**Department of Primary & Childhood Education**

**Lesson Sequences**

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

| **Date:** | **Class: Year 4** | **Subject/topic: Physical Education – Invasion Games** |
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| **Prior knowledge:**  The Year 4 invasion games target learning task involves children using sending and receiving skills. Working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4V2. This builds on the prior learning in Y3 (3V1). | | |
| **Composite learning:**  By the end of this sequence of lessons, pupils will know [knowledge]:   * Attacking and defending tactics.   By the end of this sequence of lessons, pupils will understand [understanding]:   * That evaluating what went well against the success criteria can help them improve their skills.   By the end of this sequence of lessons, pupils will be able to [do]:   * Travel * Send an object * Receive an object | | |

|  | **Learning objective(s) [components]:** | **Outline of Learning Sequence:**  *Consider the role of the teacher, children’s steps in learning and adaptive teaching* | **Resources:** | **Evaluation:** |
| --- | --- | --- | --- | --- |
| **Lesson 1** | **Skill development**  To demonstrate how to run with a rugby ball.    To demonstrate passing a ball using a  swing pass accurately.  **Tactics without the ball.**  To move into space after using a swing pass in a game. | Warm up activity, mobilising joints, simple stretching.  Model to the children how to run with a rugby ball and score a try. Explain the success criteria for holding a rugby ball when running with it.  Group the children into 4 and set up Relay Pick up Game.  Model to the children a swing pass with a rugby ball and catch it. Explain the success criteria for the swing pass.  In pairs children practice the swing pass.  Group children into 4 and play 1,2,3,4.  Remind the children of previous learning from Y3 in tactics in a game. In grids play 4V1  Use STEP throughout to ensure all children achieve success. | Rugby balls  Variety of other ball  Marker cones  Bibs |  |
| **Lesson 2** | **Skill development**  To demonstrate how to run and pass with a rugby  ball.  **Tactics without the ball.**  To move into a space and communicate to receive a swing  pass in a game. | Warm up activity, mobilising joints, simple stretching  Recap running with a rugby ball and scoring a try. Question the children on the success criteria. Ask a child to model modelling running and scoring a try.  Group the children into 4 and set up Slalom relay. Slalom  • Run with the rugby ball in and out of the cones  • Score a try over the try line  Recap the swing pass. Question the children on the success criteria as to what makes a good swing pass.  Teach the children the importance of communication to let your team mates know where you are so they can send when you are in space. (Q) What can we do to tell our team mate with the ball we are in space?  Group the children into4/5 and set up 3V1 or 4V1 game. Attackers start from one end and pass the ball to beat the defender and reach the end line and score a try.  Adapt groups so attackers achieve success  by using STEP, i.e. TASK – change pace of  defender  • Blue defender – walk  • Red defender – run | Rugby balls  Variety of other ball  Marker cones  Bibs |  |
| **Lesson 3** | **Skill development**  To demonstrate running and passing a rugby ball.  **Tactics with the ball.**  To use a feint/dummy  pass in a game. | Warm up activity, mobilising joints, simple stretching  Revise the skill of passing and the dummy pass using a rugby ball.  Model simple tactics that can be used in a game (i.e. feinting a pass, finding space to receive a ball and use communication).  Group the children and set up Find that Space. Focussed observation, (Q) Are attackers using a dummy pass to beat the defender?  Adapt groups so attackers achieve success by using STEP | Rugby balls  Variety of other ball  Marker cones  Bibs |  |
| **Lesson 4** | To show tactics with the and without the ball to outwit an opponent.  To evaluate what worked well in a game. | Warm up activity, mobilising joints, simple stretching  Set up and Play – Run that Space, Run with the rugby ball across the area without being tagged by one of the three  Defenders. (Q) Why is dodging an important skill?  Model simple tactics that can be used in a game (i.e. feinting a pass, dodging when running with a ball, finding space to receive a ball).  Group the children and set up Find that Space. Adapt groups so attackers achieve success by using STEP  Children to evaluate how successful they were. Use the success criteria to help them evaluate.  Children to think about the tactics they used. | Rugby balls  Variety of other ball  Marker cones  Bibs |  |
| **Lesson 5** | To use tactics in the target learning task to outwit an opponent.  To evaluate what worked well in a team. | Warm up activity, mobilising joints, simple stretching  Set up and Play – Run that Space,  Set up the **Target Learning Task**  Use STEP to ensure success for all of the children. Adaptations and variations on the task:  SPACE – make the area larger or smaller  TASK – change the rules to make it easier for the attackers or defenders depending on the ability of the  children  EQUIPMENT – Different size balls  PEOPLE – 4V1 – easier, 3V2 harder  Ask the children to evaluate and recognise their own success as an attacking team against the success  criteria.  (Q) What would they do differently next time? | Rugby balls  Variety of other ball  Marker cones  Bibs |  |