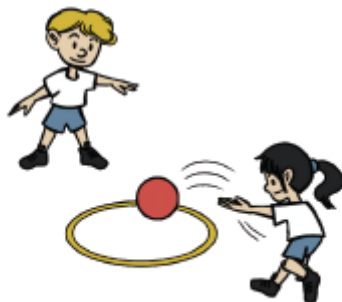


## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

### Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space



### Key Skills: S.E.T

- Social: Cooperation
- Social: Communication
- Social: Supporting and encouraging others
- Social: Respect and kindness towards others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Connecting information
- Thinking: Decision making
- Thinking: Recalling information

## Examples of Invasion Games

**Basketball**  
**Netball**

**Football**  
**Hockey**  
**Lacrosse**

**Rugby**  
**Handball**

### Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 2 would use Year 1 and Year 2 vocabulary

### Year 1

- Safely
- Defender
- Dribbling
- Pass
- Attacker
- Space
- Points
- Score
- Team

### Year 2

- Possession
- Send
- Teammate
- Chest pass
- Received
- Goal
- Dodge
- Bounce pass

## Teacher Glossary

**Interception:** Catching a pass made by an opposing player

**Possession:** When a team has the ball they are in possession

**Marking:** When a player defends an opponent

**Getting free:** When an attacking player moves to lose their defender

# Where this unit sits



## EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

## Assessment Criteria

### Year 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I know when I am successful. I move my feet to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

### Year 2

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

### Year 3

Assessment criteria for the Invasion Games units in Year 3

## Progression of Skills Ladder

Other units that progress into this activity are:

**Games**  
**Ball Skills**  
**Fundamentals**  
**Sending and Receiving**

<p><b>Sending &amp; receiving</b> Explore S&amp;R abiding by the rules of the game.</p>	<p><b>Dribbling</b> Explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p><b>Year 3</b></p>	<p><b>Attacking</b> Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p>	<p><b>Defending</b> Track opponents to limit their scoring opportunities.</p>	<p><b>Space</b> Develop moving with a ball towards goal with some control.</p>
<p><b>Sending &amp; receiving</b> Developing S&amp;R with increased control.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet with increasing control on the move.</p>	<p><b>Year 2</b></p>	<p><b>Attacking</b> Developing moving into space away from defenders.</p>	<p><b>Defending</b> Explore staying close to other players to try and stop them getting the ball.</p>	<p><b>Space</b> Explore moving with a ball towards goal.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R with hands and feet to a partner.</p>	<p><b>Dribbling</b> Explore dribbling with hands and feet.</p>	<p><b>Year 1</b></p>	<p><b>Attacking</b> Explore changing direction to move away from a partner.</p>	<p><b>Defending</b> Explore tracking and move to stay with a partner.</p>	<p><b>Space</b> Recognise good space when playing games.</p>
<p><b>Sending &amp; receiving</b> Explore S&amp;R with a variety of equipment.</p>	<p><b>Dribbling</b> Explore dropping and catching with two hands and moving a ball with their feet.</p>	<p><b>EYFS</b></p>	<p><b>Attacking &amp; defending</b> Explore changing direction and tagging games.</p>	<p><b>Space</b> Recognise their own space.</p>	