to age specific games of dodgeball	**- Emerging:** Play an inter class competition to age specific games of dodgeball
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Spot markers, cones, 6 dodgeballs			

WARM – UP

(Getting ready for the activity)

Fitness challenge:

Set up a circular track. Children move around in different ways to get their body moving. Complete a short dynamic stretch warm up then introduce the following challenges:

Speed: In pairs give children a marker each. Children line up along the end of the hall, call out "GO" and the first child runs as fast as possible with their marker. Call "STOP" (after 10 seconds) and children must stop and put their marker down where they have reached. Swap over and their partner must try and beat their marker. Keep changing over so children have a few turns each.

Agility: Give each side of the hall a name/number and children must run to that side when it is called out using their agility to dodge and avoid others.

Strength challenges: Children work with a partner and stand facing each other 1-2 metres apart, one child is the leader the other has to shadow all of the below movements:

Squat- the leader squats up and down whilst the partner copies as quickly as possible, the leader can hold the squat at the bottom position too! Ensure feet are flat, their chest is up and their back is straight.

Crawls- the leader moves from side to side in a bear crawl position with the partner copying- knees cannot touch the floor and back must be flat.

Lunges- the leader can lunge in any direction and the partner must copy-look for good balance and control and for children to stay tall throughout the movement.

Wheelbarrow- children perform the wheelbarrow with control and can move around the room if they are confident. Perform each challenge for 30 seconds as a circuit 3 times through.

Endurance: Children run around the circular track for 3-4 minutes without stopping followed by 1 minute rest. Then they must complete single laps as quickly as possible performing 3 laps with 30 seconds rest between each lap.

TP: Children can explain the difference between the four components of fitness.

TP: See if anyone is confident enough to lead the first part of the warm up with the dynamic stretches.

COMPETITION

(Working against self or others)

Competition– Up:

Mark out two courts on each side of the hall.

The children are split in half and go to one of the courts. Once at the courts they are split into 2 mixed ability teams of equal numbers.

Use the official dodgeball rules same as Week 1. The team with the most amount of players remaining at the end of 3 minutes is the winning team. Rotate the teams around so that all teams play each other and keep a record of the results to make it a class competition.

TP: When specifically do we use each component of fitness throughout the game? How can we improve one of the components of fitness?

TTP: Attacking tactics- throw at one target/throw at the same time. Defending tactics- defend in a flat line at the back of the court with a blocker in front of the line with a ball/the best catchers closer to the middle.

Diff: Mixed ability teams are used.

Cool down:

Play the Miles Per Hour game where children run in and out of one another within an area according to the decreasing commands of the teacher: 60 MPH: run as fast as you can descending to 10 MPH: walking.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Basketball

Assessment Tracker Subject: Basketball

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Dribbling		**Week 2:**		**Week 2:**	
Week 3: Passing		**Week 3:**		**Week 3:**	
Week 4: Receiving		**Week 4:**		**Week 4:**	
Week 5: Shooting		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Invasion DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Reception	Identify children's current understanding of the topic	Dribble in different ways	Pass in different ways	Receive a ball in different ways against body	Shoot in different ways	Actively take part in an invasion game
Year 1	Identify children's current understanding of the topic	Dribble in different ways with control	Pass in different ways with accuracy	Receive a ball in different ways away from the body	Shoot in different ways with accuracy	Compete (trying to win) in an invasion game
Year 2	Identify children's current understanding of the topic	Dribble in different ways using left and right hands/feet	Pass in different ways with speed and accuracy	Receive a ball from different heights and distances	Shoot in different ways over different distances	Compete showing effective ball control without pressure in an invasion game
Year 3	Identify children's current understanding of the topic	Dribble in different ways changing speed	Pass in different ways over different distances with accuracy	Receive a ball at different speeds	Shoot in different ways at different speeds	Compete showing effective ball control under pressure in an invasion game
Year 4	Take notes on current general ability of children to aid planning	Dribble in different ways changing speed and direction with control	Pass in different ways whilst moving	Receive a ball whilst moving	Shoot whilst moving	Compete making correct decisions in the invasion game
Year 5	Take notes on current general ability of children to aid planning	Dribble in different ways linking with passing and moving	Pass in the best way linking with dribbling and moving	Receive a ball linking with passing and moving	Shoot linking with moving and passing or dribbling	Compete and succeed individually in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Year 6	Take notes on current general ability of children to aid planning	Dribble in different ways with control under pressure	Pass in the best way with speed and accuracy under pressure	Receive a ball under pressure linking with other skills	Shoot in different ways under pressure linking with other skills	Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Year 7	Take notes on current general ability of children to aid planning	Dribble to gain an advantage in a game situation	Pass to gain an advantage in a game situation	Receive a ball linking with other skills to gain an advantage in a game situation	Shoot to gain an advantage in a game situation	Compete and succeed individually and as a team player in an invasion game - against similar ability (degree of success, noted by moments noticed within the invasion game environment)

Week 1	Year six	Invasion Games - Basketball	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot mats, x10 handball sized balls, 8 tall cones for goals, gym mats

WARM – UP
(Getting ready for the activity)

Dribble steal: basketball

Set out gateways using two spot mats with a 1.5ft gap in between them. Also set up a slalom using 4-6 spot mats. Give out 8-10 balls and ask children to dribble through the gateways and slaloms set up. Ask children to where possible pass the ball to another child using different types of invasion games passes.

(Pro) Introduce 2 taggers with bibs who have to try and intercept the balls. They cannot get closer than 1 metre from who is dribbling or holding the ball and no physical contact is allowed. If they intercept a ball they get a point, after 30 seconds swap the taggers over and see who gets the most steals.

TP: See if children can identify the movement skills, technical and tactical skills required for invasion games

Diff: Change the number of taggers in the game

MAIN
(Working towards competition)

Handball:

Split the class into teams of 4. Set up two areas (if there is space) within the room approximately 15ft by 8 ft. The two areas will be for two parallel games of 4v4 handball. At either end of each court mark a small goal with cones. Mark an area 3ft x 3ft in front of the goal to act as an area that no one can go into whilst the game is in progress. The game has no goalkeepers. The rules are that once a player has received a ball they cannot move forward more than one step (similar to netball). To score they have to throw the ball through the oppositions goal. To gain possession, the defending team can intercept a pass but not hit out of the opposition's hands. No defending player is allowed to stand in front of another with raised arms. If the ball goes out at the side it is thrown in by the opposing team. (Pro) As the game progresses allow the game to change into a small sided invasion game (either basketball/hockey/football). Each game should last no longer than 2 minutes to ensure everyone is involved as much as possible.

TP: Ask children officiate and score the games

Diff: Ensure that teams are equally split ability wise to get the best out of each child

COMPETITION
(Working against self or others)

Mat Ball:

Scatter 3-4 gym mats around each court. Two teams per court are playing against each other. The aim of the game is to score a point by passing the ball to a team mate who is stood on a gym mat. The child can only stand on the gym mat for 3 seconds before having to move. Only one child on a mat at a time. The child with the ball can dribble and pass the ball. The rest of the team should be moving around trying to receive the ball or trying to find a free mat in order to receive the ball.

(Pro) If a defender stands on the mat at the same time as when the catcher catches the ball then it cancels out the score, but the defender can only stay on the mat for 3 seconds.

TP: within the game being played can they identify examples of good reactions to both winning and losing

Diff: Ensure that teams are equally split ability wise to get the best out of each child

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year six	Invasion Games - Basketball	Dribbling
Do	**= Expected:** Dribble in different ways with control under pressure	**+ Exceeding:** Dribble in different ways with control under pressure showing a tactic	**- Emerging:** Dribble in different ways linking with passing and moving
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: enough balls for 1 each (different sizes ideal) spot mats, bibs, basketball hoops

WARM – UP
(Getting ready for the activity)

Dribble king:
(Pro) Children each have a ball and dribble inside a marked out area trying to high 5 their team mates with their free hand whilst dribbling. (Pro) Allow children to tap away other children's balls with their free hand, if a child's ball leaves the playing area they must do ten bounces then re-join the game.
Basketball traveling rules apply.
TP: Body between the ball and the other children to protect it
Diff: emerging children only do 4 bounces if there ball is tapped away, exceeding cannot revisit another person who's ball they have tapped away

MAIN
(Working towards competition)

Gateway challenge:
In pairs (Pro) with a ball each, children dribble through the different gateways following each other, each time they go through a gateway they must stop and swap balls with their team mate. Do this as many times as possible in the time limit. Encourage self-assessing and peer-assessing with the children.
Basketball double dribble and traveling rules apply.
TP: Dribble in front and to the side of the body when moving at speed, head up
Diff: Challenge the exceeding children to try and tag their partner to get a point

COMPETITION
(Working against self or others)

Small sided matches:
In small teams (3v3) set up games of hoop ball. 3 hoops at each end of the court for the teams to bounce the ball in to score a point. Children are allowed to dribble but must follow the double dribble rule and defenders must stay 1m away from the child dribbling the ball (Pro) the teams can intercept and steal the ball. Play two minute games so everyone gets lots of goes. Teams watching to peer-assess to provide feedback and have mini team talks.
BB* Full mini basketball rules apply
TP: Body between the ball and defender to protect it
Diff: Matched ability teams, exceeding teams play 4v4/5v5, emerging teams cannot steal the ball from the dribbler

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Invasion Games – Basketball	Passing
Do	**= Expected:** Pass in the best way with speed and accuracy under pressure	**+ Exceeding:** Pass to gain an advantage in a game situation	**- Emerging:** Pass in the best way linking with dribbling and moving
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 15 size 5 basketballs, bibs, spot mats, dome cones, large spot mats , 4 x basketball posts or hoops

WARM – UP
(Getting ready for the activity)

Basketball Bash:

(Pro) Children go into pairs with a ball passing and moving around the hall. Where possible, steal a ball from another pair (by intercepting a pass). Once the ball has been stolen the pair then has to pass and move with two balls until one is stolen back. Finish with a dynamic stretch routine.

TP: Go through the different types of basketball passes (overhead, chest, bounce)

TTP: When would we be best to use these passes in what game situations?

MAIN
(Working towards competition)

Keep Ball:

(Pro) Divide children into groups of 4, in these groups children set up an area (size depending on hall space) to play a 2v2 possession game .

The aim of the game is to keep the ball, making as many passes as possible. Players can intercept from a pass but cannot steal the ball when a child is dribbling

Basketball double dribble and traveling rules apply.

TTP: Head up when in the game to see the pass before others do

TP: Follow through for more power, one foot must be glued to the floor, other steps into it when passing

Diff: Exceeding children can be asked to play a 4 v2 and join areas Emerging may play 3v1

COMPETITION
(Working against self or others)

Small Sided Games

(Pro) Play games of 4v4 mini basketball, depending on space create 2 courts. Ideally there would be a basket at either end for players to shoot into, if not available use hoops with an area of 1m around that no players can step into. Players not playing must officiate , keep score and observe a player taking part to give a post match analysis (call "player cam")

BB*Full mini basketball rules apply

TP: If we move quickly with the pass the player doesn't get marked, if you see it pass it

TP: Creative passing, try passing when others are not expecting – look the other way, dummy your pass.

Diff: Exceeding can play 5v5

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year six	Invasion Games – Basketball	Receiving
Do	**= Expected:** Receive a ball under pressure linking with other skills	**+ Exceeding:** Receive a ball linking with other skills to gain an advantage in a game situation	**- Emerging:** Receive a ball linking with passing and moving
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 15 size 5 basketballs, bibs, spot mats, dome cones, large spot mats , 4 x basketball posts or hoops

WARM – UP

(Getting ready for the activity)

Frost and Sunshine:

Select 3 children to act as the freeze monsters. Their job is to tag as many children as possible in a given time. Once children are tagged they must freeze in a basketball receiving balance (opportunity for you to see what children already know about how to receive) and wait to be melted. Give out 3-4 balls to act as sunshine, which melt the frozen children who receive it. The freeze monsters cannot tag a person holding the sunshine. (Pro) Introduce 4 children as sun shades who can tap away other children's balls, leaving players open to being tagged.

TP: How can we show and tell that we are ready? Show (body faces the ball), eyes looking, hands ready to show where you want it. Tell- call for ball. Diff: Encourage emerging children to stay close together to make the passing and receiving easier

MAIN

(Working towards competition)

Keep Ball:

(Pro) Divide children into groups of 4. In these groups children set up an area (size depending on hall space) and play a 2v2 possession game .

The aim of the game is to keep the ball, making as many passes as possible. Players can intercept from a pass and can also steal the ball when a child is dribbling (ensure no contact)

Basketball double dribble and traveling rules apply.

TP: Hands ready to show where you want to receive the ball, step or jump into that position when receiving (jump stop/step stop). Where possible use both hands- Batman hands (refer to info)

TP: Good balance when receiving the ball

Diff: Exceeding children can be asked to play a 4 v 2 and join areas, emerging may play 3v1

COMPETITION

(Working against self or others)

Small Sided Games

(Pro) Play games of 4v4 mini basketball. Depending on space create 2 courts. Ideally there would be a basket at either end for players to shoot into, if unavailable use hoops with an area of 1m around that players cannot step into. Players not playing must officiate, keep score and observe a player taking part to give a post match analysis (call “player cam”)

Basketball double dribble and traveling rules apply.

TP: Once received react quickly for the next decision, release the ball quickly

TTP: Know your next move before you receive the ball, maybe even your next two moves

Diff: Exceeding can play 5v5 and replicate a game scenario (2 points down with 2 minutes left etc.) to add pressure

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year six	Invasion Games – Basketball	Shooting
Do	**= Expected:** Can shoot in different ways under pressure linking with other skills	**+ Exceeding:** Can shoot to gain an advantage in a game situation	**- Emerging:** Can shoot linking with moving and passing or dribbling
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: 15 lightweight basketballs, bibs, spot mats, dome cones. 15 size 5 basketballs, hoops		**Lesson aim:** Children can shoot in different ways under pressure linking with other skills, ***DELETE BOLD TEXT AND ADD THINK & FEEL LEARNING OUTCOMES HERE***	

WARM – UP
(Getting ready for the activity)

Shooting frenzy:
(Pro) Divide children into groups of 4 and play 2v2 inside a large marked circle. All the children in the class play inside the one large circle. Be aware of one another as they play. Place different coloured hoops around the circle to act as baskets.
Ask the children in teams of two to aim to aim to score in one set of the colours. When they have the ball each team of two will be trying to shoot in different sets of colours hoops. If they do not have the ball they are trying to go the ball off the other two or stop them from scoring. They are not allowed to knock the ball out of their hands but they can intercept passes.
TP: Children to work together to score
TTP: What tactics can you use to attack the hoops?

MAIN
(Working towards competition)

Killer:
(Pro) Split the children into teams of 6-8. Each team has two balls and a hoop or basketball net. One child holds the hoop out as high and to the side. The other children line up behind a marker with the two children at the front holding a ball. Each child has 5 lives to begin, once all of their lives are gone they are out of the game. To start the first person in the line has a shot into the hoop, as soon as they have released the ball the second person has their shot. Both children continue to shoot at the hoop until one of them scores. If the first child to score was the child at the front they give the ball to the next person and join the back of the line with their lives intake, whilst child number 3 attempts to score before player number 2. However if it was the second child, both children join the back of the line and the first player loses a life.
TP: Elbow – below the ball
TP: Sending to shoot info
Diff: Children to challenge themselves by shooting from further away from the target
TTP: If we miss the basket we should be ready to react

COMPETITION
(Working against self or others)

Small sided game:
(Pro) In small teams (4v4) Set up two courts with a target on each side of the court. Players in possession of the ball can move with the ball to shoot into their target.
Defending players can hit the ball away from a player when they have the ball but cannot intercept a pass.
Play two minute games so everyone gets to participate.
Teams watching to peer-assess to provide feedback and have mini team talks.
BB*Playing to full mini basketball rules
TP: Shoot away from danger making it harder for a blocking player (e.g. if blocking player is in middle of target shoot at the side)
Diff: Children to challenge themselves by shooting with speed so it is harder to intercept
TTP: When we attack a basket should all the players go forward?

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year six	Invasion Games – Basketball	Match Up!
Do	**= Expected:** Compete and succeed individually and as a team player in an invasion game	**+ Exceeding:** Compete and succeed individually, as a team player and aid others in an invasion game	**- Emerging:** Compete and sometimes succeed individually and as a team player in an invasion game
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Spots for markers, 15 balls, 10 mats, bibs for teams, 15 hoops a variety of colours, 4 baskets

WARM – UP
(Getting ready for the activity)

Develop your own warm-ups:
Split the children into groups of 4 giving them each a ball 4 cones and 2 hoops. Ask them identify a member of the group to lead the others in a basketball related warm-up. Children will need to work together to help the leader identify suitable space, equipment and activity.
TTP: Ask the groups what the outcomes of a warm-up are? Ready for exercise, worked towards a skill.
Diff: ensure Emerging children are kept engaged in the child led warm-ups by constantly checking their understanding.

MAIN
(Working towards competition)

Number Call 2v2
Continue the set up from the previous activity increasing the size of the area. This time call out two numbers and allow defending players to score a basket if they steal the ball. If they have understood, allow 3 numbers to be called for a 3v3.
TP: Communicate to your partner where you are going so that they can react
TTP: Cover the danger areas when approaching the other team. The danger areas can include, the basket, the other players or anything that gives an advantage to the attacking team.

COMPETITION
(Working against self or others)

Small sided game:
Split the children into teams of 4.
If space allows Set up two courts with a target on each side of the court, ideally a basket. Players in possession of the ball can move with the ball to shoot into their target.
Defending players can hit the ball away from a player when they have the ball and cannot intercept a pass. They must ensure they make no contact with the player; the ball cannot be snatched.
Play two minute games so everyone gets to participate.
Teams watching to peer-assess to provide feedback and have mini team talks.
BB*Playing to full mini basketball rules
Diff: Play 5v5 for exceeding children and 3v3 for emerging children
TTP: Challenge children to come up with a team strategy. When defending it could be to have a defender near their own goal and defend a zone rather than an attacker. Could they use a counter attack approach which requires defence to turn to attack quickly

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Cricket

Cricket DO	Week 1 Introduction	Week 2 Fielding Part 1 – Intercepting	Week 3 Fielding Part 2 – Returning the ball	Week 4 Batting	Week 5 Bowling	Week 6 Match up!
Year 2	Observe current understanding and introduce a striking and fielding game	Can intercept a moving ball from the floor with 1 hand whilst they are stationary	Can perform a stationary under arm throw with accuracy	Can strike a bouncing ball towards a target	Can under arm bowl a ball with accuracy most of the time	Play a striking and fielding match appropriate to the children's ability
Year 3	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball	Can perform a moving pick up into a underarm throw	Can strike a ball that has been drop fed towards a target	Can over arm bowl a ball from a stationary position	Play a cricket match appropriate to the children's ability
Year 4	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	Can perform a stationary overarm throw with accuracy	Can strike a ball that has been bowled	Can over arm bowl a ball from a stationary position towards a target	Play a cricket match appropriate to the children's ability
Year 5	Observe current understanding and introduce a cricket game	Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball	Can perform a moving pick up into an overarm throw	Can strike a ball that has been bowled towards a target	Can over arm bowl a ball with a short approach	Play a cricket match appropriate to the children's ability
Year 6	Observe current understanding and introduce a cricket game	Can intercept an aerial ball with 2 hands whilst stationary	Can select the appropriate method of returning the ball (overarm/underarm/rolling)	Can strike a ball that has been bowled in different directions	Can over arm bowl a ball with a short approach with accuracy	Play a cricket match appropriate to the children's ability
Year 7	Observe current understanding and introduce a cricket game	Can intercept an aerial ball with 2 hands whilst moving in different directions towards the ball	Can select and perform the appropriate method of returning the ball (overarm/underarm/rolling)	Can strike a ball that has been bowled in different directions selecting the best direction to hit the ball	Can over arm bowl a ball with an approach with accuracy and select the best place to pitch the ball	Play a cricket match appropriate to the children's ability

Assessment Tracker Subject: Cricket

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Fielding part 1 – Intercepting		**Week 2:**		**Week 2:**	
Week 3:Fielding part 2 - return		**Week 3:**		**Week 3:**	
Week 4: Batting		**Week 4:**		**Week 4:**	
Week 5: Bowling		**Week 5:**		**Week 5:**	
Week 6: Match Up		**Week 6:**		**Week 6:**	

Week 1	Year six	Cricket	Introduction
Do	**= Expected:** Observe current understanding and introduce an age appropriate cricket game	**+ Exceeding:** Observe current understanding and introduce an age appropriate cricket game	**- Emerging:** Observe current understanding and introduce an age appropriate cricket game
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: cone markers, spot markers, line markers, 10 bats/rackets, 15 tennis balls, 8 medium soft balls, 6 sets of stumps

WARM - UP
(Getting ready for the activity)

Cricket netball

Mark out 3 pitches as if playing 6 aside football. Ask children to jog in and out of one another in the areas performing cricket like movements. Play some motivational music in the background. At various points in the warm up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Split children into mixed ability teams of 4-6 V 4-6, give one team on each pitch bibs.

Rather than a goal to defend, place a set of wickets at each end with a marked circle 2yds around that cannot be entered. Using a small ball children (Pro) can throw the ball to a team mate but cannot travel with the ball. To score, the team with the ball must throw the ball to hit the wickets. For the team without the ball, to gain possession they must intercept the ball when it is being thrown. If the children develop an understanding, make a rule that if the ball bounces and is not caught directly from the air then they must give the ball to the opposing team.

TP: Introduce what movements and actions are required for a striking and fielding game.

TP: Quick decision making with the ball

Diff: Allow emerging children to bounce and exceeding must catch from the air.

MAIN
(Working towards competition)

Runs Vs Catches

Put children into teams of approximately 6 and give each team a ball, two bats and two markers. (Pro) Set the markers up 14 yards apart with a batter stood at each marker. The other children are the fielders and spread themselves out not getting too close to the hitting batsman A feeder from the fielding team stands by the side of the batter and drops the ball for the batter to hit. Once it has bounced the batters score as many runs as possible by swapping ends. The fielders have to retrieve the ball and perform ten catches- five above head height and 5 below knee height to stop the batters running. If the fielding team drop the ball they go back to zero. Batters have a maximum of 5 turns each then swap over so everyone has a go. Ensure that all batters are hitting the ball in the same direction for safety.

TP: Fielders spread out and be ready to move to the ball

TP: Two hands on the bat, favourite hand at the bottom when holding it and watch the ball onto the bat when striking it

Diff: Emerging children can hit the ball from a tee and perform normal catches, exceeding children to run further and increase the distance of the catches

COMPETITION
(Working against self or others)

Continuous cricket

Split the children up into groups of 12-15. Number all the children 1-12 No. 1 is the batter No.2 Bowler No. 3 – 12 fielders. Children must take turns in number order. The batter faces an underarm bowl and hits out from a wicket set out 10yds away from the bowler, if they hit or miss the ball they still have to run sideways to a marker to the left or right placed 5yds away. Once they start running the fielders try to get the ball to the bowler who can bowl as soon as they receive it. If the batter's wickets get hit they are out. If a fielder makes a catch the batter is out and that fielder can start on 5 runs.

(Pro) Place lines of cones to a set colour, which if the ball is hit by the batter over these lines, they score extra points.

TP: Bowlers aim for the ball to bounce once and aim for the wickets when bowling

TP: Always be ready when fielding

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Full Kwik Cricket rules

- ***Pitch:*** Two sets of wickets, 16 yards apart, boundaries – maximum of 35 metres apart but can be reduced to accommodate more matches.
- ***Teams:*** Each team comprises of 8 players, 10 maximum per squad.
- ***The Start:*** The two teams toss a coin to decide which team has the choice of either batting or fielding first.
- ***The Game:*** Throughout the Tournament each game shall consist of one innings per team, each innings to be 8 overs long.
- ***Batting & Scoring:*** The batting side shall be divided into pairs, each pair batting for 2 overs, with a new pair starting at the end of the second, fourth and sixth overs and each team starts batting with a score of 200 runs. Each time a batter is out, 5 runs are deducted and the other batter of the pair faces the next ball.
- A batter may be out bowled, caught, run out, stumped, hit wicket, there is no LBW law unless the batter deliberately blocks the ball with a leg or foot.
- Runs will be scored in the normal way, 2 runs will be awarded to the batting team for each wide ball and no-ball bowled, but no extra ball will be allocated except in the final over of each innings when, in addition to the 2 runs, an extra ball will be bowled.
- At the end of the first 2 overs, the first pair of batters retires and is replaced by the second pair until all 4 pairs have batted for 2 overs each then the second team then bats for its 8 overs
- ***Bowling and Fielding:*** Each player on the fielding side must bowl 1 over and bowling will take place from one end only. Overarm bowling should be encouraged once children can bowl under arm with accuracy.
- Players on the fielding side DO NOT need to rotate fielding positions in competition.
- With the exception of the wicketkeeper no fielder may field within 10 yards of the wicket.
- A fielder may move into the restricted area to field a ball provided he/she was outside the area when the shot was made.
- ***The Result:*** The team with the higher score wins. In the event of a tie the team taking more wickets will be the winner. If it is still equal, each player bowls 1 ball at the wickets (no batter), with the team scoring the higher number of strikes the winner.

Week 2	Year six	Cricket	Fielding Part 1 – Intercepting
Do	**= Expected:** Can intercept an aerial ball with 2 hands whilst stationary	**+ Exceeding:** Can intercept an aerial ball with 2 hands whilst moving in directions towards the ball	**- Emerging:** Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 20 small balls, line markers, spot mats, 8 bats/rackets, 8 batting tees, 8 larger soft balls, 12 single stumps

WARM - UP

(Getting ready for the activity)

Catch Tennis

Split the class into teams of 4 or 5 and get them to find a team to play against. Mark out a court for each game with a centre zone through the middle (Progress) (6ft wide) and have a team on each side of the courts. The teams must try and throw the ball over to the other side ensuring the ball does not land in the centre zone or outside the court. If the ball stops dead on the floor (not bouncing) in the opposition's half the team score a point. Teams can also score a point if they make a catch from the air. Swap teams around so that they play each other.

TP: Hands up ready

TP: Hands together

Diff: Challenge exceeding children to catch the ball without a bounce. Allow emerging children the chance can catch the ball from an unlimited number of bounces.

MAIN

(Working towards competition)

Tri stumping

Pro) Mark out a Triangle with 3 cones; 2 long sides, 1 short.

Place a stump at the top of the triangle. Split the children into 3 groups, 1 group at each cone. Ball starts at bottom right of triangle with child rolling it along the small edge to next child who picks up ball and throws at the stump at top of the triangle, child behind the stump stops the ball once is has passed the stump and then throws it back to the start. (Pro), make the triangle bigger and instead of rolling the ball make them underarm throw it. Every time a child throws the ball, they follow the throw. Done in smaller groups, makes the children work harder and run faster. Ideal numbers per group is 6

TP: Intercepting a ball below the waist fingers down and above the waist fingers up.

TP: Make soft hands to receive the ball

TP: React to how the ball is moving, be on your toes

Diff: for emerging groups make the longer edges 5yds rather than 10

COMPETITION

(Working against self or others)

Kwik cricket match

(Progress) Split children into teams of 8 with one team batting and the other team fielding. Set up the wickets 16 yards apart, fielding team have a wicket keeper stood 5 yards behind the batter, a bowler and the other children spread out and field. The batting team bat in pairs for two overs (12 balls) then swap with another pair. Batters count their runs, a boundary can also be marked out so batters can score a 4 or 6. If batters are out they lose 5 runs and swap ends. Batters also swap ends at the end of each over. The bowler always bowls from the same end and bowls 6 balls then everyone in the fielding team moves around a space so everyone gets a turn at each position. The batting team start with 200 runs and team with the highest score at the end of the game wins. Batters can be out by being caught/bowled/run out/stumped/hit wicket.

TP: If possible place your body behind the ball as back up if you miss the catch

TP: Let the ball cushion into you – catching an egg

TTP: Decide quickly if you are going to try and run someone out when fielding and which end it is best to throw the ball to

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Cricket	Fielding Part 2 – Returning the ball
Do	**= Expected:** Can select the appropriate method of returning the ball (overarm/underarm/rolling)	**+ Exceeding:** Can select and perform the appropriate method of returning the ball (overarm/underarm/rolling) in a match	**- Emerging:** Can perform a moving pick up into an overarm throw
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 10 tennis balls, 8 tennis rackets, 8 cricket bats, 4 batting tees, 6 sets of stumps, 3 kwick cricket balls

WARM - UP
(Getting ready for the activity)

Tri Throw

Ask children to go into groups of 3. The children mark out a box 3ft x 3ft using four markers, then mark another box 10yds away the same size.

Behind one of the boxes 2 of the children line up and the front child has a ball. The other child goes behind the opposite box.

(Pro) On command from the teacher the front child with the ball selects a method of getting the the ball to the opposite child either rolling, throwing – underarm or overarm. The throwing child then runs to the opposite box taking the place of the second child. The child who caught the ball then throws to the third child (opposite them) using a preferred method then follows their run. This continues to create a non stop loop. Teams can count how many consecutive successful returned balls within the box.

TP: Release throws at the right point

TP: Select the best throw based on the receiving players ability to catch

Diff: Allow emerging players to stand ready in the box

MAIN
(Working towards competition)

Smash it

Children are asked to go into groups of 5. One player who is the batter stands with a tennis racket in front of a set of stumps, another player stands 5yds away and underarm bowls a ball into the batter. The 3 other players act as fielders who try to gather the ball and return it to the batting stumps with the help of the bowler. For the batting player to score he must go out to one of the marked lines and back before the stumps are hit. The batter can go 10, 15 or 20yds and back, depending on which distance the batter runs he will score 1, 2 or 3 points. Ensure players swap after each bat so that they all get the chance to be the batter. (Pro) Give the batter greater encouragement to smash the ball by giving them a bonus point relating to how far they have hit the ball.

TP: drive hips round to use body to generate more power

TP: Step through with back foot, same side as ball holding side for overarm, opposite for underarm and rolling

Diff: Allow emerging groups to increase the batter's running distance and exceeding to decrease. Exceeding players can use a bat

COMPETITION
(Working against self or others)

Kwik cricket match

Split children into teams of 8 with one team batting and the other team fielding. Set up the wickets 16 yards apart. The fielding team have a wicket keeper stood 5 yards behind the batter, a bowler and the other children spread out and field. The batting team bat in pairs for two overs (12 balls) then swap with another pair. Batters count their runs, a boundary can also be marked out so batters can score a 4 or 6. If batters are out they lose 5 runs and swap ends. Batters also swap ends at the end of each over. The bowler always bowls from the same end and bowls 6 balls then everyone in the fielding team moves around a space so everyone gets a turn at each position. If the bowler bowls a wide or a no ball the batter can hit a ball from a batting tee placed 2yds away. The batting team start with 200 runs and team with the highest score at the end of the game wins. Batters can be caught/bowled/run out/stumped/hit wicket.

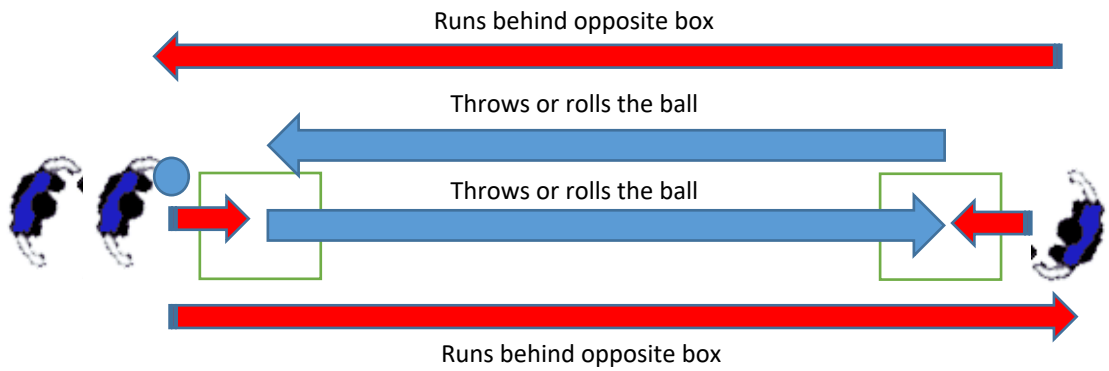
TP: Follow through extending into a straight arm

TTP: Decide quickly if you are going to try and run someone out when fielding and what type of return is best for the distance: far away overarm. Close in: underarm or roll

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

A.


Runs behind opposite box
Throws or rolls the ball
Throws or rolls the ball
Runs behind opposite box

Week 4	Year six	Cricket	Striking the ball
Do	**= Expected:** Can strike a ball that has been bowled in different directions	**+ Exceeding:** Can strike a ball that has been bowled in different directions selecting the best direction to hit the ball	**- Emerging:** Can strike a ball that has been bowled towards a target
Think	**Check for understanding**	Feel	**Check for understanding**

Equipment: 10 tennis balls, 8 batting tees, 16 bats, cones, 16 sets of stumps (or similar objects) , spot mats

WARM - UP
(Getting ready for the activity)

Battle ships

(Pro) In small teams (4-6) children play against another team, each team is in a 6x6 grid opposite the team they are playing with two balls per game. Along the back of each team's grid is a line of 8 markers spread out. The teams roll/throw the balls into the other team's grid trying to hit the markers at the back of the grid then the other team return the balls trying to hit the opposing team's markers at the back of the grid. If a marker is hit it gets moved out of the game, the team with the most markers left is the winning team. If the ball is thrown it must land in the other team's grid. Play some battle related music in the background and at times throughout the warm-up perform some dynamic stretches such as shoulder rolls, arm circles, open gates, lunges.

TP: Hands ready, knees bent

TP: Hands behind the ball

TP: Use the long barrier is appropriate

Diff: Add in three balls for emerging groups, make the grids closer together so the ball doesn't have to travel as far for emerging groups

MAIN
(Working towards competition)

Strike zone

(Pro) In small teams (4-6) children have a batting tee, bat, two spots, three balls and six cones per group. One child from each team is the batter and stands on a line/marker ready to hit the ball. The 6 cones make a target zone, the first 2 cones are 10 yards away from the batter and 10 yards apart, the next two cones are further back and closer together and the final cones are further back and even closer together. The first and third balls are bowled to the batter to hit and the second ball is hit from the tee. Place a spot where the batter's back foot is and another spot a step in front of their front foot so when they hit the ball off the tee they have to step onto the spot in front of them then hit the ball off the tee. If the ball goes between the closest zone the batter gets one point, five points for the next zone and ten points for the furthest and narrowest zone. Swap the batter and bowler and fielding positions every three balls. Fielders choose where they think it is best to stand.

TP: Transfer your weight onto the front foot when you hit the ball

TP: Head still, eyes level

TP: Bat face faces the target when striking and following through

Diff: Emerging children hit the ball from the tee and exceeding children move the cones the fielders are between close together

COMPETITION
(Working against self or others)

Diamond cricket

In teams of 8 set up a diamond shape with 4 sets of stumps as per the diagram with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond. The other batters wait by the side, score and analyse the game. Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining 3 fielders can choose where they field as long as it's not in the diamond. The bowler bowls it under arm at any of the batters and the batter tries to hit the ball. To score a run all of the batters must move around at the same time anti-clockwise to the next set of stumps without overtaking each other like rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out. When a batter is out the next one comes in. Fielders can field the ball and throw it back to the bowler who can bowl as soon as they have the ball or can attempt to run one of the batters out. Swap over when everyone has batter or have a rotation so everyone gets a go.

TP: Communicate when you want to run

TP: Head level eyes on the ball when batting

TTP: Is it always best to hit the ball as hard as possible? Sometimes you can deceive the fielders by hitting it softly in a gap

Diff: For exceeding children they can decide to have an over arm bowl and score double if they score a run from it

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year six	Cricket	Bowling
Do	**= Expected:** Can overarm bowl a ball whilst moving forwards	**+ Exceeding:** Can overarm bowl accurately most of the time, whilst moving forwards	**- Emerging:** Can overarm bowl a ball from a stationary position
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 8 bats, 15 small balls, sized balls, spot mats, cones, 8 sets of stumps

WARM - UP
(Getting ready for the activity)

Battle ships

(Pro) In small teams (4-6) children play against another team, each team is in a 6x6 grid opposite the team they are playing with two balls per game. Along the back of each team's grid is a line of 8 markers spread out. The teams roll/throw the balls into the other team's grid trying to hit the markers at the back of the grid then the other team return the balls trying to hit the opposing team's markers at the back of the grid. If a marker is hit it gets moved out of the game, the team with the most markers left is the winning team. If the ball is thrown it must land in the other team's grid. Play some battle theme music in the background and occasionally ask children to perform some dynamic stretches including shoulder rolls, circle arms, lunges, open gates.

TP: Stand side on

TP: Hold ball spider down (fingers pointing downwards in strongest hand

TP: Opposite foot forward to the bowling arm when releasing

Diff: Add in three balls for emerging groups, make the grids closer together so the ball doesn't have to travel as far for emerging groups

MAIN
(Working towards competition)

Strike zone

In small teams (4-6) children have a bat, two spots, four balls, one set of wickets and six cones per group. One child from each team is the batter and stands on a line/marker ready to hit the ball.

The 6 cones make a target zone, the first 2 cones are 10 yards away from the batter and 10 yards apart, the next two cones are further back and closer together and the final cones are further back and even closer together.

The wickets are placed behind the batter and all three balls are bowled by the bowler who is (Pro) 10ft away . If the bowl hits the stumps the batter loses five points. If the throw is a *no bowl* (impossible for the batter to hit) the batter gains 5 points and gets to hit the spare ball off a batting tee positioned close by. If this happens again the batter just gets the 5 points.

When the ball is hit, if it goes between the closest zone the batter gets one point, five points for the next zone and ten points for the furthest and narrowest zone. Swap the batter and bowler and fielding positions every three balls. Fielders choose where they think it is best to stand.

TP: Lean slightly back just before bowl

TP: with a straight arm rotate around the shoulder keeping arm close to the side of your body

Diff: Emerging children can underarm bowl closer in

COMPETITION
(Working against self or others)

Diamond cricket

In teams of 8 set up a diamond shape with 4 sets of stumps with a batter stood ready to hit the ball in front of each set of stumps and a bowler in the middle of the diamond. The other batters wait by the side, score and analyse the game. Four of the fielders act as wicket keepers and stand 5 steps behind a set of stumps each and the remaining 3 fielders can choose where they field as long as it is not in the diamond. The bowler bowls it under arm at any of the batters and the batter tries to hit the ball. To score a run all of the batters must move around at the same time anti-clockwise to the next set of stumps without overtaking each other like rounders. Batters can run if they hit or miss the ball and can be bowled/caught/hit wickets or run out. When a batter is out the next one comes in. Fielders can field the ball and throw it back to the bowler who can bowl as soon as they have the ball or can attempt to run one of the batters out. Swap over when everyone has batted or have a rotation so everyone gets a go

TP: on approach start with small steps that get longer as you approach the point of release

TP: Lean forward when releasing

TP: Release at the right time

Diff: Allow emerging children to bowl underarm closer and exceeding further away

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year six	Cricket	Match Up
Do	**= Expected:** Play a cricket match appropriate to the children's age	**+ Exceeding:** Play a cricket match appropriate to the children's age	**- Emerging:** Play a cricket match appropriate to the children's age
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: 10 small balls, spot markers, 8 sets of stumps, 4 kwick cricket balls, 4 bats

WARM - UP

(Getting ready for the activity)

Bowler circle

Ask half the children to stand making a large circle around the room, 3m in front of each child place a marker . The other half of the children are asked to stand in the middle of the circle with a ball, mark out a small square in the middle where the children must start. On command from the teacher the children in the middle go out to one of the markers placed in front of the other children. Just before they they get to the marker they can underarm bowl their ball to the child on the outside, whilst still moving. Once the child on the outside receives the ball, they can roll the ball back to the middle player who must go back through the middle square and then find another cone and repeat the action. (Pro) Once children have established an understanding, time them to see who can bowl the most balls from the middle.

Play some motivational music in the background and occasionally ask children to perform some dynamic stretches including shoulder rolls, circle arms, lunges, open gates.

Diff: Emerging children can remain stationary on the inside of the circle or roll the ball. Exceeding children are encouraged to bowl on the move, time them and keep score

COMPETITION

(Working against self or others)

Kwik cricket match

Split children into teams of 8 with one team batting and the other team fielding. Set up the wickets 16 yards apart, fielding team have a wicket keeper stood 5 yards behind the batter, a bowler and the other children spread out and field. The batting team bat in pairs for two overs (12 balls) then swap with another pair. Batters count their runs, a boundary can also be marked out so batters can score a 4 or 6. If batters are out they lose 5 runs and swap ends. Batters also swap ends at the end of each over. The bowler always bowls from the same end and bowls 6 balls then everyone in the fielding team moves around a space so everyone gets a turn at each position. If the bowler bowls a wide or a no ball the batter can hit a ball from a batting tee placed 2yds away. The batting team start with 200 runs and team with the highest score at the end of the game wins. Batters can be caught/bowled/run out/stumped/hit wicket.

Diff: For emerging children the ball can be drop fed from the side of the batter or hit from a tee

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tennis DO	Week 1	Week 2	Week 3	Week 4	Week 5
	Introduction	Hit	Return	Serving	Match Up!
Year 2	Identify children's current understanding of the topic	Can hit a ball with hands accurately along the floor to another child	Can return a ball accurately hitting with hands along the floor (without stopping the ball)	Can accurately throw a ball overarm with a bounce to another child	Play a net/wall match appropriate to the child's age
Year 3	Identify children's current understanding of the topic	Can hit a ball with a racket accurately along the floor to another child	Can return a ball with a racket accurately along the floor to another child	Can serve a ball with a racket accurately along the floor to another child	Play a net/wall match appropriate to the child's age
Year 4	Identify children's current understanding of the topic	Can hit a ball with a racket accurately with a bounce to another child	Can return a ball with a racket from a bounce accurately to another child with a bounce	Can serve a ball underarm with a racket accurately with a bounce to another child	Play a tennis match appropriate to the child's age
Year 5	Identify children's current understanding of the topic	Can hit a ball accurately with a racket over a net to another child	Can return a ball with a racket accurately over a net to another child	Can serve a ball underarm accurately with a racket over a net to another child	Play a tennis match appropriate to the child's age
Year 6	Identify children's current understanding of the topic	Can hit a ball accurately with a racket over a net to score in a match	Can return a ball accurately over a net to score in a match	Can serve a ball underarm accurately with a racket over a net to score in a match	Play a tennis match appropriate to the child's age
Year 7	Identify children's current understanding of the topic	Can hit a ball accurately using both sides of a racket to score in match	Can return a ball accurately using both sides of a racket to score in match	Can serve a ball overarm with a racket over a net to score in a match	Play a tennis match appropriate to the child's age

Assessment Tracker Subject: Tennis

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Hit		**Week 2:**		**Week 2:**	
Week 3: Return		**Week 3:**		**Week 3:**	
Week 4: Serving		**Week 4:**		**Week 4:**	
Week 5: Match Up		**Week 6:**		**Week 6:**	

Week 1	Year six	Tennis	Introduction
Do	**= Expected:** Identify children's current understanding of the topic	**+ Exceeding:** Identify children's current understanding of the topic	**- Emerging:** Identify children's current understanding of the topic
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Equipment: spot markers, 30 rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles to make nets)

WARM - UP
(Getting ready for the activity)

Tennis response:

(Pro) Before beginning the warm –up explain the ready position to the children (refer to TP below).

Give each child a racket, mark out an area and ask children to move around the area similar to how they would move in a tennis match (refer to teaching point below). Play some tennis related music in the background. Once children are showing an increased activity level ask them to perform dynamic stretches whilst moving in the area such as lunges, shoulder rolls, circles with arms. Then they move around court on command from the teacher. The various commands require different movements. The position of the teacher should be at one side of the area, children will be encouraged to face this side as much as possible.

Forehand – make a shot in a forwards direction with the face of the racket facing forwards

Backhand - this time it is a shot in a forwards direction with the knuckles of the hand facing forward and the arm going across the body with back of the racket going forwards

Rally – on the spot children perform 3 pretend shots

Serve – children pretend to throw the ball in the air and then hit downwards with racket facing down wards

Smash – children jump in the air and hit downwards with with racket facing down

ENSURE AREA IS BIG ENOUGH TO ALLOW CHILDREN TO FREELY MOVE WITH RACKETS, EXPLAIN IMPORTANCE OF WATCHING FOR THE SPACE TO SWING THE MOVEMENTS

TP: Ready position-feet shoulder width apart, knees bent and on the balls of your feet ready to move

TP: When moving on court stay on the balls of your feet with bent knees for balance, performing quick changes of direction

MAIN
(Working towards competition)

Tennis Rally

Ask children to go into pairs taking 2 line mats, a net or similar object (bench, hurdle, string line), 2 tennis rackets and and 1 tennis ball with them. Demonstrate to the group how to set up.

Finding a space the partners will stand facing each other about 10ft apart, each with a line mat at their feet. The net will be placed in the middle of the two partners. The aim of the game is for the partners to work together to try and score as many points as possible by hitting the ball with their racket over the net to their partner. It is important as they are returning immediately that they are aware they can start to move off of the line mat to get better positions.

TP: Keep a locked wrist when hitting through the ball

TP: Aim to hit the ball with the nose of the racket

TP: Get the right amount of power soft enough for partner to return and hard enough to get over the net

Diff: Allow emerging to use a goal marked out that they have to hit through rather than over a net. Encourage exceeding to hit the ball immediately when returning

COMPETITION
(Working against self or others)

Floor rally:

(Pro) Keeping with the same partner and layout from the last activity. Children will now replace the net for a goal by placing 2cones in the middle of the area 3ft apart. Starting from their line mat 5ft from the goal the child starting with the ball will serve the ball with their racket with a bounce shot for the other child to return. Once returned the partners are then playing for points against each other. To score, after the return the child receiving must hit the ball through the goal causing the other player to make a foul. A foul is made when a player is unable to return the ball in one shot, unable to return the ball through the goal or return the ball past the line mat or too wide for a return to be made indicated by the side mat placed at the sides . Ensure players are aware that they must start from the line mats but can move forwards once the game is served. Keep score changing the server for every point.

TP: Make the hit at the right time

TTP: When in a game is it better to hit the ball to the opponent or away from them?

Diff: Allow exceeding to use a tennis ball and racket rather than the medium sized ball, Allow emerging to take more than one hit to get the ball through the goal

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year six	Tennis	Hit
Do	**= Expected:** Can hit a ball accurately with a racket over a net to score in a match	**+ Exceeding:** Can hit a ball accurately using both sides of a racket to score in match	**- Emerging:** Can hit a ball accurately with a racket over a net to another child
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 30 rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles to make nets)

WARM - UP
(Getting ready for the activity)

Tennis shuttles: part 2

Set the children into groups of 2 or 3, ask them to line up at one end of the hall or an area marked out similar to hall size. Children stand behind a marked area stood in the ready position. Lines are then marked out in front of the waiting children. The first line is 5yds then 4 more lines marked out at every 5yrds from the previous which should result in the last line being marked out at 25yds away from the children's starting line. Each line signifies a shot that the children simulate without a racquet line 1- forehand 2- backhand 3- low shot 4- smash 5- trick shot (ask them to be creative). On command from the teacher, children run out from their line one at a time to the corresponding line and perform the shot then returning (Pro) running backwards to the starting marker for the next person to go. Add in dynamic stretches such as shoulder rolls, big circles with arms, lunges, open gates. Play motivational music in the background.

TP: Ready position-feet shoulder width apart, knees bent and on the balls of your feet ready to move

TP: Use the shot simulation to asses their current knowledge

Diff: If the intensity is hard for emerging children allow them to miss a turn.

MAIN
(Working towards competition)

Aim for the racket

Set out the children so that they are stood facing a partner who is 6ft away. Place a marker in the position where the children are stood and then place two cones in the middle of the two children like a mini goal. Each of the children have a racquet and one has a ball.

The partner without the ball places their racquet on the floor, whilst the player with the ball takes a forehand shot from a drop feed trying to hit the other's racquet. The other player rolls the ball to the shot taker each time. This continues for 3 goes then they swap.

(Pro) Once attempted, introduce a net, the net can either be a bench or hurdles. Now the players must aim the ball over the net.

TP: Strings face your partner, hit from low to high

TP: Stand almost sideways on

TP: Lock your wrist

Diff: Emerging children stand closer to the target, exceeding children can try and return the ball over the net

COMPETITION
(Working against self or others)

Net Match

(Pro) In the same pairs children now set out a tennis court using line mats ask them to make a grid of no less than 6ft by 10ft, separated by a net (bench, hurdles, rope) in the middle.

Children now serve the ball in from an overarm throw and then play to score against their opponent. Players lose the point if they hit the net, the ball goes off court or if the ball bounces more than once. Keep score at 15- 30-0 etc.

If a child wins their game they then switch with another child who has won their game, the runner ups do likewise.

TP: Aim to hit the ball at waist height

TP: To increase power on shots, it is important to bend you knees and that the racquet continues to go from low to high with strings facing partner.

TTP: Should you aim for every shot to be powerful? No its better to place the ball away from an opponent.

Diff: Allow emerging children to have as many bounces as needed or change to rally rather than a match, encourage exceeding to adopt full game rules

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Tennis	Return
Do	**= Expected:** Can return a ball accurately over a net to score in a match	**+ Exceeding:** Can return a ball accurately using both sides of a racket to score in match	**- Emerging:** Can return a ball with a racket accurately over a net to another child
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: spot markers, 30 rackets, 30 tennis balls, 30 tall cones, line mats, nets (rope, benches hurdles to make nets)

WARM - UP
(Getting ready for the activity)

Group return:

(Pro) Ask children to get into groups of 6. From the 6 children 3 will line up standing one behind the other placing a spot mat in front of the line with the other 3 standing facing 5ft away with a spot mat in front of their line. Give each child a racket.

To begin one of the children at the front of a line will have a tennis ball and hit the ball along the floor to the front child in the other line and then run behind the opposite line. As the front child from the other line receives the ball they will repeat the same actions, aiming to hit back immediately without stopping

Once children have developed an understanding of the game and the ability is showing across the group ask the children to perform the game in the air.

Once the warm-up game has finished, ask the children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

TP: Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet

TP: Hold the racket with a v-shape at the side of the handle

Diff: Allow emerging children to start with a medium sized ball being thrown to each other without rackets

MAIN
(Working towards competition)

Box rally: match

Children go into pairs with a racquet each and ball between then and mark out a box using 4 cones approximately 2ft by 2 ft. Children have to always start on the outside of the box and must tap the ball up so it lands in the box then their partner has a go. Challenge children to alternate between forehand and backhand shots and count how many they get as a team. If the ball does not bounce in the box then children must start the game again.

(Pro) Then ask children to play against each other by making the shot land up and into the box causing the other player to not return it. A lack of returning will show in the ball bouncing more than once or being unable to land the shot in the box.

TP: Back of the hand faces the sky for a backhand shot, tennis ready position to move to the ball fast

TP: Lock your wrist on contact

Diff: Emerging children can allow more bounces, exceeding children try it as a volley rally with no bounces

COMPETITION
(Working against self or others)

Net Match

(Pro) In the same pairs children now set out a tennis court using line mats ask them to make a grid of no less than 6ft by 10ft, separated by a net (bench, hurdles, rope) in the middle.

Children now serve the ball in from an overarm throw and then play to score against their opponent. Players lose the point if they hit the net, the ball goes off court or if the ball bounces more than once. Keep score at 15- 30-0 etc.

If a child wins their game they then switch with another child who has won their game, the runner ups do likewise.

TP: If possible, when returning stand slightly sideways on allow your hit to follow through the front of your body

TP: Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned

TP: Hit the ball with the right amount of power

TTP: Is it better to hit the ball at your opponent or away from them?

Diff: Allow emerging children to use a medium sized ball using their hands to hit the ball along the ground. Exceeding children can hit the ball from a bounce provided the bounce happens before the service line

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year six	Tennis	Serve
Do	**= Expected:** Can serve a ball underarm accurately with a racket over a net to score in a match	**+ Exceeding:** Can serve a ball overarm with a racket over a net to score in a match	**- Emerging:** Can serve a ball underarm accurately with a racket over a net to another child
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, spots, soft tennis balls, bean bags, racquets

WARM - UP
(Getting ready for the activity)

Roll and recover 2

Children go into 2/3's and make a box using four markers approximately 4foot by 4foot with a ball between them and a spot in the middle of the box. The first child stands on the spot facing their team mate who will roll the ball towards a different corner of the box and the player in the middle must get to the ball, roll it back and get back to the spot in the middle ready to go again. The child rolling the ball has to move to a different position outside the square each time before rolling the ball again and if in a group of 3 children on the outside can roll it to each other before it goes to the middle player. Perform for 30 seconds and keep swapping over.

TP: Short quick steps, knee's bent, always face the player holding the ball

Diff: Give exceeding children two balls two perform the task with

MAIN
(Working towards competition)

Cross court step back serving

Children work in pairs and have a ball between them and racquet each with a net in the middle of them and are stood diagonally to each other in a cross court position. The child who isn't serving places their racquet on the floor as a target and their partner serves the ball over the net using the using the over arm throw/catapult serve/contact point/brush the back of your hair serve. If children hit the target they take a step back and serve again, see how many steps back they can achieve. Have three goes each before swapping over.

TP: Nike tick position and side on for the over arm throw

TP: Catapult serve-hold the ball on the racquet at head height and catapult it in a rainbow shape TP: Contact point serve-racquet held over head, ball thrown up underarm and hit the ball stopping at point of contact

TP: Brush the back of your hair serve-same as the contact point serve but this time the racquet moves behind your head before hitting the ball

Diff: Children work to their own ability and progress through the serves, emerging children make the target bigger and exceeding children make it smaller

COMPETITION
(Working against self or others)

Cross court serve and return

Children are in groups of 3 and one child will be the umpire. Children have a court marked out with a service box approximately 4ft by 4ft and serve diagonally to their partner cross court. The ball must bounce in the service box and the other child can return the ball to start a rally but the serve must go over the net using the appropriate serve for the child's ability. The umpire stands at the side and calls "out" if the ball does not bounce in the service box and records the scores. The winner of the rally gets a point and children keep swapping over after each point.

TP: Side-on, point the front arm up

TP: High 5 the sky with the racquet

TP: Always recover to the middle of the court after you have played a shot

TTP: Where is it best to aim when serving? Look where your partner is standing and aim for one of the corners of the service box

Diff: Child perform the most appropriate serve dependant on their ability, emerging children stand closer to each other, exceeding children can serve from further away

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 5	Year six	Tennis	Match up!
Do	**= Expected:** Play an age appropriate tennis match	**+ Exceeding:** Play an age appropriate tennis match	**- Emerging:** Play an age appropriate tennis match
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, spots, soft tennis balls, bean bags, racquets			

WARM - UP
(Getting ready for the activity)

Hand tennis 2v2

If there are any children confident enough to lead the warm up then allow them a couple of minutes to do any tennis related warm up before playing hand tennis. Or they can lead the hand tennis game. Children work with a partner play hand tennis against another pair (using markers or a line). The ball can only bounce once, must go over the net and cannot be volleyed to encourage foot movement. The ball must stay below knee height. Children win a point if their partner fails to return the ball according to the rules. Children swap partners every 30 seconds to keep the tempo of the warm up high.

TP: Use either hand, ready position with knee's bent

Diff: Use a larger ball for emerging children or they can roll the ball

COMPETITION
(Working against self or others)

Tag team tennis

Children go into teams of two and have a court set up to play against another pair. A third pair will be the umpires and scorers for the game and swap over after each game. The first player from each team hits the ball over the net then tags their team mate who is stood at the back of the court behind them who must run onto the court to play the next shot. This continues with children alternating shots until a point is won. Use official tennis scoring-15/30/40 then game.

TP: Hit the ball with more flight to give your partner more time to get on the court ready for the next shot

Diff: Child perform the most appropriate serve dependant on their ability

Wimbledon competition

Using the courts already set up from the previous game, make one court the centre court and number the rest of the courts. Children play a game of tennis against each other on a court with other children being the umpire and the scorer. Use official tennis scoring -15/30/40 then game. Time the games and at the end of two minutes the child that has won moves up a court and the child that has lost moves down a court. The aim is to finish in the highest position possible which is centre court followed by court 1 then court 2 etc. Children swap roles each game to have had a go at scoring, umpiring and playing.

TP: Recover to the middle of the court after you have played a shot

TP: Hold your racquet out in front of you so you can react quickly, especially if moving towards the net for a volley

TTP: Attacking tactics: advance to the net after a shot for a volley but make sure the shot you have played is towards the back of the court. Defending tactics: try to neutralise the rally by staying towards the back of the court and hit the ball a bit higher so it gives you time to recover and return to the correct court position

Diff: child perform the most appropriate serve dependant on their ability

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tag Rugby

Tag Rugby DO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Introduction	**Passing**	**Receiving**	**Evasive running**	**Defending skills**	**Match up!**
Year 3	Introduce the game and observe current understanding	Can hold a rugby ball effectively when passing	Can receive a rugby ball effectively (able to catch)	Can perform a side step to evade an object	Can touch tag another player	Can play a tag rugby match appropriate to children's ability
Year 4	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately	Can receive a rugby ball effectively showing control (able to catch ready for the next move)	Can perform a side step to evade a moving defender	Can steal another players tag effectively	Can play a tag rugby match appropriate to children's ability
Year 5	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately over a long distance	Can receive the ball effectively showing control over different distances	Can show agility to evade more than one defender	Can steal another players tag effectively in a game situation	Can play a tag rugby match appropriate to children's ability
Year 6	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately on the move	Can receive the ball effectively with control over different distances whilst moving	Can show agility to evade more than one defender whilst changing speed and direction	Can effectively defend as part of a team	Can play a tag rugby match appropriate to children's ability
Year 7	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately on the move and at the same time adopting a tactic to gain an advantage	Can receive the ball effectively with control over different distances whilst moving and linking with passing	Can show agility to evade more than one defender changing speed and direction whilst linking with passing	Can adopt a team tactic in order to defend effectively in a game situation	Can play a tag rugby match appropriate to children's ability

Assessment Tracker Subject: Tag Rugby

	DO		THINK		FEEL
Do	Input + and – only = is assumed otherwise. Example Jonny is emerging (J.S -)	**Think**	Assessing for understanding if shown understanding input initials	**Feel**	Assessing for understanding if showing understanding input initials
Week 1: Introduction	"General notes on ability"	**Week 1:**		**Week 1:**	
Week 2: Passing		**Week 2:**		**Week 2:**	
Week 3: Receiving		**Week 3:**		**Week 3:**	
Week 4: Evasive Running		**Week 4:**		**Week 4:**	
Week 5: Defending Skills		**Week 5:**		**Week 5:**	
Week 6: Match Up!		**Week 6:**		**Week 6:**	

Week 1	Year six	Invasion games Tag Rugby	Introduction
Do	**= Expected:** Introduce the game and observe current understanding	**+ Exceeding:** Introduce the game and observe current understanding	**- Emerging:** Introduce the game and observe current understanding
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Tiggy scarecrow

Children begin by moving around inside a grid in different directions, call out different skills for children to perform – score a try/pass/catch/kick/jump to catch the ball etc.

Play some motivational music in the background. Then ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates. Next choose two children to hold a ball and try and tag the other children. Taggers must hold the ball in two hands at all times and must tag the other children with the ball in their hands they cannot throw the ball. Only one ball is used for the taggers and once tagged, children join the tagging team. (Pro) The ball can be passed between the taggers to tag the others. Swap the taggers around and play the game a few times to observe how children carry the ball. Add in a full body dynamic stretch.

TP: Mucky fingers clean palms-grip the ball with the fingers not the palm of the hand

TP: Don't hold the ball by the ears.

Diff: Make the playing grid larger to make the game easier or smaller to make the game harder.

MAIN
(Working towards competition)

Team try scoring

Put children into matched ability teams of 6-8 and give each team one ball. They are moving around an area in the hall. (Pro) Two children wear a bib and are the defenders who must try to intercept the ball or tag the ball carrier. On "go" the ball must be passed to each team member and once they have done this they put the ball down on the floor and shout "try". If the defender intercepts the ball or tags the child holding the ball they swap roles with that child. Play the game a few times to observe children's passing and receiving skills and to get all players involved. It must be a different team member that scores a try each time.

TP: No diving when scoring a try-the ball must be placed under control on the floor with one or two hands on the ball.

Diff: Challenge exceeding children to pass the ball backwards, emerging children cannot be tagged when holding the ball.

COMPETITION
(Working against self or others)

Tag rugby match

In the same teams as before children play a game of tag rugby.

Rules (refer to the rules page for more detail):

-The ball can only be passed backwards.

-Defenders can only tag the child holding the ball.

-Once tagged the defender shouts "TAG" and the attacker has 3 seconds to pass the ball, the defender then gives the tag back and carries on.

-Once tagged the defenders must move back 5 yards to give the attacking team space to pass the ball and move.

-The ball must be placed under control over the try line to score.

-No physical contact is allowed.

The game starts and restarts from the middle of the pitch and one point is awarded for a try. Don't give the children too many rules at first, let them play then gradually add more rules in.

TTP: Where should I stand when we have possession of the ball? Being the person with the ball but not to crowd, a line works better.

Diff: Emerging children can pass the ball in any direction.

Progress: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 2	Year six	Invasion games Tag Rugby	Passing
Do	**= Expected:** Can hold a rugby ball effectively whilst passing accurately on the move	**+ Exceeding:** Can hold a rugby ball effectively whilst passing accurately on the move and at the same time adopting a tactic to gain an advantage	**- Emerging:** Can hold a rugby ball effectively whilst passing accurately over a long distance
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, rugby balls, bibs, tags			

WARM - UP
(Getting ready for the activity)

Team tag 2

Children begin by moving around inside a grid in different directions to different numbers: 1=jump and turn 2=sprint 3=score a try. Play some motivational music in the background. Then ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

Then split the group into 4 equal teams and give each team a ball.

Select one of the teams to be 'on' they have to try and intercept the balls from the other teams

(Pro) or tag someone with their teams ball to score a point. Keep swapping the team that is on. TP: Mucky fingers clean palms-grip the ball with the fingers not the palm of the hand

TP: Keep a firm grip on the ball with two hands

Diff: Give the tagging team more balls to make it easier for them

MAIN
(Working towards competition)

Numbers passing backwards in 3's

Children all work in 3's with a ball between them in one of the grids from the last game. Call out different numbers and children must get the correct amount of passes then score a try by placing the ball on the floor past one of the try lines (one of the four grid lines). Add two defenders into the game who can intercept the ball when it is being passed. The ball must be passed backwards (Pro) and only 3 steps are allowed from the ball carrier.

TP: Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across your body

TP: Fingers follow through and point to the target when you pass the ball

Diff: Exceeding children show a tactic when passing emerging children can perform the task walking

COMPETITION
(Working against self or others)

3 step End ball

Put children into teams of 6. Mark out two pitches and teams play against each other whilst teams watching help referee the game. The ball can be passed in any direction (Pro) and the ball carrier is allowed 3 steps to pass or score a try once they are tagged. The aim is for the ball to be caught by a team member beyond the other teams try line to score a point and the defending team can intercept the ball.

One point is awarded for a try, let children play then gradually add more rules in. To progress the game further bring in a rule that the ball must be passed backwards and a try is worth 5 points. If the referee sees a pass whilst moving then the team gets an extra point.

TP: Get a good amount of speed on the ball, not too fast (hard to receive) not too slow (could be intercepted)

TP: Pass on one of your steps to speed up the pass

Diff: Emerging children can try and get 5 passes to score instead of working towards the try line, exceeding children have to perform one pass backwards

TTP: Encourage children to understand the correct decision-making for making a pass. It is always down to what is going to give you the best chance of scoring in the game.

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 3	Year six	Invasion games Tag Rugby	Receiving
Do	**= Expected:** Can receive the ball effectively with control over different distances whilst moving	**+ Exceeding:** Can receive the ball effectively with control over different distances whilst moving and linking with passing	**- Emerging:** Can receive the ball effectively showing control over different distances
Think	**Check for understanding:**	Feel	**Check for understanding:**
Equipment: Cones, rugby balls, bibs, tags			

WARM - UP
(Getting ready for the activity)

Numbers game 2

Mark out an area and ask children to begin by jogging in and out of each other inside the area performing different movements required for rugby (dodging/passing/jumping etc.). Play some motivational music in the background. Then ask the children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

(Pro) Then ask the children to pair up with a ball between them. Call out different numbers and children must complete the following pass the ball to their partner who must complete the same:

1-Score 6 tries – the player touches the ground with the ball .

2-Move the ball through your legs then pass the ball to your partner.

3-Hold the ball at 3 o'clock, bounce it on the floor then pass it to your partner.

4-Swap ball with another team passing it at the same time.

Add in (Pro) two defenders with bibs who run around with a ball each and try and tag children as they are performing the task.

TP: W hands out in front ready to receive

TP: Firm grip on the ball

Diff: Emerging children walk the game through at first, exceeding children speed the game up

MAIN
(Working towards competition)

Passing backwards try scoring

Use teams from the previous game with one ball for each team. The first team spreads out on the try line, about 1m apart. Mark out another try line 20m away. The children must all run together towards the try line, passing the ball down the line. Record the time it takes to score a try and the team with the shortest time wins a point. (Pro) introduce two defenders who can intercept the ball when it is being passed.

TP: Player with the ball must be at the front to pass backwards

TP: Hands out in front when receiving ready to pass the ball on quickly

TTP: When is it best to pass the ball? If you pass the ball when you are closer to the defender to draw them in it gives your team mate more time to run past

Diff: Exceeding children link the skills together of passing, receiving and moving, emerging children walk through the game at first

COMPETITION
(Working against self or others)

3 step End ball

Put children into teams of 6 and mark out two pitches and teams play against each other whilst teams that are watching help referee the game. The ball can be passed in any direction and the ball carrier is allowed 3 steps to pass or score a try. The aim is for the ball to be caught by a team member beyond the other teams try line to score a point and the defending team can intercept the ball and (Pro) tag the ball carrier. If the ball carrier is tagged the defending team must retreat 5 yards before play begins again.

One point is awarded for a try.

Once children understand the game introduce a rule that the ball must be passed backwards and a try is worth 5 points. If the referee sees a pass whilst moving, then the team gets an extra point.

TP: Two hands on the ball

TP: Fingers follow through and point to the target when you pass the ball

TTP: Once you have received do you know where your team mates are if you need them? If they aren't, signal them into position.

Diff: Emerging groups can score by making 4 complete passes

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 4	Year six	Invasion games Tag Rugby	Evasive running
Do	**= Expected:** Can show agility to evade more than one defender whilst changing speed and direction	**+ Exceeding:** Can show agility to evade more than one defender changing speed and direction whilst linking with passing	**- Emerging:** Can show agility to evade more than one defender
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Circle tag

Add in 6-8 rugby balls and children begin by moving in and out of each other inside a marked out grid in different directions whilst passing the ball to each other in different ways. Play some motivational music in the background.

At various points in the warm up ask children to perform some dynamic stretches such as shoulder rolls, arm circles, lunges, open gates.

(Pro) Then ask children get into teams of 8 with a ball per team. One child has the ball and is the tagger and the other children link arms and make a circle all facing each other with the tagger on the outside of the circle. The tagger calls out the name of two of the children in the circle to tag and tries to tag them with the ball within 20 seconds. The circle can move clockwise or anti clockwise as a team to try and stop the attacker tagging the chosen child but cannot lose their link. Swap over if the tagger wins or swap every couple of goes if not so other children get a go.

TP: 2 handed carry with the ball

TP: Short quick steps when changing direction when trying to tag

Diff: Create a larger circle with more children for emerging children or a smaller circle with less children for exceeding children

MAIN
(Working towards competition)

4v3 try scoring

(Pro) Put children into matched ability teams of 9 with 3 defenders wearing bibs (the other 6 are attackers). Mark out three lines 10m apart. The attackers start on the first line, defenders on the middle line and the try line is the third line. Attackers try and get past the defenders in the middle without the ball carrier being tagged to score a try and can pass the ball in any direction. Defenders can only move sideways initially then allow them to move in any direction. Keep swapping the defenders over after each turn.

TP: 2 handed carry with the ball

TP: Take a quick powerful step in the opposite direction to where you are going to move to

Diff: Play 4v4 for exceeding children and the defenders can be static defenders for emerging children

COMPETITION
(Working against self or others)

6v6 and direction tag rugby

Set up matched ability teams of 6 to play in a competitive match. The ball can only be passed backwards and if the ball carrier has a tag taken and the defender shouts “TAG”, the attacker has 3 seconds to pass the ball then get their tag back and carry on. Children that evade more than one defender with the ball and demonstrate a change of speed as well as direction gain a bonus point. Rules can be progressively added as per the rules page.

TP: Change your speed as well as your direction when evading

TTP: Try to use a tactic when running: fake a pass/perform a double side step

Diff: Backwards passes only for exceeding children and play 5v3 for emerging children

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Tag Rugby Rules

Tags

Tag belt to be worn by every player who will be playing Tag Rugby
The belt should be worn around the waist, over any other clothing, Any baggy clothing should be inside the Tag Belt
2 tags must be worn and attached by Velcro to each hip on the Tag Belt
Tags must hang from the tag belt. (Not rolled over, Tucked in or wrapped round the Tag Belt)

Rules

The team in possession will have the ball for 6 Tags, unless a mistake is made (See infringements section for mistakes)
A try is scored in the normal way (by placing the ball down on the ground over the try line)
Players diving over the try line to score a try will be penalised and the try will not be given.
Only the player in possession can be tagged
A 'Tag' is where the player in possession has their tag removed by a player from the opposing side
The person in possession is not allowed to fend/guard or shield their tags from a member of the opposition.
The referee will implement a 5 – 7 metre rule (which will be the space between the 'play the ball' and the defensive line.
There will be no kicks in Tag Rugby, this will include any conversion attempts
The games will be started and restarted with a 'play the ball'

Tagging

When a defender removes an opponent's tag, he or she should stand still place the tag in the air and shout 'TAG' for the referee and opponents to hear.
The attacker should then return to where they were 'tagged' and restart the game by passing the ball backwards
Immediately after the 'play the ball' the attacker must retrieve their tag
The defender must then retreat to the referee before being able to become active again within the game.

Infringements / mistakes

All infringements will result in a 'play the ball' for the opposition, the infringements may include,
'Forward Pass' – where the ball is passed and travels in a forward motion.
'In Touch' – where a player may run over the touch line, the ball may be passed or dropped over the touch line.
'Defending a Tag' – Where the attacker fends/blocks or covers a tag to prevent a tag being made.
'Diving to score' – If a player dives over the try line in the act of scoring, the try will not count and a turnover to the other team will occur.
'Knock on' – Where the ball is dropped by a player and it travels in a forward motion.

Week 5	Year six	Invasion games Tag Rugby	Defending Skills
Do	**= Expected:** Can effectively defend as part of a team	**+ Exceeding:** Can adopt a team tactic in order to defend effectively in a game situation	**- Emerging:** Can steal another player's tag effectively in a game situation
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Tag team 2

Split children into teams of 6 wearing bibs, with tags and tag belts on. Each team has a different colour and mark out a grid with a small box in the middle. Give out 8 rugby balls for children to move and pass around within the grid. Play some motivational music in the background. When children are indicating that they are warm ask them to perform some dynamic stretches which include open the gates, lunges, arm circles, shoulder rolls.

(Pro) Choose a team to be the taggers who start in the middle box inside the grid and the other children have a ball each and start in a space in the grid. Call out "go" and they move out of the grid and try and pull the tags off as many of the other children as possible in one minute. The defenders put the tags they take outside of the grid and after a minute count how many they took then swap the tagging team over.

TP: Get low when taking a tag and keep your head up

TP: 2 handed carry when running with the ball

TTP: Where is the best place to tag the attackers? In the corners so they have less directions and space to run into to avoid being tagged

Diff: Have more defenders to make it easier for them of have less defenders to make it more challenging for them

MAIN
(Working towards competition)

Team eagle swoop

(Pro) Split the class into matched ability teams of 8 with each team having a different coloured bib. Give each team a ball. Choose two defenders to be the eagles who try to swoop in and pull the tags from the other children as they run across to the other side. Call out two groups at a time to run across to the other side. The attacking teams must get their ball across safely to the other side. If the ball carrier is tagged then the whole of that team joins the eagles. If any player other than the ball carrier is tagged then it is just them who join the eagles. Keep going until there is only one team left.

TP: Get low and close when tagging as no physical contact is allowed

TTP: What is the best shape to defend in a team as? In a line so there are fewer gaps for attackers to run into so you form a defensive wall

Diff: Exceeding children must take both tags off the attackers and emerging children have to take just one tag

COMPETITION
(Working against self or others)

8v8 tag rugby

(Pro) In the teams of 8 from the previous game children play in a competitive match against another team. The ball can only be passed backwards and if the ball carries has a tag taken the defender shouts "TAG", the attacker has 3 seconds to pass the ball then get their tag back and carry on.

Each time a player is tagged make sure that the defending team are all 5 yards away from the ball carrier. The ball carrier that has been tagged must pass it backwards. If the tagged player passed the ball straight away after being tagged then only the defenders in front of him can intercept the ball or tag anyone or they are offside and the attacking team start with the ball again. If the defending team tag the attackers 5 times then the defenders restart the game with the ball. Emphasize that no contact only tags can be touched.

TP: Defend in a line like the eagle swoop game

TP: Communicate so all defenders are back in a line after each tag

Diff: Allow any direction tag rugby for emerging children

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point

Week 6	Year six	Invasion games Tag Rugby	Match Up!
Do	**= Expected:** Can play a tag rugby match appropriate to children's age	**+ Exceeding:** Can play a tag rugby match appropriate to children's age	**- Emerging:** Can play a tag rugby match appropriate to children's age
Think	**Check for understanding:**	Feel	**Check for understanding:**

Equipment: Cones, rugby balls, bibs, tags

WARM - UP
(Getting ready for the activity)

Leapfrog tag

Hand out 6-8 rugby balls. Children all have their tag belts and tags on and begin working in pairs moving inside the grid dodging around passing the ball between them and performing different skills with the ball. Play some motivational music in the background. When children are indicating that they are warm ask them to perform some dynamic stretches which include open the gates, lunges, arm circles, shoulder rolls.

Put the balls away and choose three children to wear bibs and be taggers who must try and take a tag off the other children. If they do they shout "tag", put the tag outside the grid and try to tag someone else. The child that has been tagged goes onto the ground with their knees and elbows touching the floor and cover their head with their hands. Another child has to leapfrog over them for the tagged child to be free. They must leapfrog from the front or back of the child not across their body and put both hands on their back as they leapfrog over. (Pro) Once both tags have been taken from a child they join the tagging team.

TP: Strong body position-core strength

TP: Short quick steps when changing direction to be fast

Diff: Add more taggers to make it harder for the other children or less to make it easier for them

MAIN
(Working towards competition)

End ball tag 8v8

(Pro) Set up enough grids for children to play games of end ball 8v8 with matched ability teams. One player from each team is the scorer and stands behind the try line their team are scoring towards. They must stay behind the try line and cannot come onto the pitch and must catch the ball without it touching the floor and place it down to score a try.

The ball must be passed backwards and children can run with the ball. Defenders can tag the ball carrier and intercept the ball. If the ball is dropped then the team that was defending restart the game with the ball and become the attackers. Keep swapping the scorer for each team and follow the normal rules for when the ball carrier is tagged but if the defending team get 6 tags then they get to restart the game with the ball.

TP: Defend in a line like eagle swoop and try not to break the line by chasing the ball carrier

Diff: Defenders can only intercept the ball for emerging children

COMPETITION
(Working against self or others)

Match up! 8v8

Put children into teams of 8. Play a match of tag rugby 8v8 and follow the full tag rugby rules . If the ball carrier is tagged the tagger shouts "tag" then gives them their tag back and the tagged child has 3 seconds to pass the ball then retrieves their tag.

No physical contact is allowed. Once a tag has been taken the defending team should retreat 5 yards and ensure no one is behind the ball. The ball must be passed backwards. Keep score and give a team time out halfway through to discuss tactics, to peer and self assess then swap ends.

TP: Defend and attack as a team-everyone run back to defend and everyone run forwards behind the ball carrier when attacking

TP: Receive the ball in front of your body to pass the ball quickly

TTP: How could we deceive the defenders when attacking? Overload one side with more players which will shift the defenders across then pass the ball the other way

Diff: For emerging children reduce the numbers to 6v6 which gives them more space

Pro: How this has progressed from previous year group TP: Teaching Point Diff: Differentiation TTP: Tactical Teaching Point