

Year 5 | Invasion Games

KNOWLEDGE

Competent learner

Demonstrate effective leadership
Demonstrate improvements to their work
Demonstrate originality, imagination and creativity in techniques, tactics and choreography
Perform and link skills with control and consistency
Perform/complete fundamental sports skills with control

Active & healthy learner

Clearly understand how personal fitness can improve performance
Demonstrate sustained levels of fitness

Reflective learner

Consistently improve their work
Describe and comment on their own and others' performance with accuracy of actions
Know what has made their performance effective

Engaged learner

Compete respectfully and fairly following rules
Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes
Effectively communicate and collaborate with each other
Work independently for extended periods of time without the need for guidance

Disciplined learner

Demonstrate self-discipline in all tasks
Show a positive attitude throughout the lesson
Be kind, respectful and considerate when working with others
Show support for their peers
Take responsibility for their own behaviour

SKILLS

Attack

Disguise a form of shot or pass
Identifying weakness in defence/organisation of defence and taking advantage of this
Communication skills - verbal and non-verbal
Identifying patterns of play
Movement off the ball to open space for teammates
Game management

Defend

Anticipation of attacker's next move or action
Identifying strengths of opposition and reducing/stopping this
Communication skills - verbal and non-verbal
Identifying patterns of play, zonal marking and awareness of pitch width and depth
Game management - scenario cards

Locomotion skills (Attack)

Run - varying speeds and direction to outwit defence

Locomotion skills (Defend)

Run - varying speeds and direction to manage space between attack and goal

Ball manipulation skills (Attack)

Send - from a static position and on the move, into a space for a teammate to run on to and receive
Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass)
Dribble - disguising a form of shot/pass
Pick up - loose ball followed by an immediate pass or shot
Carry - controlling the ball on the move, disguise pass or shot
Shoot - kick, throw or strike/push a ball with intent into a goal or net

EXPERIENCES

Competition in different games
Scenario activities, small-sided matches
Scenario cards
Apply game principles/rules

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KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Effective leadership	Take charge demonstrating respect, encouragement and effective communication skills to own team
Improvements to their work	Show noticeable progress in performing actions and decision making
Creativity and imagination	Are inventive with their tactics individually and in a team with mixed success
Skill control and consistency	Increasing control and consistency when sending, receiving and shooting from a static position and on the move
Fundamental Sport Skills	Can apply different skills in different sports with increasing control
Personal fitness	Can relate to strength, flexibility and stamina and discuss how this would improve performance
Demonstrate sustained levels of fitness	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration
Consistently improve	Analyse own performance and provide relevant specific actions to improve their work
Comment on own and others performance	Provide specific feedback and offer technical guidance to support, when prompted
Know effective performance	Review performance and identify any strengths, commenting on why they were a strength
Compete respectfully and fairly	Show increasing respect and fair play when an activity is refereed/umpired by a peer
Sporting attitude	Demonstrate enthusiasm before, during and after each lesson, without external influences such as losing a game
Communicate and collaborate	Actively encourage and motivate all in group/team, despite friendships
Work independently	Keep an activity flowing with a designated referee in place
Self-discipline	Do not allow influences such as loss or conflict affect participation or behaviour
Positive attitude	Keep an open mind to trying different tasks or equipment in lesson
Consideration for others	Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team
Supporting peers	Show understanding and encouragement when someone makes a mistake
Taking responsibility	Can discuss and/or demonstrate accountability if or when behaviour does not meet expectations
Additional key vocabulary	Definition
Non-verbal communication	Transmission of messages or signals such as eye contact, thumbs up or pointing to an area you wish to receive the ball
Patterns of play	Sequences that a team repeat over and over again
Zonal marking	Defenders cover an area of the pitch/court rather than a specific opponent