

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understand balance, agility and co-ordination, and begin to apply these in a range of activities

Vocabulary

Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.	Defender	We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.
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Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know the basic principles of attack.
2. To begin to demonstrate the basic principles of attack.
1. To know how to apply simple attacking principles into a game situation.
2. To begin to demonstrate how to apply simple attacking principles into a game situation.
1. To know the basic principles of defence.
2. To begin to demonstrate the basic principles of defence.
1. To know how to apply simple defending principles into a game situation.
2. To begin to demonstrate how to apply simple defending principles into a game situation.
1. To know how, where and why to attack and defend in a game.
2. To begin to demonstrate a knowledge of how, where and why to attack and defend in a game.
1. To know how to use attacking and defending skills in intra-school competitions.
2. To begin to demonstrate attacking and defending skills in intra-school competitions.

Substantive Knowledge/Key Knowledge

Pupils will learn what 'attacking' means and why we attack during a game.
Pupils know what 'attacking' means and why we attack during a game. Children can begin to apply knowledge into game situations.
Pupils will learn what 'defending' means and why we defend during a game.
Pupils will understand why we need to prevent the attackers from scoring.
Pupils will learn what 'defending' means and why we defend during a game. Pupils will understand why we need to prevent the attackers from scoring. Children can begin to apply knowledge into game situations.
Pupils will know and begin to understand how, where and why to attack and defend in a game.
Pupils will begin to demonstrate their prior learning in competitive scenarios.

Disciplinary Knowledge / Skills

Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils (defenders). Pupils experiment running in different ways. Pupils begin to apply basic attacking principles.
Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils (defenders). Pupils experiment running in different ways. Children can begin to apply knowledge into game situations. Pupils begin to apply basic attacking principles.
Pupils adjust their speed and change direction to catch other pupils. Pupils experiment running in different way. Pupils begin to apply basic defensive principles.
Pupils adjust their speed and change direction to catch other pupils. Pupils experiment running in different way. Pupils begin to apply basic defensive principles. Children can begin to apply knowledge into game situations.
Pupils will know and begin to understand how, where and why to attack and defend in a game.
Pupils will begin to demonstrate their prior learning in competitive scenarios.

Themes

Attacking	To know and begin to demonstrate how to apply simple attacking principles into a game situation.
Defending	To know begin to demonstrate how to apply simple defending principles into a game situation.
Evaluation	Pupils to express what they have learnt and have done well

Diversity in the Curriculum

Football

Explain to the children how football is a sport played and enjoyed by people with a variety of ages, abilities, religions, skin colours etc.



Discuss how football links with attacking and defending skills.

Outcome

Pupils can apply their learning to intra-school competitions.

Character Traits

Articulate
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities

Vocabulary

Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.	Defender	We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.
Dodge	Dodge is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
 Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
 PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know and begin to understand how to create simple attacking principles, applying them as a team into a game.
2. To demonstrate how to create simple attacking principles, applying them as a team into a game.

1. To know and begin to understand how to create simple defending principles, applying them as a team into a game.
2. To demonstrate how to create simple defending principles, applying them as a team into a game.

1. To know and begin to understand how to transition from defence into attack.
2. To demonstrate how to transition from defence into attack.

1. To know and begin to understand how to create and attacking tactics applying them as a team into a game.
2. To demonstrate how to create and attacking tactics applying them as a team into a game.

1. To know and begin to understand how to create simple defending tactics applying them as a team into a game.
2. To demonstrate how to create simple defending tactics applying them as a team into a game.

1. To know and begin to understand how to apply prior learning to in intra-school competitions.
2. To demonstrate how to apply prior learning to in intra-school competitions.

Substantive Knowledge/Key Knowledge

Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.

Pupils will develop their understanding of what 'defending' means and when and why we defend as a team during a game.

Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game. Pupils will develop their understanding of how their role changes from defence to attack.

Pupils will refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.

Pupils will refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.

Pupils will their prior learning in competitive scenarios.

Disciplinary Knowledge / Skills

Pupils run and stay in a space. Pupils understand what attacking means. Pupils understand why games have rules. Pupils understand the consequence of breaking the rules of a game. Pupils create and apply simple attacking strategies.

Pupils adjust their speed and change direction to catch other pupils. Pupils (defenders) tag the attackers. Pupils are able to change direction (dodge) and catch an attacker. Pupils understand why games have rules. Pupils understand the consequence of breaking the rules of a game. Pupils understand the consequence in a game of running off the pitch. Pupils understand what defending means. Pupils (defenders) understand the consequence in a game of not tagging an attacker.

Pupils adjust their speed and change direction to catch other pupils. Pupils (defenders) tag the attackers. Pupils are able to change direction (dodge) and catch an attacker. Pupils understand why games have rules. Pupils understand the consequence of breaking the rules of a game. Pupils understand the consequence in a game of running off the pitch. Pupils understand what defending means. Pupils (defenders) understand the consequence in a game of not tagging an attacker. Pupils will begin understand how to transition from defence to attack.

Pupils run and stay in a space. Pupils understand what attacking means. Pupils understand why games have rules. Pupils understand the consequence of breaking the rules of a game. Pupils can create and apply simple attacking strategies.

Pupils adjust their speed and change direction to catch other pupils. Pupils (defenders) tag the attackers. Pupils able to change direction (dodge) and catch an attacker. Pupils understand why games have rules. Pupils understand the consequence of breaking the rules of a game. Pupils understand the consequence in a game of running off the pitch. Pupils understand what defending means. Pupils (defenders) understand the consequence in a game of not tagging an attacker. Pupils create and apply simple defensive strategies.

Pupils will be able to demonstrate their prior learning in competitive scenarios.

Themes

Attacking	To know and begin to understand how to create simple attacking principles, applying them as a team into a game. To know and begin to understand how to create and attacking tactics applying them as a team into a game.
Defending	To demonstrate how to create simple defending principles, applying them as a team into a game. To demonstrate how to create simple defending tactics applying them as a team into a game.
Evaluation	Pupils to express what they have learnt and have done well

Diversity in the Curriculum

Basketball

Explain to the children how basketball is a sport played and enjoyed by people with a variety of ages, abilities, religions, skin colours etc.

Discuss how basketball links with attacking and defending skills.



Outcome

Pupils can apply their learning to intra-school competitions.

Character Traits

Articulate
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Stickability

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Experience, equipment and outdoors.