

LEARNING OBJECTIVES

Children should learn:-

- to develop and extend their sending and receiving skills.
- to know rules for a game.
- to develop simple group tactics.
- to move actively and safely about the space and in teams.

6-7 YEARS (YEAR 2) – UNIT 4

GROUP GAMES AND INVENTING RULES

UNIT FRAMEWORK

- (a) Vigorous and active warm-ups to encourage spatial awareness and safety.
- (b) Working co-operatively in small groups to play a range of games.
- (c) Development and extension of bouncing, kicking, throwing, catching and striking skills.
- (d) Sending and aiming skills developing footwork and whole body co-ordination.
- (e) A range of games where children work in groups of varying sizes, in 3 v 1 situation, or 2 v 2 or 4 v 4 across a net.
- (f) Children invent scoring systems and simple rules to make their games acceptable and fair and improve the quality of their game.
- (g) Develop simple group tactics (*e.g. work as a team to defend a “goal” or stand between the goal and the person with the ball.*)

Games concepts and detailed teaching points for any specific skill in this unit may be found in the yellow section at the rear of this manual (*contents page 184*).

Suggestions for integration of Top Play cards are in pages 209 onwards onwards.

EXPECTED LEARNING OUTCOMES

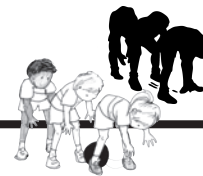
6-7 YEARS (YEAR 2) – UNIT 4

By the end of this unit most children will be able to:-

- (a) demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills.
- (b) select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills.
- (c) play with confidence in varying group formations e.g. 2 v 2, 4 v 4, 3 v 1 etc.
- (d) invent rules and explain how they can improve the game.
- (e) understand and use simple tactics to work as a team e.g. when defending there must always be one person between the “goal” and the person with the ball.

Children should also be guided continuously to:-

- (a) use appropriate vocabulary to describe what they and others are doing and recognise good quality in performances.
- (b) recognise and describe what their bodies feel like when doing different types of activity (*e.g. changes in heart rate*).
- (c) understand and play to the rules of the game and choose, use and vary simple tactics.



GROUP GAMES AND INVENTING RULES

WARM-UP

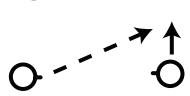
- (i) Write your name in the air as large as possible – first with one hand, then with the other.



- (ii) “PASS THE BRAID”
Several children wear coloured braids and chase the rest of the class. When the catcher touches another person s/he becomes the catcher and takes the braid to make this a very active game.
(Ensure that approximately one third of the class are catchers.)

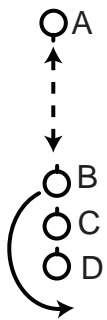
(N.B. As with all tag games insist on skilful dodging and play within a well defined area.)

SKILL DEVELOPMENT



- (i) One medium or large ball between two – rolling and receiving.
- (ii) Roll the ball slightly to one side of your partner so s/he has to move across its path to receive it.

- (iii) Repeat practices (i) and (ii) but kick the ball and control it as you receive it.

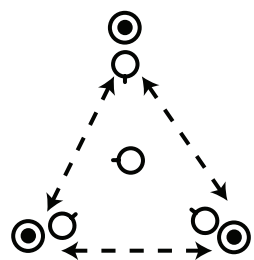


- (iv) Chest pass throw to your partner *(revise the teaching points)*.
- (v) Two pairs join together to make four and put one ball away. One thrower “A” facing a line of three receivers “B”, “C” and “D”.
(one behind the other.)

“A” throws to “B” who returns the ball and runs to the back of the line. When “A” has thrown twice to each person in the team, change the thrower.
(emphasise chest pass.)

GAME ACTIVITY

- (i) “KEEP BALL”
Mark out a triangle with each side being five large paces long. “A”, “B” and “C” are positioned at the points of the triangle and “D” is in the centre of the triangle.
“A”, “B” and “C” try to keep the ball away from “D” by rolling the ball to each other in any order and at different speeds. If “D” touches the ball s/he swaps places with one of the three *(in strict rotation)*.
If, after six passes “D” has not touched the ball s/he swaps places anyway.
(This game calls for decision-making (a) who to pass to and (b) guessing which way the ball is going in order to intercept.)
(If interception is too easy, place the points of the triangle further apart.)



- (ii) This game can also be played by **throwing, bouncing** or **kicking** the ball to each other to evade interception.
- (iii) Explore using a mixture of ways of sending.
(Children discuss the benefits / disadvantages.)
Put away the ball and cones.

CONCLUDING ACTIVITY

Take out a small ball each. Walk about the playground bouncing the ball continuously.