

TABLE OF CONTENTS

	PAGE
OVERVIEW OF THE COMPLETE SCHEME OF WORK 4-11 YEARS (RECEPTION, KEY STAGES 1 & 2) (i) - (ix)	
SECTION 1 - TEACHING GUIDE	1
AIMS AND PURPOSES OF PHYSICAL EDUCATION IN THE PRIMARY SCHOOL	2
THE SPECIFIC CONTRIBUTION OF GAMES IN THE PRIMARY SCHOOL	3
GOOD PRACTICE IN GAMES.....	4
A REGULAR LESSONS	4
B SUITABLE CLOTHING	6
C GOOD ORGANISATION	7
(i) ORGANISATION OF EQUIPMENT	7
ADVANTAGES OF THE COLOUR CODING SYSTEM.....	8
(ii) ORGANISATION OF CHILDREN	9
(iii) ORGANISATION OF GROUP NUMBERS	10
(iv) ORGANISATION OF THE GAME	12
(v) ORGANISATION OF THE PLAYING AREA	13
D PURPOSEFUL AND ACTIVE LESSONS	15
E A STRUCTURED LESSON	18
(i) OUTLINE OF THE BASIC FRAMEWORK	19
(ii) DELIVERY	20

F	DELIVERY OF A BREADTH OF GAMES EXPERIENCES	22
	(i) THE GAMES UMBRELLA	22
	(ii) TARGET GAMES	25
	(iii) NET / WALL / COURT GAMES	26
	(iv) STRIKING AND FIELDING GAMES.....	27
	(v) INVASION GAMES.....	28
	(vi) CONSIDERATIONS - WHEN TO INTRODUCE THE DIFFERENT GAMES.....	29
	(vii) THE DEVELOPMENT OF A SKILL.....	32
	(viii) GAMES FOR UNDERSTANDING	33
	(ix) INVENTING A GAME - CREATIVE GAMES MAKING	35
	(x) GAMES-MAKING / PROBLEM-SOLVING - A WORKABLE STRATEGY	38

G	A LESSON SHOULD BE PART OF AN OVERALL PROGRESSIVE SCHEME	39
	(i) USING THE SCHEME WITH MIXED AGE CLASSES.....	40
	(ii) DELIVERY OF THE UNITS OF WORK	40
	(iii) DIFFERENTIATION	41
	(iv) TEACHING STRATEGIES	42
	(v) PACE.....	43

SECTION 2 - ASSESSMENTS 45

ASSESSMENT IN GAMES	46
ASSESSMENT IN RELATION TO THE ATTAINMENT TARGET	46
GAMES (8-11 YEARS KEY STAGE 2) ASSESSMENT	48
NATIONAL CURRICULUM FOR ENGLAND GAMES KS2.....	49
EXPECTATIONS BY 9 YEARS OF AGE- NET/COURT/WALL GAMES.....	50
EXPECTATIONS BY 9 YEARS OF AGE- STRIKING AND FIELDING GAMES	51
EXPECTATIONS BY 9 YEARS OF AGE- INVASION GAMES	52
EXPECTATIONS BY 11 YEARS OF AGE- NET/COURT/WALL GAMES.....	53
EXPECTATIONS BY 11 YEARS OF AGE- STRIKING AND FIELDING GAMES	54
EXPECTATIONS BY 11 YEARS OF AGE- INVASION GAMES	55

SECTION 3 - WARMING UP & COOLING DOWN **53**

UNDERSTANDING THE IMPORTANCE OF WARMING-UP AND COOLING DOWN	59
(i) WARMING UP	59
(ii) COOLING DOWN.....	60
(iii) BEING ACTIVE AND ENGAGING IN A HEALTHY LIFESTYLE	61

SECTION 4 - DETAILED SCHEME OF WORK **63**

7-8 YEARS (YEAR 3)

UNIT 1 - BALL SKILLS	65
• Learning Objectives	67
• Unit framework.....	67
• Expected learning outcomes	68
7-8 Years (Year 3) lessons 1 to 6	69 - 74
Additional Games	75-76

7-8 YEARS (YEAR 3)

UNIT 2 - CREATIVE GAMES MAKING	77
• Learning Objectives	79
• Unit framework.....	79
• Expected learning outcomes	80
7-8 Years (Year 3) lessons 1 to 5	82 - 86
Making up a game cards 1-5	87-89

7-8 YEARS (YEAR 3)

UNIT 3 - NET / COURT / WALL GAMES	91
• Learning Objectives	93
• Unit framework.....	93
• Expected learning outcomes	94
7-8 Years (Year 3) lessons 1 to 6	95 - 101

7-8 YEARS (YEAR 3)

UNIT 4 - STRIKING AND FIELDING GAMES	103
• Learning Objectives	105
• Unit framework.....	105
• Expected learning outcomes	106
7-8 Years (Year 3) lessons 1 to 6	107 - 112

8-9 YEARS (YEAR 4)

UNIT 1 - NET / COURT / WALL / GAMES.....	113
• Learning Objectives	115
• Unit framework.....	115
• Expected learning outcomes	116
8-9 Years (Year 4) lessons 1 to 6	117 - 122

8-9 YEARS (YEAR 4)

UNIT 2 - PROBLEM SOLVING & INVENTING GAMES.....	123
• Learning Objectives	125
• Unit framework.....	125
Problem solving & inventing games	127
Teachers notes	129
Games 1 & 2.....	131
Games 3 & 4.....	132
Games 5 & 6.....	133
Games 7 & 8.....	134
A Creative Strategy for Inventing Games	135

8-9 YEARS (YEAR 4)

UNIT 3 - INVASION GAMES.....	137
• Learning Objectives	139
• Unit framework.....	139
• Expected learning outcomes	140
8-9 Years (Year 4) lessons 1 to 6	141 - 146

8-9 YEARS (YEAR 4)

UNIT 4 - STRIKING & DEVELOPING GAMES	149
• Learning Objectives	151
• Unit framework.....	151
• Expected learning outcomes	152
8-9 Years (Year 4) lessons 1 to 6	153 - 158

9-10 YEARS (YEAR 5)

UNIT 1 - NET / COURT / WALL / GAMES	159
• Learning Objectives	161
• Unit framework.....	161
• Expected learning outcomes	162
9-10 Years (Year 5) lessons 1 to 6	163 - 168

9-10 YEARS (YEAR 5)

UNIT 2 - INVASION AND TARGET (BALL HANDLING GAMES)	169
• Learning Objectives	171
• Unit framework.....	171
• Expected learning outcomes	172
9-10 Years (Year 5) lessons 1 to 6	173 - 178

9-10 YEARS (YEAR 5)

UNIT 3 - INVASION GAMES (IMPLEMENT AND KICKING)	179
• Learning Objectives	181
• Unit framework.....	181
• Expected learning outcomes	182
9-10 Years (Year 5) lessons 1 to 6	183 - 188

9-10 YEARS (YEAR 5)

UNIT 4 - STRIKING & FIELDING GAMES	189
• Learning Objectives	191
• Unit framework.....	191
• Expected learning outcomes	192
9-10 Years (Year 5) lessons 1 to 6	193 - 198

10-11 YEARS (YEAR 6)

UNIT 1 - INVASION GAMES - HOCKEY AND SOCCER	199
• Learning Objectives	201
• Unit framework	201
• Expected learning outcomes	202
Lessons 1 & 2	203
Lessons 3 & 4	204
Lessons 5 & 6	205
Additional Games Which May Help in the Development of Hockey Skills	207-208
Lessons 1 & 2 (1)	209
Lessons 1 & 2 (2)	210
Lessons 3 & 4 (1)	211
Lessons 3 & 4 (2)	212
Lessons 5 & 6	213
Additional Games Which May Help Children Develop Soccer Skills	214

10-11 YEARS (YEAR 6)

UNIT 2 - NET / COURT / WALL GAMES	215
• Learning Objectives	217
• Unit framework	217
• Expected learning outcomes	218
10-11 Years (Year 6) lessons 1 to 6	243 - 260

10-11 YEARS (YEAR 6)

UNIT 3 - STRIKING AND FIELDING GAMES	85
• Learning Objectives	87
• Unit framework	87
• Expected learning outcomes	88
• Rounders and Cricket based Games	89-92
10-11 Years (Year 6) lessons 1 to 6	93-98

10-11 YEARS (YEAR 6)

UNIT 4 - INVASION GAMES BALL HANDLING	99
• Learning Objectives	101
• Unit framework	101
• Expected learning outcomes	102
Netball lessons 1 to 6	103-108
Basketball lessons 1 to 6	109-114
Rugby lessons 1 to 6	115-120

SECTION 5 - GAMES SKILLS & CONCEPTS 261

GAMES SKILLS AND CONCEPTS INVOLVED IN GAMES AWARENESS KEY STAGE 2	264
RELEVANT SKILLS ASSOCIATED WITH HITTING THE BALL NET / COURT / WALL GAMES – CONCEPTS	265
NET/COURT GAMES - BASIC SKILLS	266
SOME RELEVANT SKILLS ASSOCIATED WITH STRIKING AND FIELDING GAMES	271
STRIKING AND FIELDING GAMES - BASIC SKILLS	272
SOME RELEVANT SKILLS ASSOCIATED WITH INVASION GAMES	280
INVASION GAMES - BASIC SKILLS	283
Integration of “Top play” and “Top Sport” cards into the Primary School Games Scheme by Val Sabin	293

LEARNING OBJECTIVES

Children should learn:-

- to consistently strike a ball in a controlled manner.
- to field and intercept a ball and return it accurately.
- to select and use appropriate skills and simple tactics in a small game activity.
- to recognise a good performance or what needs to be improved.

7-8 YEARS (YEAR 3) – UNIT 4

STRIKING / FIELDING GAMES

UNIT FRAMEWORK

- (a) Vigorous running and avoiding warm-ups to encourage mobility and spatial awareness.
- (b) Develop throwing and catching e.g. underarm, overarm, high, low, fast, slow.
- (c) Develop fielding skills e.g. with ball travelling towards or to one side of the fielder or run after it to retrieve and return.
- (d) Develop accurate “feed” - along the ground, with one bounce, with no bounce.
- (e) Develop striking skills along the ground and in the air.
- (f) Engage in co-operative situations to encourage skill development, consolidation and improvement.
- (g) Small games and activities to encourage maximum activity and experiencing all roles - fielder, batsperson and bowler.
- (h) Situations and practices to encourage pupils to think e.g. where to hit, what speed or level to hit, how to maximise scoring opportunities.

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

7-8 YEARS (YEAR 3) – UNIT 4

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

- (a) strike a ball with confidence and control and direct it accurately into a simple target area.
- (b) receive the ball from one direction and throw or strike it away in another direction.
- (c) understand and identify good striking and fielding techniques.
- (d) make judgements about how best to intercept a ball travelling towards, to one side, or beyond the fielder.
- (e) combine the skills to play effectively in a small sides striking / fielding game and use simple attacking and defending tactics e.g. work as a team to field the ball.
- (f) understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper.

Children should also be guided continuously to:-

- perform the basic skills needed for the game with increasing control and consistency.
- understand and use rules and keep games going without dispute.
- identify aspects of their own and others' play that need improving using appropriate language and suggest practices to help them play better.
- know the importance of warming up and identify activities they could use.



STRIKING & FIELDING GAMES

WARM-UP

(i) "LINKED LINES"

The class is divided into four colour groups.

(Could use colour corner groups.)

Each colour is given a line along the edge of the playground or netball Court.

Children spread out and run and dodge about avoiding contact with one another.

When the whistle blows, move and dodge to your colour line.

First team to be standing on their line with hands linked wins the game. *(Insist that all space is used for free running and if children make contact on the way to their lines they stand still.)*



(ii) This game could be played so that "home" is their colour corner and they hold hands in a circle round their colour basket.

(The rule of no contact must always be in place in these games.)

SKILL DEVELOPMENT

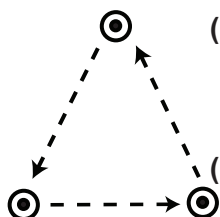
(i) Take out one ball / bean-bag / quoit each and practise throwing and catching. How can you make it harder?

(ii) Throw with one hand and catch with the other?

(iii) Join together to form groups of three.

'A' rolls to 'B', 'B' rolls to 'C', 'C' rolls to 'A' etc.

(Pick up the ball and roll it quickly in the new direction.)



(iv) Roll the ball around your group of three, then on a signal from the teacher, change direction.

(Change several times with different intervals between each signal.)

(v) Use practices (iii) and (iv) but with **underarm throwing** as development.

(vi) **Bounce** the ball around the group.

(vii) Development when appropriate -

'A' bounces the ball to 'B' who bats it with hand to 'C'

'C' bounces the ball to 'A' who bats it with hand to 'A' etc.

GAME ACTIVITY

(i) "DIRECTION HITTING"

Collect a bat to each group.

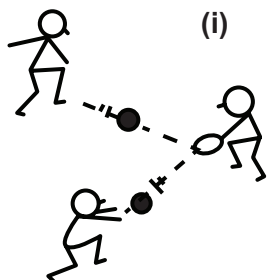
'A' rolls the ball to 'B' *(who is holding the bat)*.

'B' hits it along the ground to 'C'.

'C' rolls the ball to 'B' who hits it along the ground to 'A' etc.

Six turns and change over roles so all practise with the bat.

(Try using different shaped bats.)



(ii) A development when appropriate is the same practice, but bounce the ball to 'B' who hits it for 'C' to catch or catch after one bounce etc.

(Make up your own rules.) Put away equipment and take a ball each.

CONCLUDING ACTIVITY

Roll the ball gently in one direction into a space, overtake it and pick it up then pat-bounce the ball into another space to repeat the exercise. *(Repeat several times.)*

LEARNING OBJECTIVES

Children should learn:-

- to consolidate and improve their skills in a creative and problem-solving situation.
- to adapt and transfer appropriate principles of play and tactics.
- to make up rules and be prepared to modify or change them.
- to co-operate and make collective decisions.

8-9 YEARS (YEAR 4) – UNIT 2

PROBLEM-SOLVING AND INVENTING GAMES

UNIT FRAMEWORK

- (a) Eight game situations ranging from simple to more complex problems structured to allow experiences in
 - (i) open games-making and problem-solving
 - (ii) situations with some restrictions
 - (iii) structured situations for solving problems within a limited framework
- (b) These situations allow children varying degrees of problem-solving, decision-making and making up rules.
- (c) Some situations may lead children to reproduce almost exactly a game or activity they have already experienced but it is made different by modifying the rules.
- (d) Questions which may be posed to help children understand principles of play and transfer them.
- (e) A range of situations which allow development of games drawing on the principles, skills and tactics of different “families” of games.

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

YEAR 4 – UNIT 2

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

- (a) negotiate, plan and make collective decisions on the nature, shape and construction of the game.
- (b) select and use skills and tactics appropriate for the type of game.
- (c) understand and transfer principles of play from known games to use in their own game.
- (d) make up rules and be prepared to modify them to make the game more challenging.
- (e) adapt rules in agreement with others.
- (f) work co-operatively in groups of varying sizes (*e.g. 6 and 8*) to organise and keep their games going.

Children should also be guided continuously to:-

- perform the basic skills needed for the game with increasing control and consistency.
- understand and use rules and keep games going without dispute.
- identify aspects of their own and others' play that need improving using appropriate language and suggest practices to help them play better.
- know the importance of warming up and identify activities they could use.

MAKING UP A GAME (3 V 3)

GAME 1

EQUIPMENT

- (i) Coloured braids to distinguish teams
- (ii) One large ball
- (iii) Four markers to create the playing area



OBJECTIVE

TO SCORE 10 CONSECUTIVE PASSES AMONG MEMBERS OF YOUR OWN TEAM. WHEN THE BALL IS INTERCEPTED OR DROPPED, START COUNTING AGAIN.

TEACHER'S RULES

- (i) No contact
- (ii) No running with the ball

TO BE DECIDED BY THE PLAYERS

- (i) How the game is to be started
- (ii) What penalties should be given if a player runs with the ball or **gives** it to a teammate?

© Val Sabin Publications

MAKING UP A GAME (3 V 3)

GAME 2

EQUIPMENT

- (i) Four skittles for making goals
- (ii) One rugby ball
- (iii) Coloured braids to distinguish teams



OBJECTIVES

TO CREATE A GAME WHERE YOU MOVE THE BALL ALONG THE GROUND. HOW MANY GOALS CAN YOUR TEAM SCORE?

TEACHER'S RULES

- (i) No contact
- (ii) No holding the ball

RULES TO BE MADE BY THE PLAYERS

- (i) How do you start the game?
- (ii) What are the penalties for holding the ball and for personal contact?

© Val Sabin Publications

LEARNING OBJECTIVES

Children should learn:-

- to develop the range and consistency of their skills in tennis and volleyball activities.
- to release the ball from different angles and send it at different angles
- to work in pairs or small groups to develop attack and defence in net games
- to evaluate performance and explain what needs improving.

9-10 YEARS (YEAR 5) – UNIT 1

NET / COURT / WALL GAMES

UNIT FRAMEWORK

- (a) Vigorous warm-up activities to develop mobility and spatial awareness.
- (b) Revision of net / wall / court work from year 4.
- (c) Develop striking skills with bats and racquets over a net and at targets..
- (d) Explore, receiving from different angles and sending into different angles on the court – attacking and defensive strategies.
- (e) Develop a range of game situations – co-operative, competitive and creative.
- (f) Develop and extend skills of striking a large ball over a high net – “volley” and “dig”.
- (g) Play a basic volley ball mini-game – aiming into spaces and further develop attacking and defending strategies.

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

9-10 YEARS (YEAR 5) – UNIT 1

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

- (a) play shots on both sides of the body and from above the head with reasonable control.
- (b) understand how to position their bodies to receive a ball coming from different heights and angles.
- (c) recognise where there are spaces on an opponent's court and try to hit into them.
- (d) recognise which things they need to practise more.
- (e) understand and apply net / court / wall principles to a range of small sided games (1 v 1, 2 v 2, 3 v 3).

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.



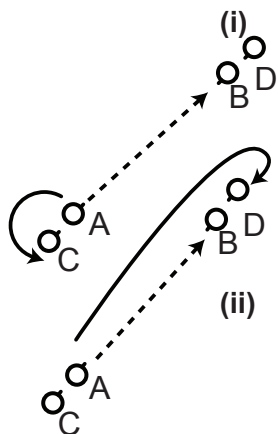
9-10 YEARS (YEAR 5) UNIT 1

NET/COURT/WALL GAMES

WARM-UP

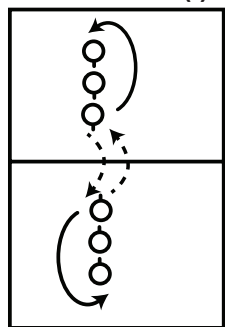
- (i) "ALL IN TAG"
Well defined area in which to play the game. Two children are catchers.
On the signal they chase the other children.
As players are tagged, they put on a coloured braid and join in the chase.
The last two to be caught are the new chasers for the next game. *(Repeat)*

SKILL DEVELOPMENT



- (i) Stand in groups of four.
"A" throws to 'B' and moves **behind** his / her partner.
"B" throws to 'C' and moves **behind** his / her partner etc.
- (a) Underarm throws
(b) One-handed catch / throw
(c) Bounce pass
- (ii) Same passes, but
"A" throws to 'B' and runs **across** to stand behind 'D'
"B" throws to 'C' and runs **across** to stand behind 'C' etc.
(Continuous practice.)
- (iii) Take a bat each and a sponge ball between four. Hit continuously to each other over a line. Make each other **move** to hit the ball back. Can you begin to move further away from each other? Could you play with an airflow or tennis ball? Can you take it in turns to hit the ball?

GAME ACTIVITY



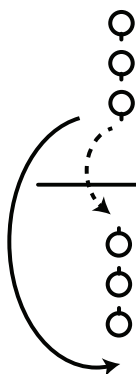
- (i) "KEEP THE KETTLE BOILING"
(2,3, or 4 each side of the net as ability allows.)
Two groups of four join together on a well defined court in a grid or marked with bean-bags. A net made of cane or rope across skittles or short tennis nets.
Sponge ball or airflow.

Players face each other in two lines across the net.
The ball is hit by the first player and children take it in turns to hit it back over the net.

Once a player has returned the shot he / she moves quickly to the back of the line.

The aim is to establish a continuous rally, counting the number of times the ball is played.

(To prevent lack of skill breaking the practice down, start with everyone holding a ball.)



- (ii) "ROUND THE WORLD" *(at least three each side of the net).*
This is a development of (i)
After playing the ball they run round the side of the net and join the back of the opposite line instead of their own.

SAFETY - Tell each team to hit the ball and run LEFT

(competition between different groups can be encouraged by setting a target figure for continuous rally)

CONCLUDING ACTIVITY

Walk "follow-my-leader" with a partner around the playground and find different ways of changing the leader.

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.

10-11 YEARS (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

10-11 YEARS (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.



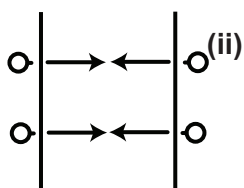
INVASION GAMES-HOCKEY AND SOCCER

WARM-UP

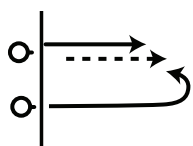
- (i) A hockey stick and small ball each. Practise dribbling the ball, fast, slow and in different directions. (*Look where you are going – avoid collisions.*)
- (ii) “SPACE EATER” The players are initially able to use the entire playground area for dribbling, dodging and ‘weaving in and out of each 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

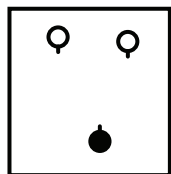
- (i) Join up in pairs - one ball between two. Push the ball to each other. Receive the ball in a controlled way then push the ball slightly to one side or the other of your partner, so they have to move to collect it.



- (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.*)

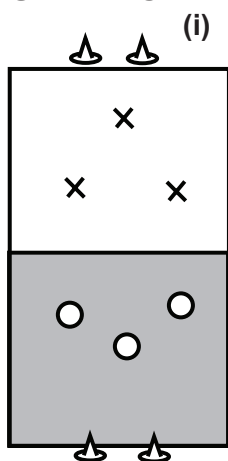


- (iii) ‘A’ and ‘B’ both stand on the **same** line side by side, ‘A’ with the ball. On a signal from the teacher ‘A’ dribbles the ball forward and ‘B’ tries to “niggle” it away to bring it back to the start line. (*Teacher makes sure all children are behind the same line, travelling in the same direction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

SOME RELEVANT SKILLS ASSOCIATED WITH STRIKING AND FIELDING GAMES

(A) STRIKING SKILLS

- (i) Ready position.
- (ii) Watch the flight of the ball.
- (iii) Leading foot and shoulder point in the direction of the hit.
- (iv) timing of the hit.
- (v) Different speeds, heights, angles and lengths.

(B) BOWLING SKILLS

- (i) Correct footwork and release of ball.
- (ii) Vary the speed and spin of the ball.
- (iii) Accuracy of bowl - aim at targets etc.

(C) FIELDING SKILLS

- (i) Ready position.
- (ii) Watch the ball and anticipate its pathway.
- (iii) React to varying fielding situations e.g.
 - different **speeds** of hits
 - different **angles** of hits
 - different **lengths** of hits
 - and different **heights** of hits.
- (iv) Position of body, feet and hands when receiving the ball.
- (v) Efficiency of throwing skills.
- (vi) Accuracy of throwing.

(D) COMPETITIVE GAME

(a) STRIKER

- (i) Hit the ball away from the fielder.
- (ii) Control the hits so no catches are given.
- (iii) Protect the wicket or base.

(b) BOWLER

- (i) Aim to hit the base or wicket.
- (ii) Catch or run out the batter.

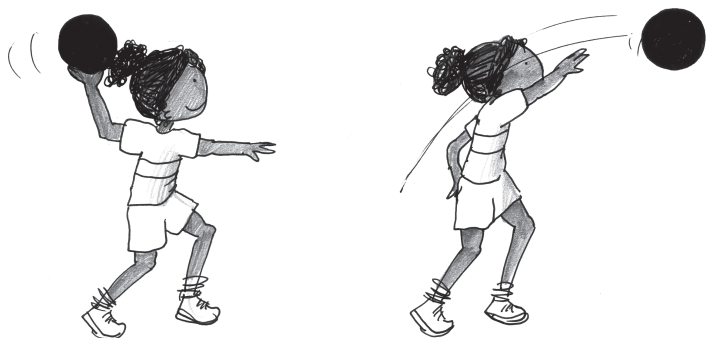
(c) FIELDER

- (i) React quickly to field the ball appropriately.
- (ii) Return the ball swiftly to the bowler / wicket-keeper / backstop.

C SHOULDER PASS

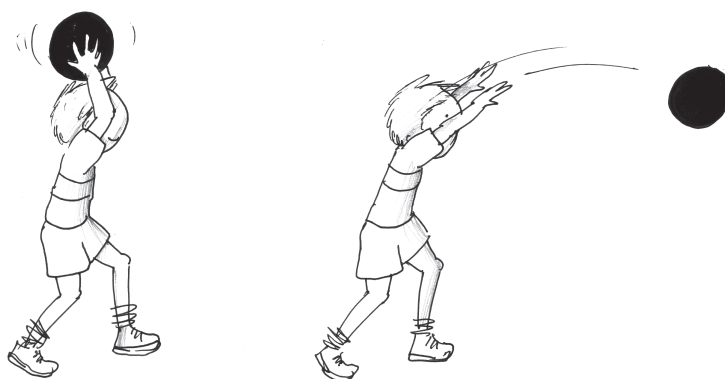
This action is very much like an over-arm throw with a small ball.

- (i) Sideways stance, one foot in front of the other (*right hand throw = left foot forward*).
- (ii) Take the ball back to just behind the shoulder with right hand.
- (iii) Left hand on the front of the ball to steady it.
- (iv) Lean back, throw the ball with a push forward.
- (v) Weight transfers to front foot and arm follows through.

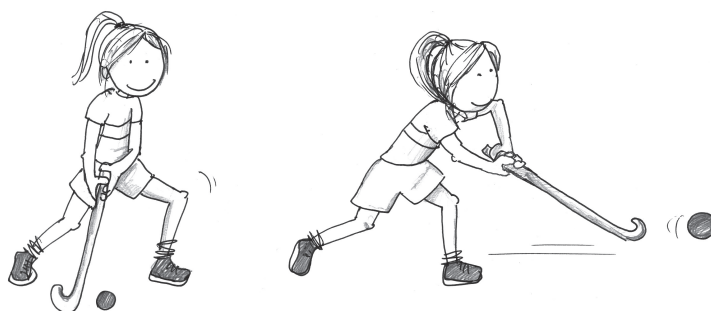


D TWO-HANDED OVERHEAD PASS

- (i) One foot in front of the other (*right handed thrower = left foot forwards*).
- (ii) Hold the ball with both hands (*at the sides and slightly behind the ball*).
- (iii) Take the ball back behind the head.
- (iv) Take the body weight back onto the back foot.
- (v) Pull the ball forward and step forward onto the front foot as the ball is released.



- (i) Grip the stick with the left hand at the top and the right hand halfway down.
- (ii) One foot in front of the other in opposition - left foot forward.
- (iii) Place the ball midway between the front foot and back foot.
- (iv) Put the flat face of the stick up to the ball and push the ball forward.
- (v) Follow through so the stick is stretched out, pointing after the ball.



SAFETY: Although it is not written in any of the game rules it is essential, for safety's sake, that the teacher DOES NOT allow any wild hitting or the stick being raised above the shoulder. THIS CAN BE VERY DANGEROUS. Children derive more satisfaction from initially playing stick games where they use only dribbling, tackling and pushing skills. When they become competent in the use of these skills then the hit can be introduced.

- (i) Stand sideways-on. The ball is placed in front of the just inside the left foot.
- (ii) Left hand at the top of the stick and right hand immediately below it.
- (iii) Take weight onto back (*right*) foot as the stick is taken back behind the body to about knee-height.
- (iv) The stick is swinging in a downward arc to strike through the ball as weight transfers to the front (*left*) foot.
- (v) Stick follows through no higher than shoulder-height.

When first introducing the hit into a game it would be helpful to condition the game and state that no-one may hit the ball unless they are unopposed and in a space.

