

## LEARNING OBJECTIVES

### Children should learn:-

- to combine and perform skills more fluently in implement and kicking invasion games
- to understand and apply a range of tactics for attack and defence
- to evaluate their own and others' work and suggest ways to improve it.
- to understand the need to prepare properly for games..

## YEAR 6 – UNIT 1 INVASION GAMES - IMPLEMENT AND KICKING (HOCKEY AND SOCCER)

### UNIT FRAMEWORK

- (a) By this stage pupils should have developed the necessary skills and the knowledge and understanding of invasion games' principles of play.
- (b) They should be able to take part in small-sided games which are either mini-versions of the major games or are games which use and develop the skills and tactics of those games. These games will either have numerical advantage or be even-sided.
- (c) Included in this unit are practices for the skill and tactical development of children in the two identified invasion games of hockey and soccer.
- (d) Also included is a variety of mini-game situations which will allow children to practise and develop these specific game skills under pressure and to develop team skills of co-operation and communication.
- (e) Also in this unit children improve their attacking and defending play, they think about how to use their skills, strategies and tactics to outwit the opposition.

It is important at this stage for children to identify and explore the difference between individual games and understand and recognise their unique characteristics.

Games concepts and detailed teaching points for any specific skills in this unit may be found in the yellow section at the rear of the manual (*contents pages 256 -257*). Suggestions for integrating Top Play and Top Sport cards may be found on pages 287 - 298.

# EXPECTED LEARNING OUTCOMES

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## YEAR 6 – UNIT 1

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

- (a) understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt them to meet the needs of the situation.
- (b) play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal.
- (c) know and understand the positions they play and identify and show specific attacking and defending skills (*e.g. marking a player or a space, intercepting, dodging, moving into a space and shooting*).
- (d) understand how to organise their team into different formations to concentrate more on attack or on defence (*e.g. "overload" the attack or give it numerical advantage*) recognise how to transfer these principles to other invasion games.
- (e) recognise and describe the best parts in an individual or team performance; identify aspects that need improvement and suggest how to improve them.

**Children should also be guided continuously to:-**

- combine and perform skills with control.
- use attacking and defending skills appropriately in games and be an effective team member.
- recognise their own and others' strengths and weaknesses in games and suggest ideas that will improve the performance.
- understand the safety needs of an activity and know what types of fitness are most important for games.

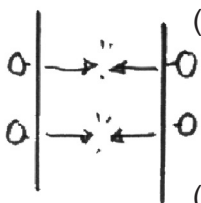


**WARM-UP**

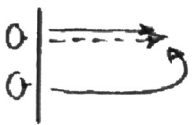
- (i) A hockey stick and small ball each. Practise dribbling the ball, fast, slow and in different directions. (*Look where you are going – avoid collisions.*)
- (ii) “SPACE EATER” The players are initially able to use the entire playground area for dribbling, dodging and ‘weaving in and out of each other - no collisions! After a short space of time, the teacher makes only a small amount of space available for the same activity, then a smaller amount of space. If children have three collisions they stand still. (*Keep spreading the game out and re-starting it.*)

**SKILL DEVELOPMENT**

- (i) Join up in pairs - one ball between two. Push the ball to each other. Receive the ball in a controlled way then push the ball slightly to one side or the other of your partner, so they have to move to collect it.

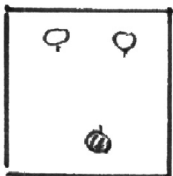


- (ii) ‘A’ and ‘B’ stand facing each other on lines about ten paces apart. ‘A’ dribbles the ball forward. ‘B’ moves to tackle. Players try to “niggle” the ball away from each other and dribble it to stop on the opposite line. (*Re-start with ‘B’ dribbling the ball etc.*)



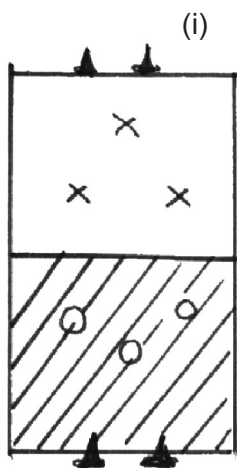
- (iii) ‘A’ and ‘B’ both stand on the **same** line side by side, ‘A’ with the ball. On a signal from the teacher ‘A’ dribbles the ball forward and ‘B’ tries to “niggle” it away to bring it back to the start line. (*Teacher makes sure all children are behind the same line, travelling in the same direction and that couples are well spaced.*)

- (iv) Teacher organises twos to move down the length of the field passing the ball to each other. (*The players move down in line and the ball takes a zig-zag pathway.*)



- (v) Teacher splits up some pairs to form groups of three. One ball between three in a grid or marked off area. ‘A’ and ‘B’ start at one end of the area and attempt to pass the ball between them to score by stopping the ball on the opposite line. ‘C’ attempts to intercept. How can ‘C’ score? Change the defender regularly.

**GAME ACTIVITY**



- (i) Join two groups of three together to form sixes. Four skittles and one ball per group. Join two grids together or have a mid-line marked on the playing area. The goals are formed by standing two skittles about five paces apart. Two attackers and one defender for each team. Initially restrict the space in which they are allowed to move (*e.g. xx forwards, after the starting “push back” may only go into the shaded area and 0 forwards into the unshaded area*). Keep changing the defender.

Always face your partner before you tackle (“niggle”). If the defender intercepts the ball s/he tries to hit it to his / her attackers in the other half.

**BASIC RULES GIVEN BY THE TEACHER**

- (a) The stick must **never be raised above the shoulder**.
- (b) You must **not hit** your opponent’s stick or leg.
- (c) You must **always use the flat side of your stick**.

- (ii) Take away the restrictions of area but enforce the rule that **only one person may tackle the person with the ball**.

**CONCLUDING ACTIVITY**

Practise dribbling in different directions at different speeds.  
Practise pushing the ball against a wall and collecting the rebounds.