

Team Games Exemplification

National Curriculum Objective	Sport Specific Skills	Attacking vs Defending	Competing & Performing	Evaluation
Communicate, collaborate and Compete against others	X	X	X	X
Pupils should be taught to use in combination and isolation:				
Running	X	X	X	X
Jumping	X	X	X	X
Throwing	X	X	X	X
Catching	X	X	X	X
Plat competitive games such as:				
Basketball, Cricket, Football, Hockey, Netball, Rounder's and Tennis	X	X	X	X
Apply Basic Techniques for Attacking and Defending	X	X	X	X
Develop Flexibility, Strength, Control and Balance	X	X	X	X
Perform Dance Using a Range of Movement Patterns				
Take Part in Outdoor and Adventurous Activity Challenges:				
Individually				
As Part of a Team				
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X

Key stage 1

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) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum Objective	Sport Specific Skills	Attacking vs Defending	Competing & Performing	Evaluation
Become increasingly confident and competent	X	X	X	X

Team Games Exemplification

Compete Against themselves				X
Compete against others	X	X	X	X
Master Basic movements:				
Running	X	X	X	X
Jumping				
Throwing	X	X	X	X
Catching	X	X	X	X
Develop:				
Agility	X	X	X	X
Balance	X	X	X	X
Coordination	X	X	X	X
Participate in Team Games	X	X	X	X
Develop simple tactics for attacking and defending.	X	X	X	X
Perform Dances				
Learn simple dance movements				

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sport Specific Skill Exe	Can stop a ball using the instep of either foot.	Can kick a ball with either foot using the instep to a static target	Maintain possession of a ball whilst travelling demonstrating control (using feet).	Maintain possession of a ball whilst travelling demonstrating control (pivoting).	Maintain possession of a ball whilst travelling demonstrating control (carrying a ball)	Maintain possession of a ball whilst travelling demonstrating control (bouncing).	Maintain possession of a ball while travelling demonstrating control (using a stick).
	Can throw a ball up to themselves and catch it	Catch a large ball using bucket and lid action from a static position	Can catch a large ball using bucket and lid action whilst moving	Can catch a ball in two hands using wide hand grip	Can catch a ball in two hands using wide hand grip whilst moving	Can catch a ball in two hands using wide hand grip at different heights	Can stop a hockey ball using a stick
	Bounce a ball with 2 hands	Can pass a large ball using a double under hand throw/ bounce pass to a static target	Can pass a large ball using a double under hand throw/ bounce pass to a moving target	Can pass a ball whilst static using a range of throws (underarm, bounce	Can throw a ball backwards and sideways	Can pass a ball whilst moving using a range of throws (underarm, bounce pass, chest pass, overhead 1/2 handed)	Can pass a hockey ball using a stick

Team Games Exemplification

cuti on				pass, chest pass , overhead 1/2 handed)			
Att acki ng vs Def end ing	Can move in a chosen direction	Can use space in a game	Can pass to someone in space	Can select the right pass	Can attack in a 2vs1 situation	Can attack in a 2vs2 situation	Can create a strategy to attack as a team and evaluate this.
	Can co-ordinate my body to stay still in a space	Can stay in a zone during game	Can understand the roles of attackers and defenders	Can mark a player when not in possession	Can put pressure on an opposition player to intercept possession	Can mark in front and behind a player	Can channel an attacker
Com peti ng & Perf orm ing		Can follow simple rules and instructions in games	Can understand invasion games with 3 or more basic rules.	Can identify and follow rules to team games		Can correctly apply rules to officiate games	
	Can stop and go when instructed	Design a simple game	Children are beginning to demonstrate: fairness, consideration, respect, motivation skills.	Children demonstrate: fairness, consideration, respect, motivation skills when participating in team games.		Can understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates	
Eva luat ion	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.





Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Team Games Exemplification

Sport Specific Skill Execution	Can stop a ball using the instep of either foot.	Can kick a ball with either foot using the instep to a static target	Maintain possession of a ball whilst travelling demonstrating control (using feet).	Maintain possession of a ball whilst travelling demonstrating control (pivoting).	Maintain possession of a ball whilst travelling demonstrating control (carrying a ball)	Maintain possession of a ball whilst travelling demonstrating control (bouncing).	Maintain possession of a ball while travelling demonstrating control (using a stick).
	Can throw a ball up to themselves and catch it	Catch a large ball using bucket and lid action from a static position	Can catch a large ball using bucket and lid action whilst moving	Can catch a ball in two hands using wide hand grip	Can catch a ball in two hands using wide hand grip whilst moving	Can catch a ball in two hands using wide hand grip at different heights	Can stop a hockey ball using a stick
	Bounce a ball with 2 hands	Can pass a large ball using a double under hand throw/ bounce pass to a static target	Can pass a large ball using a double under hand throw/ bounce pass to a moving target	Can pass a ball whilst static using a range of throws (underarm, bounce pass, chest pass, overhead 1/2 handed)	Can throw a ball backwards and sideways	Can pass a ball whilst moving using a range of throws (underarm, bounce pass, chest pass, overhead 1/2 handed)	Can pass a hockey ball using a stick
Attacking vs Defending	Can move in a chosen direction	Can use space in a game	Can pass to someone in space	Can select the right pass	Can attack in a 2vs1 situation	Can attack in a 2vs2 situation	Can create a strategy to attack as a team and evaluate this.
	Can co-ordinate my body to stay still in a space	Can stay in a zone during game	Can understand the roles of attackers and defenders	Can mark a player when not in possession	Can put pressure on an opposition player to intercept possession	Can mark in front and behind a player	Can channel an attacker
Competing & Performing	Knows there are rules to keep us safe	Can follow simple rules and instructions in games	Can understand invasion games with 3 or more basic rules.	Can identify and follow rules to team games		Can correctly apply rules to officiate games	
	Can stop and go when instructed	Design a simple game	Children are beginning to demonstrate: fairness, consideration, respect, motivation skills.	Children demonstrate: fairness, consideration, respect, motivation skills when participating in team games.		Can understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates	
Evaluation	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.


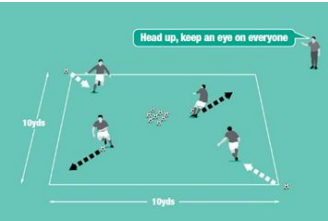



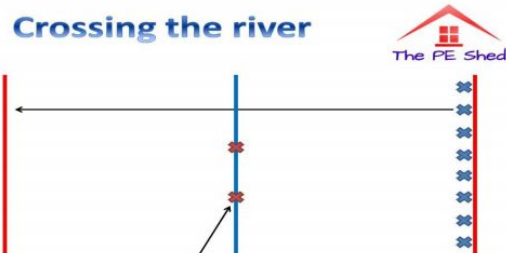
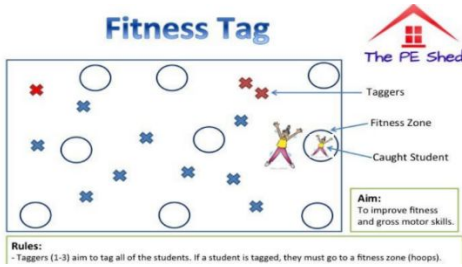
Team Games Exemplification

FS2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example	
Sport Specific Skills	WALT		Stop Feet Instep	<p>Children are learning to stop a ball using the instep of their foot to build coordination and control to be able to pass the ball in Year 1.</p> <p>The instep is the inside surface of the foot. Children are developing their balance.</p> <p>Play children vs teacher.</p> <p>After 1 minute, can the children ensure all the balls are still by using their instep. Meanwhile, the teacher is going round trying to keep as many balls moving as possible.</p>	
	Can stop a ball using the instep of either foot				
	Prior Knowledge				
	How Knowledge is progressive				
			Catch	<p>This is developing children’s hand eye coordination.</p> <p>Can children hold a ball in 2 hands and throw it gently upwards no higher than their head.</p> <p>Children to keep hands still so the ball falls back into their hands.</p>	
	WALT				
	Throw a ball up to themselves and catch it				
	Prior Knowledge				
	How Knowledge is progressive				
			Bounce 2 hands Standing still	<p>Standing still on one spot, children to use 2 hands to bounce a ball.</p> <p>Place hands at the top of the ball and push it straight down hard so it bounces back up.</p> <p>If the ball goes straight down it will bounce back into the hands ready to be bounced again.</p>	
	WALT				
	Bounce a ball with 2 hands				
	Prior Knowledge				
	How Knowledge is progressive				
		Direction forwards backwards sideways left right	<p>Children can move around a space occupied with others safely and in any direction.</p> <p>Teach children the directions they can run in: Forwards, backwards, left and right.</p>		
WALT					
Move in a chosen direction					
Prior Knowledge					
How Knowledge is progressive					
		Standing still	<p>Teach children what staying still means</p> <p>Children to play game like musical statues, freeze games or tiggy statues</p>		
WALT					
Co-ordinate my body to stay still in a space					
Prior Knowledge					
How Knowledge is progressive					

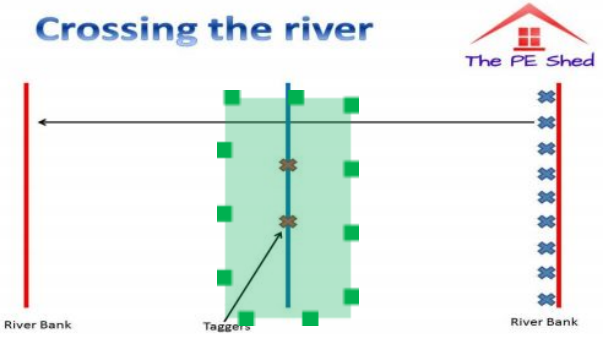




Team Games Exemplification

Co mp eti ng & Per for mi ng	WALT		Rules Safe Equipment	<p>Children are beginning to learn that games have rules. These rules are to make sure we are safe but also that a game is fair.</p> <p>Show School Golden Rules – talk about how these keep us safe when we do PE.</p> 
	<i>Know there are rules to keep us safe</i>			
	Prior Knowledge			
	How Knowledge is progressive			
			Listen Watch Stop Go Instructions	<p>Children are going to play stop, start games. They are going to move around but looking and listening for instructions.</p> <p>For Example-Traffic Lights Teacher to hold up coloured cone indicating what children need to.</p> <p>● STOP!</p> <p>● Walk</p> <p>● Run</p>
	WALT			
	<i>Can stop and go when instructed</i>			
	Prior Knowledge			
	How Knowledge is progressive			
Ev alu ati on	WALT			<p>Children to discuss ideas, what did they do well in the session?</p> <p>Ideas – keep going even though they were tired, followed the rules, stayed in the correct space</p>
	<i>Talk about what they did well</i>			
	Prior Knowledge			
	How Knowledge is progressive			


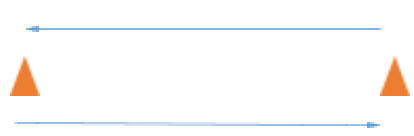





Team Games Exemplification

Year 1	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Sport Specific Skills	WALT			The instep is the inside surface of the foot. Model to children standing on one leg, then turn the opposite hip hip so the instep is facing forward. Practise swinging the non-standing leg backwards and forwards, so children can understand what the basic leg movement feels like. Next, children to practise passing a ball with a partner in a straight line. Finally, children to play games using this skill such as, football bowling or Hungry, Hungry Hippos where children are aiming for a static target.		Hungry, Hungry Hippos  Balls in the centre of the pitch and children in 4 teams. Children to run 1 at a time from each team to a ball in the middle and pass it back to someone on their team.
	<i>Kick a ball with either foot using the instep to a static target</i>					
	Prior Knowledge					
	<i>Can stop a ball using the instep of either foot</i>					
	How Knowledge is progressive					
	<i>Children have learned to stop a ball, children are now learning to pass a ball back using the same technique</i>					
	WALT		Bucket Lid	1. Children to stand with feet shoulder width apart, arms outstretched, palms up. (This is the bucket) 2. As the ball comes to them, they need to close the gap between the elbows so the ball cannot fall through a hole in the bucket. 3. Finally, as the ball lands in the bucket, bring the arms to the chest (putting the lid on) to stop the ball bouncing out of the bucket. Children to play games using this skill such as speed catch. In house teams line up in a line. Children throw the ball to each other down the line and catch the ball. If they drop the ball it must be returned to the start of the line. First team to successfully throw and catch the ball down the line wins.	 	
	<i>Catch a large ball using bucket and lid action from a static position</i>					
	Prior Knowledge					
	<i>Throw a ball up to themselves and catch it</i>					
	How Knowledge is progressive					
	<i>Children are learning to catch a large ball and secure it so they don't drop it, building their hand eye coordination until they can catch in a traditional 2 handed grip</i>					
	WALT		2 hands Underneath Bent knees Throw	Place both hands on the underside ball with palms facing upwards. Have a slight bend in the knees to increase flexibility and power. Lower the ball using both arms and then bring it up quickly to throw it to a partner. Keep the hands facing the direction of your partner to keep it on target.		
	<i>Pass a large ball using a double under hand throw/ bounce pass to a static target</i>					
	Prior Knowledge					
	<i>Bounce a ball with 2 hands</i>					
	How Knowledge is progressive					
	<i>Children are learning to pass a ball using a double underhand technique</i>					
Attacking vs Defen	WALT		Space	Teach children that space in a game means there is no one to bump into them and no one to catch them. Children are to running games like tag where they need to look for space to run into.		
	<i>Use space in a game</i>					
	Prior Knowledge					
	<i>Move in a chosen direction</i>					
	How Knowledge is progressive					

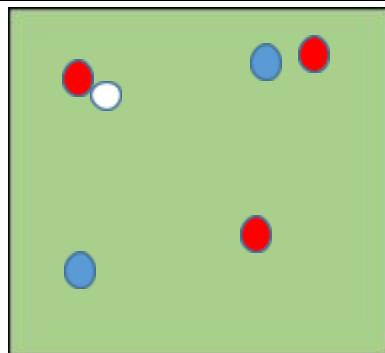
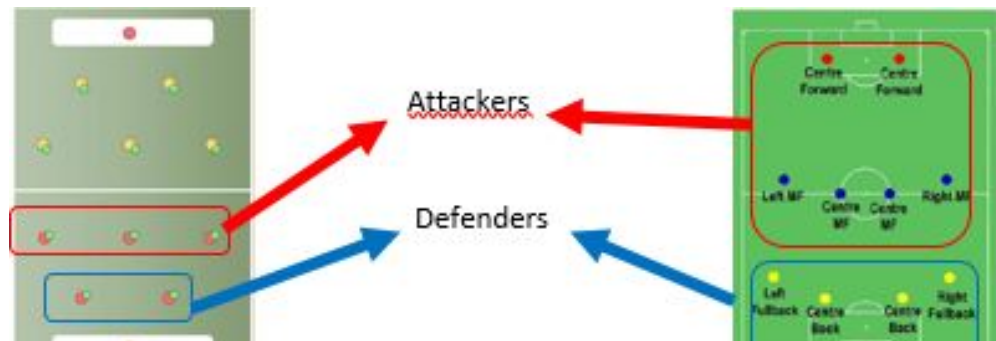
Team Games Exemplification

ding	WALT		Zone	Using simple games that children have already learned, amend the rules so children have a defined space that they can move. Such as the Crossing the River game – for the 2 catchers, give them a marked area using cones that they can operate in. This can change in size and shape to build an awareness of space.	<div><div>Crossing the river</div><div></div></div>	
	Stay in a zone during game					
	Prior Knowledge					
	Co-ordinate my body to stay still in a space					
	How Knowledge is progressive					
	Children are learning that they are only allowed to stand in a certain area when playing games.					
Competing & Performing	WALT		Game rules	Children to play simple games with 1 or 2 rules, children to listen carefully during the delivery of these rules and play games adhering to them. Challenge – if children are doing well, stop as a class. Can children suggest a new rule to the game? Such as you can't walk you have to jump like a frog.	<div><div>For Example-Traffic Lights</div><div>Teacher to hold up coloured cone indicating what children need to.</div><div><div> STOP!</div><div> Walk</div></div></div>	
	Follow simple rules and instructions in games					
	Prior Knowledge					
	Know there are rules to keep us safe					
	How Knowledge is progressive					
	Children have learned there are general safety rules. They are now learning individual games have specific rules.					
	WALT		Equipment Share Rule	Children have learned catching, throwing and moving safely around others skills. They have used a range of equipment to do this. Provide children a mix of different equipment. Using no more than 5 pieces of equipment can children design their own mini game with at least 1 simple rule.	<div><div></div></div>	<div><div>For Example</div><div>The Rule - If you touch a ladder rung you have to go back to the start.</div><div>The Game - Run the agility ladder with a bean bag on your head. Drop it into your hands and throw in the bucket</div><div></div></div>
	Design a simple game					
	Prior Knowledge					
	Children have learned basic skills and have played simple games					
	How Knowledge is progressive					
	They are learning to think of their own games and rules using the equipment available.					
Evaluation	WALT		Improve Performance	Children can understand that sometimes we don't do things perfectly. Therefore they can begin to identify what went well and what wrong to be able to correct it next time. For example <div><div>+ Used a cupped technique to catch</div><div>Next time – I am going to close my fingers around the ball so I don't drop it.</div></div> <div><div>+ Threw a ball underarm with a lunge.</div><div>Next time – I am going to throw it more accurately by pointing my hand at the target at the end of the action.it.</div></div>		
	Begin to say how they could improve					
	Prior Knowledge					
	Children can say what they did well					
	How Knowledge is progressive					
	Children are learning to talk about what they can do to improve their performances					

Team Games Exemplification

Year 2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Sport Specific Skills	WALT	Moving	Stop Feet Instep Dribbling	<p>1. Model to children moving (walking at first) with a ball at your feet, this is called dribbling.</p> <p>2. When dribbling demonstrate using the instep of the foot to gently push the ball a slight distance in front.</p> <p>We don't want the ball to escape.</p> <p>Children to play possession games to practise.</p> <p>Hungry, Hungry Hippos – balls in the middle, children need to dribble balls back to their base.</p> <p>Don't lose your ball – children to dribble freely inside a zone, if another child hasn't got the ball under control you can kick it away. This encourages children to dribble carefully with the ball close to their feet.</p>		<p>1. </p> <p>2. </p> <p>3. </p>
	<i>Maintain possession of a ball whilst travelling demonstrating control (using feet).</i>					
	Prior Knowledge					
	<i>Children have to stop and pass a ball using the instep</i>					
	How Knowledge is progressive					
	<i>Children are learning to dribble a ball using the instep of both feet</i>					
	WALT	Moving	Bucket Lid	<p>1. Children to stand with feet shoulder width apart, arms outstretched, palms up. (This is the bucket)</p> <p>2. As the ball comes to them, they need to close the gap between the elbows so the ball cannot fall through a hole in the bucket.</p> <p>3. Finally, as the ball lands in the bucket, bring the arms to the chest (putting the lid on) to stop the ball bouncing out of the bucket.</p> <p>Children to play benchball to practice:</p> <ul style="list-style-type: none">-moving-throwing to a moving partner-catching whilst moving.	 	
	Can catch a large ball using bucket and lid action whilst moving					
	Prior Knowledge					
	<i>Children have learned to use the bucket and lid action to catch</i>					
	How Knowledge is progressive					
	<i>Children are developing their catching by learning to catch whilst they are moving</i>					
	WALT		2 hands Underneath Bent knees Throw	<p>Place both hands on the underside ball with palms facing upwards.</p> <p>Have a slight bend in the knees to increase flexibility and power.</p> <p>Lower the ball using both arms and then bring it up quickly to throw it to a partner.</p> <p>Keep the hands facing the direction of your partner to keep it on target.</p> <p>Children to practice throwing to a moving partner then to play bench ball to practise throwing and catching skills whilst moving.</p>		
	Can pass a large ball using a double under hand throw/ bounce pass to a moving target					
	Prior Knowledge					
<i>Children have learned to pass using a double underhand throw to a static target</i>						
How Knowledge is progressive						
<i>Children are learning to throw to a moving target</i>						






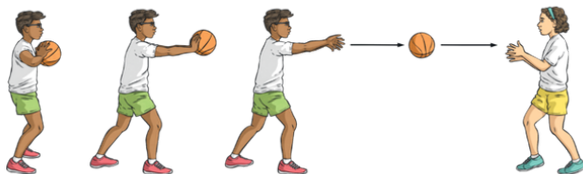



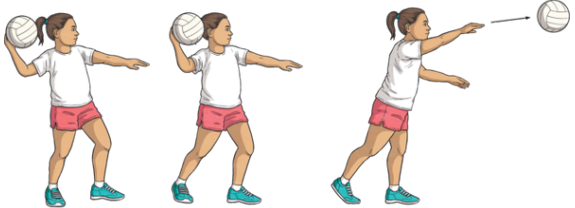
Team Games Exemplification

At ta ck in g vs D ef en di ng	WALT		Intercepted Marked Space	Children to understand that it is better to pass to a team mate in space than one who is marked so they aren’t tackled or the ball is not intercepted.		<div><div>● Attacker</div><div>● Defender</div><div>○ Ball</div></div>				
	Can pass to someone in space									
	Prior Knowledge									
	Co-ordinate my body to stay still in a space									
	How Knowledge is progressive									
	Children are learning that they are only allowed to stand in a certain area when playing games.									
	WALT						Attackers Defenders Scoring Block Intercept Zone	When playing games like Bench Ball and football children can understand that some children are required to score points/ goal. We call these attackers.		
Understand the roles of attackers and defenders										
Prior Knowledge										
Children have found space and stayed in a zone										
How Knowledge is progressive										
Children are learning some children need to attack whilst some defend										
Co m pe ti ng & Pe rf or mi ng	WALT		Rules Pitch Static Foul Contact Throw in Free Kick	<u>Bench Ball Rules</u> <ul style="list-style-type: none">• You have to stay inside the pitch lines.• If you have the ball you cannot run you must be static -If you don’t have the ball you can run into space.• If the ball goes out of the pitch lines – the last team to touch the ball must give the ball to the other team to throw the ball in.• You cannot make contact with any other player• You cannot stand within 1 step of the player with the ball.						<u>Football Rules- Basic</u> <ul style="list-style-type: none">• You cannot use your hands to touch the ball, only your feet.• There is no goalkeeper – all players are outfield practising skills.• If the ball goes out of the pitch lines – the last team to touch the ball must give the ball to the other team to throw the ball in.• The team that scores the most points wins.• You must not push an opposition player off the ball in anyway – if you do it is a foul and the other team has a free kick.
	Understand invasion games with 3 or more basic rules.									
	Prior Knowledge									
	Children have learned there are rules for safety and rules to games									
	How Knowledge is progressive									
	Children are developing knowledge of basic and translatable rules of traditional games									
	WALT			Fairness Consideration Motivation Respect	Linking to our Golden Rules, why is it important for us to treat team mates positively?	Why is it important to treat an opposition player positively?	Consideration -If we win it isn’t kind to make the opposition feel sad that they lost.	Respect -Next time you play, they may be a team mate and you don’t want to hurt their feelings.	Motivation -We want everyone to get better and improve. Tell them if they did something that was good.	Fairness -We don’t want to cheat to win because that isn’t fair to the other team. You won’t improve by cheating so you are not being fair to yourself.
	Show: fairness, consideration, respect, motivation skills during games									
	Prior Knowledge									
	Children have learned to play simple games and work together to design simple games									
	How Knowledge is progressive									
	Children are developing knowledge of team games and how to treat members of a team and the opposition									

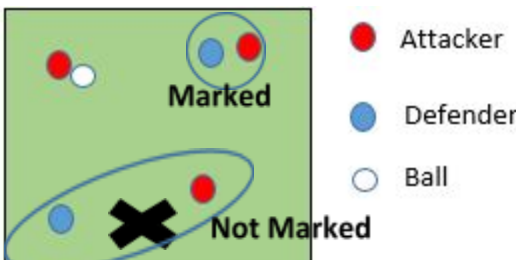

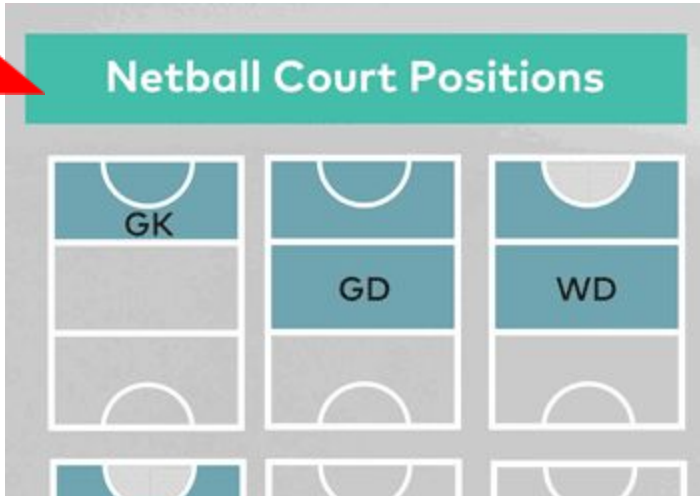
Team Games Exemplification

Spatial Awareness	WALT	Partner	Observe Perform Successful	<div>Children can observe a partner performing an action (catching, throwing, dribbling) and can comment on how successful partner was and how they can improve.</div> <div>For Example:</div> <div><div>Q - Was your partner's catch a good one? What could they do to improve?</div><div>A - Their stance was good, but dropped the ball because they didn't put the lid on.</div></div>
	Can suggest how a partner could improve			
	Prior Knowledge			
	Children have been taught to look for space large enough to perform			
	How Knowledge is progressive			
	Children are learning how to maximise the use of space around others.			

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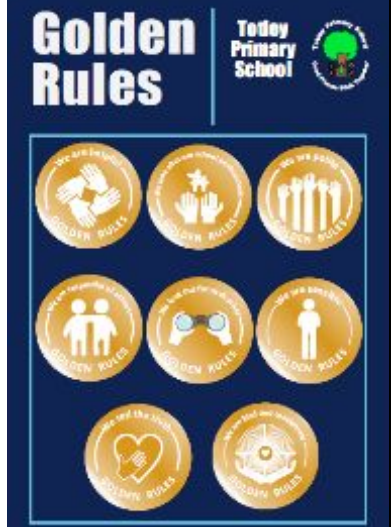
Year 3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example						
Sport Specific Skills	WALT <i>Maintain possession of a ball whilst travelling demonstrating control (pivoting).</i>		Pivot 1 Step Travelling	Teach children that just like in bench ball you cannot run with the ball in netball. To be able to move and see where a team mate is to pass the ball you are allowed to take.	 After you have jumped to catch the ball, land with one foot on the ground. It is important to control your balance before you attempt to pivot. Stand with your knees slightly bent and your feet shoulder width apart.	 Once you have decided which direction to go in, pivot by rotating yourself on the ball of your landing foot. You can move or step with the non-pivoting foot any number of times - this will help your balance.	 When you are facing in a new direction, keep your head up and make your pass. Remember you are not allowed to lift the foot you are pivoting on before you release the ball.			
	Prior Knowledge <i>Children have learned to catch a ball playing bench ball</i>									
	How Knowledge is progressive <i>Children are learning to keep possession in netball by using the 1 step pivot technique so they are not called for travelling</i>									
	WALT <i>Catch a ball in two hands using wide hand grip</i>							Children are learning to catch the ball using a wide hand grip. This will also help form the action for the chest pass. 1. Hold the hands up, fingers spread wide, palms facing forward at chest height. 2. Let the ball hit the hands and hold the ball on either side. https://www.youtube.com/watch?v=mJ2CB6glsO8 Netball catching drills (1 minute 10 seconds)	 Netball Game: Catching Skills intosport • 109K views • 9 years ago Want to shoot like England Goal Shooter Jos Greenway? Intercept like a ...	
	Prior Knowledge <i>Children have learned to catch using a bucket and lid action</i>									
	How Knowledge is progressive <i>Children are learning to catch with just their hands as this is quicker</i>									
	WALT <i>Can pass a ball whilst static using a range of throws chest pass and overhead 1/2 handed</i>	Chest pass Overhead Static Shoulder Pass	Chest Pass 1. Start in the wide hand grip position. 2. Keep the elbows out to the side for power. 3. Step forward and extend the arms forward to push the ball.  https://www.youtube.com/watch?v=w04ylyxv938M  How To Chest Pass Sports And Outdoors • 17K views • This guide shows you How To Chest	2 – Handed Overhead Pass 1. Start with the ball above the head held with 2 hands. 2. Take a step forward. 3. Bend the elbows to 90° so the ball is behind the head. 4. Quickly bring the arms forward, at the same time, releasing when the arms are out in front.  https://www.youtube.com/watch?v=JgtThLoSWnw  Netball Drills: Overhead Passing intosport • 19K views • 7 years ago In this video we'll show you a netball drill to in on passing and ball ...	1 – Handed Overhead Pass This is also called the shoulder pass. 1. Start with the ball balanced in 1 hand above the head. 2. Bend the elbow so the arm is like a coiled spring. 3. Push the ball forwards to a partner. This is good for distance throwing  https://www.youtube.com/watch?v=-cz9gla5hjQ					
	Prior Knowledge <i>Children have learned to throw to a partner by throwing double underarm and bouncing the ball</i>									
	How Knowledge is progressive <i>Children are learning the chest pass and an overhead throw whilst static</i>									

Team Games Exemplification


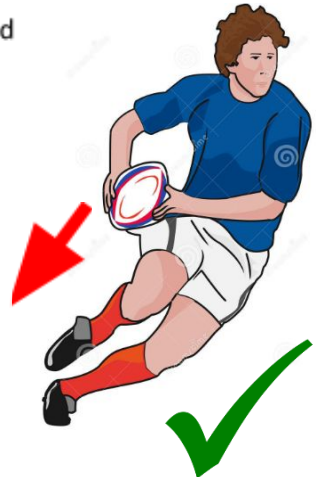



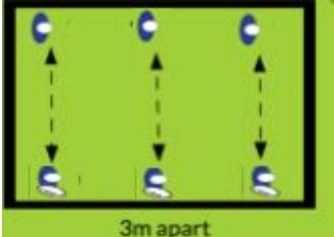

At ta ck in g vs D ef en di ng	WALT		Attacker Defender Marking Space Block Intercept Possession	<div>Children are learning to look at all players playing. They need to recognise that the opposition is looking to pass to a team mate who is in space.</div> <div>Children need to look for opposition players who are in space and mark them being standing close to them so they can block or intercept a pass. Model Marking and not marking</div> <div></div>			
	Mark a player when not in possession						
	Prior Knowledge						
	Children have learned to pass to someone in space						
	How Knowledge is progressive						
	Children are learning to defend by marking a player in space						
	WALT		Marking Dribble Pass	<u>Chest Pass</u>	<u>Bounce Pass</u>	<u>Overhead Pass</u>	<u>Shoulder Pass</u>
	Select the right pass			This is used as a quick accurate pass to a team mate who is close by.	This is used when you are being tightly marked. Bounce the ball under the defenders arms to a team mate.	This is used as a long range throw for power.	This is used as a long range throw for power.
	Prior Knowledge					+ It is more accurate than the shoulder pass	+ It is quicker than the overhead pass.
	Children have learned the bounce pass, shoulder pass, chest pass and overhead pass					- It is slower than the shoulder pass	- It is less accurate than the overhead pass.
	How Knowledge is progressive						
	Children are learning when best to use each pass						
Co m pe ti ng & Pe rf or mi ng	WALT			<div>In netball players can only go in certain thirds of the court.</div> <div></div> <div></div>			
	Identify and follow rules to team games						
	Prior Knowledge						
	Children have learned games with simple rules.						
	How Knowledge is progressive						
	Children are beginning to follow more complex rules in team games						

Team Games Exemplification


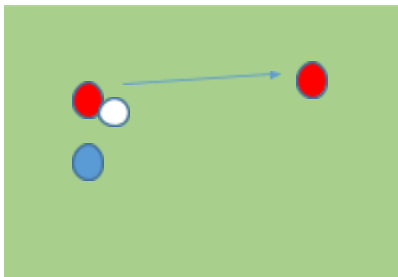
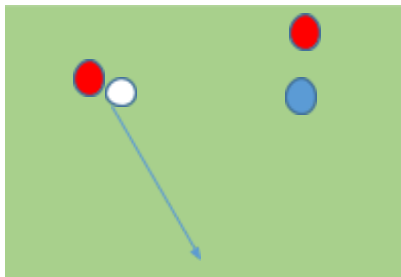

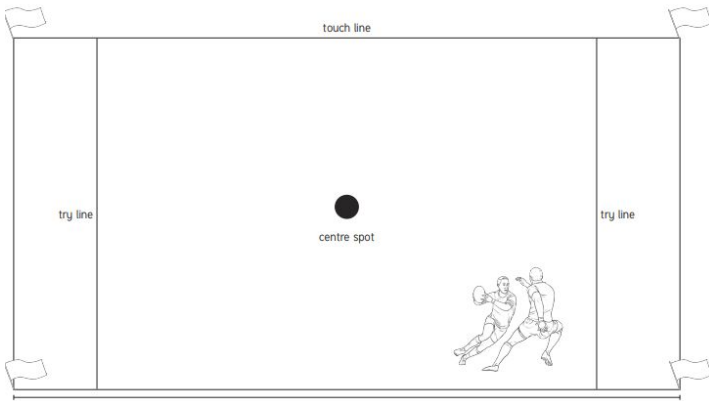
	WALT <i>Demonstrate: fairness, consideration, respect, motivation skills when participating in team games.</i>		Fairness Consideration Motivation Respect Sportsmanship	<p>Teach children that sportsmanship is the word we use to describe all these values. Linking to our Golden Rules, why is it important for us to treat team mates positively? Why is it important to treat an opposition player positively?</p> <p>Consideration -If we win it isn't kind to make the opposition feel sad that they lost.</p> <p>Respect -Next time you play, they may be a team mate and you don't want to hurt their feelings.</p> <p>Motivation -We want everyone to get better and improve. Tell them if they did something that was good.</p> <p>Fairness -We don't want to cheat to win because that isn't fair to the other team. You won't improve by cheating so you are not being fair to yourself.</p>
	Prior Knowledge <i>Children have learned why it is important to show these values</i>			
	How Knowledge is progressive <i>Children are regularly demonstrating these values during games</i>			
Ev al ua ti on	WALT <i>Can describe how their performance has improved</i>	Improved	Resilience Hard Word Independence Team Work	<p>Children can talk about how they managed to get better at performing actions.</p> <p>What did they do: -Improve their chest pass to be more powerful by keeping their elbows raised. -Concentrate on the path of a ball better to catch the ball easier.</p> <p>Through doing this children are developing an understanding of resilience and hardwork to improve sporting performance.</p>
	Prior Knowledge <i>Children can say what they did well</i>			
	How Knowledge is progressive <i>Children are learning to discuss what they did well and how they improved</i>			



Team Games Exemplification

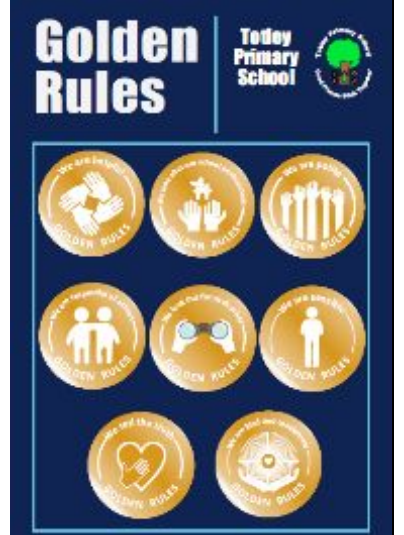
Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Sport Specific Skills	WALT		2 handed grip Knocked Carrying Dodging Agility	<div>Children are learning to carry the ball whilst in possession. The common view of rugby is to tuck the ball under 1 arm and run.</div> <div>It is important to hold the ball in 2 hands to be able to pass the ball when needed. This is also a stronger way of carrying the ball when trying to move or when it is wet so you do not lose grip and drop the ball.</div> <div>Holding the ball in 2 hands helps improve agility needed when dodging opposition players.</div> <div></div> <div><div>The ball can be easily knocked out of the hands.</div><div>You cannot pass the ball in one hand.</div><div>Held in 2 hands the grip is stronger and can't be knocked away.</div><div>The ball can be passed as it is in 2 hands</div></div> <div></div>		
	Maintain possession of a ball whilst travelling demonstrating control (carrying).					
	Prior Knowledge					
	Children have learned to maintain possession in netball by using a standing leg pivot					
	How Knowledge is progressive					
	Children are learning to maintain possession in TAG rugby by running with the ball					
	WALT	Wide Chest height Palms Secure	2 handed wide hand grip Hips Torso	<div>Children have learned the 2 handed wide hand grip, they are now learning to catch the ball on the move. Make sure hands are ready to catch before the pass is made.</div> <div><div>1. Keep the hips facing forward so you are ready to run forward.</div><div>2. Twist the torso so the chest and head are facing the direction of the passing team mate.</div><div>3. Hold the hands up, fingers spread wide, palms facing forward at chest height.</div><div>4. Let the ball hit the hands and hold the ball on either side to secure it ready to run forward or pass again.</div></div> <div></div> <div></div>		
	Catch a ball in two hands using a 2 handed wide hand grip whilst moving					
	Prior Knowledge					
	Children have learned the 2 handed wide hand grip					
	How Knowledge is progressive					
	Children are learning to catch balls whilst continuing to run at the same time					
	WALT	Power Twist Static Moving Hip Direction	Backwards Sideways 2 handed wide hand grip Release	Rules	Technique	Exercises
	Pass a ball backward and sideways			<div>When passing the ball it must travel sideways or behind you, otherwise it is a fouled</div> <div></div> <div><div>1. Hold the ball with a 2 handed wide hand grip.</div><div>2. Know where you are passing the ball, twist the body to hold the ball on the hip at the opposite side to generate power.</div></div>	<div></div> <div>Children are learning to pass the ball to a partner sideways.</div>	
	Prior Knowledge				<div></div> <div>Children are learning to pass the ball backwards. Start by standing static whilst passing</div>	
	Children have learned (underarm, bounce pass, chest pass, overhead 1/2 handed throws when static					
	How Knowledge is progressive					
	Children are learning to throw a ball backwards and sideways instead of forward					

Team Games Exemplification

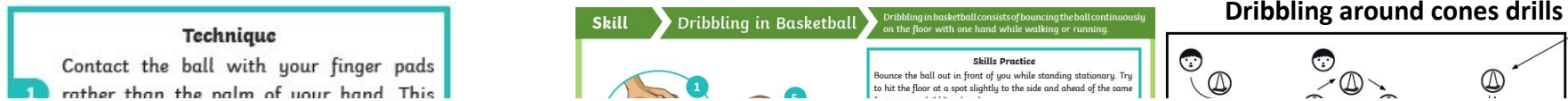

					3. Twist the body in the direction of the pass. Extend both arms out in front of you quickly and release the ball so the hands are pointing at the team mate you are passing to.	the ball down the line. After, practise passing the ball whilst on the move.
At ta ck in g vs D ef en di ng	WALT	Attacker Defender	Marking Carrying Pass	Children are learning when to run and when to pass to a team mate to take advantage of a 2 vs 1 situation.  Attacker	When to Pass  In this diagram the defender is closing down the attacker in possession of the ball. They have left the team mate free so the pass is available.	When to Dribble  In this diagram the defender is closing down the team mate and not the player in possession of the ball. This has left the attacker space to carry the ball.
	<i>Attack in a 2vs1 situation</i>					
	Prior Knowledge					
	<i>Children have learned the roles of attackers and defenders, how to pass and how to carry the ball</i>					
	How Knowledge is progressive					
	<i>Children are learning to attack when there are more attackers than defenders. When to pass and when to carry.</i>					
	WALT		Marking Pressure Deny Space Tagging Rugby Belt	When defending it is important to apply pressure to an attacker. This stops them having time to look up and pass the ball and denies them space to run into. As a result, this puts the attacker under pressure, as they know they cannot make a mistake or mishandle the ball. 1. Get close to the opposition player so you are within arm’s reach, denying them space. 2. Try to stop the player running by tagging the belt 3. Be ready to turn and run if the attacker tries to run around you. 4. Try to intercept the ball when the attacker passes the ball. 5. Try to stand between the attacker and a team mate so they cannot pass the ball Children to practice TAG games with rugby belts on, practising avoiding and grabbing belts.		
	<i>Put pressure on an opposition player to intercept possession</i>					
	Prior Knowledge					
	<i>Children have learned to mark a player not in possession of the ball</i>					
	How Knowledge is progressive					
	<i>Children are learning to put pressure on an attacker and stop them attacking</i>					
Co m pe ti ng & Pe rf or mi ng	WALT		Tagging Try Line Free throw Side-line Pitch Offside Contact	START – The game is started with a free throw in the middle of the pitch. TAGGING – Only the player with the ball can be tagged. Once tagged the player has 3 seconds to stop and find a pass otherwise a free throw is given to the opposite team. A player CAN score a try if they are within 1 step of the try line. IN PLAY – If the ball goes outside the lines of the pitch, a free throw from the side-line is given to the opposite team to whoever touched it last. CONTACT – The game is strictly NO CONTACT. If any player obstructs or deliberately makes contact with an opposition player – a free throw is awarded. SCORING – The ball must be grounded with 2 hands over the try line. Diving to score a try will result in no try given and a free throw to the opposite	How to Set up a Tag Rugby Pitch Below are the guidelines for the dimensions of a Tag Rugby pitch. 	
	<i>Identify and follow rules to team games</i>					
	Prior Knowledge					
	<i>Children have learned games with simple rules.</i>					
	How Knowledge is progressive					
	<i>Children are beginning to follow more complex rules in team games</i>					

Team Games Exemplification



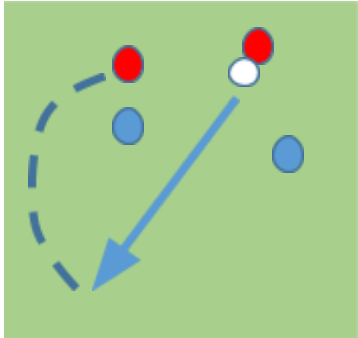


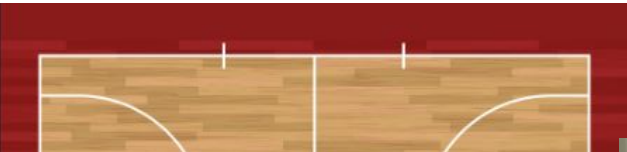
				<p>PASSING – The ball must be passed backwards or sideways. It cannot be passed forwards or handed over. Any ball that travels forward will result in a free throw for the opposite team.</p>
	<p>WALT</p> <p><i>Demonstrate: fairness, consideration, respect, motivation skills when participating in team games.</i></p>		<p>Fairness Consideration Motivation Respect Sportsmanship</p>	<p>Teach children that sportsmanship is the word we use to describe all these values. Linking to our Golden Rules, why is it important for us to treat team mates positively? Why is it important to treat an opposition player positively?</p> <p>Consideration -If we win it isn't kind to make the opposition feel sad that they lost.</p> <p>Respect -Next time you play, they may be a team mate and you don't want to hurt their feelings.</p> <p>Motivation -We want everyone to get better and improve. Tell them if they did something that was good.</p> <p>Fairness -We don't want to cheat to win because that isn't fair to the other team. You won't improve by cheating so you are not being fair to yourself.</p>
	Prior Knowledge			
	<i>Children have learned why it is important to show these values</i>			
	How Knowledge is progressive			
	<i>Children are regularly demonstrating these values during games</i>			
Evaluation	<p>WALT</p> <p><i>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</i></p>	Improvement	Evaluate Performance	<p>Children are to watch a performance of an basketball action.</p> <p>Using the teaching points and the WALTs outlined, can they comment on the correct parts of the technique, the incorrect techniques and how the performer could change their action to improve.</p> <p>When suggesting improvements can children use the correct language and use visual demonstrations.</p>
	Prior Knowledge			
	<i>Children have described what they did well and how they have improved</i>			
	How Knowledge is progressive			
	<i>Children are learning how to effectively evaluate performances and suggest improvements</i>			



Team Games Exemplification

Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Sport Specific Skills	WALT Maintain possession of a ball whilst travelling demonstrating control (bouncing).	Control Straighten	Dribble Bouncing Finger tips Hip-Height Flexed	 <p>The example for dribbling includes a 'Technique' box stating: 'Contact the ball with your finger pads rather than the palm of your hand. This...'. A 'Skill' box titled 'Dribbling in Basketball' explains: 'Dribbling in basketball consists of bouncing the ball continuously on the floor with one hand while walking or running.' It also includes a 'Skills Practice' box: 'Bounce the ball out in front of you while standing stationary. Try to hit the floor at a spot slightly to the side and ahead of the same...'. To the right, a diagram titled 'Dribbling around cones drills' shows a person dribbling around three cones.</p>		
	Prior Knowledge					
	Children have learned to maintain possession in netball by using a standing leg pivot					
	How Knowledge is progressive					
	Children are learning to maintain possession in basketball by bouncing the ball					
	WALT		High Ball High catch Wide hand grip Track Anticipate	Children are learning to catch the ball high in the air and low to the ground using a wide hand grip.		
	Catch a ball in two hands using a wide hand grip at different heights					
	Prior Knowledge					
	Children have learned the 2 handed wide hand grip					
	How Knowledge is progressive					
	Children are learning to catch balls that are above the head or low to the ground					
	WALT		Chest pass Overhead Static Shoulder Pass	Chest Pass 1. Start in the wide hand grip position. 2. Keep the elbows out to the side for power. 3. Step forward and extend the arms forward to push the ball.	2 – Handed Overhead Pass 1. Start with the ball above the head held with 2 hands. 2. Take a step forward. 3. Bend the elbows to 90° so the ball is behind the head. 4. Quickly bring the arms forward, at the same time, releasing when the arms are out in front.	1 – Handed Overhead Pass This is also called the shoulder pass. 1. Start with the ball balanced in 1 hand abover the head. 2. Bend the elbow so the arm is like a coiled spring. 3. Push the ball forwards to a partner. This is good for distance throwing
	Pass a ball to a moving partner using a range of throws (underarm, bounce pass, chest pass, overhead 1/2 handed)					
	Prior Knowledge					
	Children have learned (underarm, bounce pass, chest pass, overhead 1/2 handed throws when static					
	How Knowledge is progressive					
	Children are using these same throws to whilst moving					
				 <p>The example for passes includes three illustrations. The first shows a 'Chest Pass' with a sequence of four children: the first holds the ball, the second and third are in the middle of passing it, and the fourth has received it. The second shows a '2 – Handed Overhead Pass' with a sequence of four children: the first holds the ball high, the second and third are passing it overhead, and the fourth has received it. The third shows a '1 – Handed Overhead Pass' with a sequence of three children: the first holds the ball high, the second is passing it, and the third has received it. A 'twinkl.com' watermark is visible at the bottom right of the illustrations.</p>		

Team Games Exemplification










				https://www.youtube.com/watch?v=w04yIxxv938M  <p>How To Chest Pass Sports And Outdoors • 17K views • This guide shows you How To Chest</p>	https://www.youtube.com/watch?v=JgtThLoSWnw  <p>Netball Drills: Overhead Passing</p>	https://www.youtube.com/watch?v=-cz9gla5hjq
Travel & Linking Actions	WALT Can attack in a 2vs2 situation		2vs1 2vs2 target eliminate pass run space	<p>When attacking in a 2vs2 situation this is harder than attacking in a 2vs1 situation as the number of defenders and attackers is equal.</p> <p>The challenge is to target 1 of the defenders to create a mini 2vs1 situation. This must be done quickly.</p> <p>https://www.youtube.com/watch?v=DeKbfCkf9cs</p>	 <p>In this diagram, the player with the ball has targeted one of the defenders.</p> <p>The player not in possession has made a run behind this defender into space.</p> <p>The player with the ball has played a pass through the gap between the defenders to the team mate in space to eliminate the defenders.</p>	
	Prior Knowledge <i>Children have learned to attack in a 2vs1 situation</i>					
	How Knowledge is progressive <i>Children are learning how to pass and move to attack in a 2vs2 situation</i>					
	WALT Can mark in front and behind a player	Attacker Defender	Front Marking Back Marking Dribbling	<p style="text-align: center;">Front Marking</p> <p>This is where the defender stands in front of the attacker to stop them receiving a pass.</p> <p>This defender is front marking. He is in front of the attacker and stops him receiving a pass.</p>  <p>This attacker is behind the defender.</p>	<p style="text-align: center;">Back Marking</p> <p>This is where the defender behind the attacker allowing them to receive a pass but stopping them dribbling past them.</p> <p>This defender is back marking. He is behind the attacker.</p>  <p>This attacker is in front and can receive a pass</p>	
	Prior Knowledge <i>Children have learned to mark and put pressure on an attacking player</i>					
	How Knowledge is progressive <i>Children are learning to mark players in different ways</i>					
	WALT Correctly apply rules to officiate games		Officiate Referee Tip off Pivot dribble bounce force foul side line free shot	<ol style="list-style-type: none"> To start the game the referee will throw the ball in the air to see which side gets possession, this is called a tip off. You can stand as near to the attacker as you wish and hold your hands up to block the ball. You cannot move whilst holding the ball, you can take one step and pivot like netball. If you want to move with the ball you must bounce the ball with 1 hand and not 2. You can only dribble once. If you stop bouncing the ball you MUST pass it. You may accidentally bump into someone else but any force is a foul. If the ball leaves the court, the team that touched it last defend whilst the other team takes a side line throw. If someone is fouled whilst taking a shot they are given 2 free shots, each worth 1 point. After the second shot the game is live again. <p>ALL POST FOUL FREE HITS TO BE TA</p>		
	Prior Knowledge <i>Children have learned to play games with more complex rules</i>					
	How Knowledge is progressive <i>Children are developing their knowledge of rules and are beginning to officiate games themselves</i>					

Team Games Exemplification

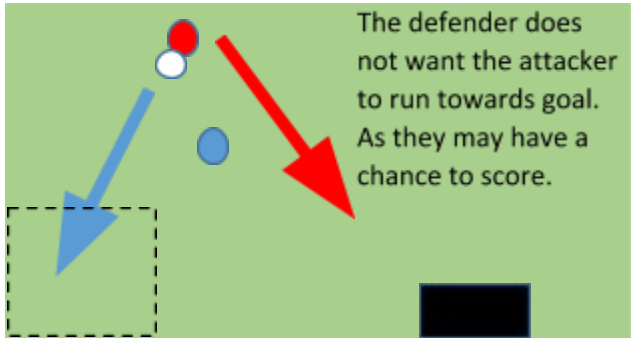
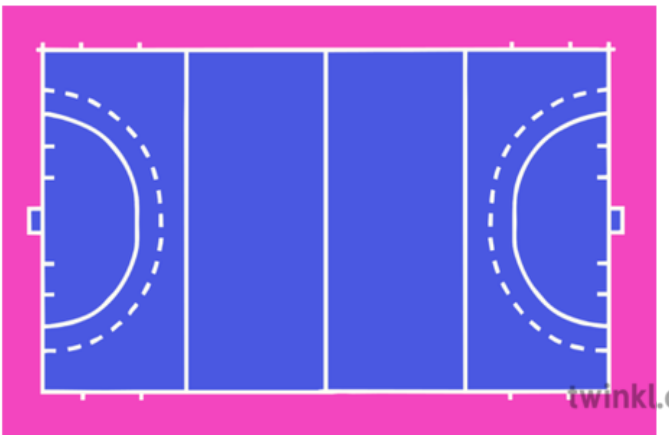
	WALT		Sportsmanship Roles Attackers Defenders Consideration Respect Motivation Fairness	Children to have a talk as a team to assign roles fairly and evenly trying to allow each child to have the opportunity to experience playing as both an attacker and a defender at some point. Consideration -If we win it isn't kind to make the opposition feel sad that they lost. Respect -Next time you play, they may be a team mate and you don't want to hurt their feelings. Motivation -We want everyone to get better and improve. Tell them if they did something that was good. Fairness -We don't want to cheat to win because that isn't fair to the other team. You won't improve by cheating so you are not being fair to yourself.
	<i>Understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates</i>			
	Prior Knowledge			
	<i>Children have learned the roles within games and how to demonstrate sportsmanship</i>			
	How Knowledge is progressive			
	<i>Children are learning to be more independent in assigning roles and to support each other.</i>			
Evaluation	WALT	Resilience Independence Evaluate Performance	Personal Best	This is challenging children to be able to articulate all the cumulative learning they have had in a particular area to describe their performance. For example: <div>"Our team managed to score because I used the correct bouncing"</div>
	<i>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</i>			
	Prior Knowledge			
	<i>Children have learned to evaluate performance they have seen</i>			
	How Knowledge is progressive			
	<i>Children are learning to be more independent when evaluating their own improvements and targets to improve</i>			



Team Games Exemplification

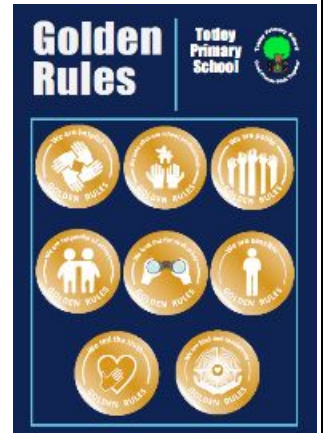
Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example		
Sport Specific Skills	WALT Maintain possession of a ball while travelling demonstrating control (using a stick).	knees back straight body pushing direction	Possession Dribble Handle Stick V shape Grip Flat surface Squat	<div> <div> The Grip  <p>-Make a 'V' shape defined by the thumb and forefinger of both hands.</p> <p>-Hold your hands in front of you, palms down.</p> <p>-Wrap the fingers around the handle.</p> <p>-The right hand should be where the handle meets the wood.</p> <p>-The left hand at the top of the handle.</p> </div> <div> Technique  <p>Hold the field hockey stick with your right hand at the bottom of the grip. Turn the stick so that the flat end faces away from you.</p>  <p>Squat down with your knees bent and your back straight. Bend your body at the waist, pushing your stick out in front of you.</p>  <p>Keep the ball on the end of the flat side of the stick, pushing it along as you move. To change direction move the feet round the ball, you can push the ball in the new direction.</p> <p>https://www.youtube.com/watch?v=URVfroh-h-Q</p> </div> </div>		
	Prior Knowledge Children have learned to maintain possession by kicking, pivoting, carrying, bouncing			Exercises 1. 		
	How Knowledge is progressive Children have built their coordination and control of limbs of arm and legs alone. Now children are learning to control equipment with the same control, maintaining possession using sticks.			2. 		
				3. 		
				https://www.youtube.com/watch?v=Jy1CstDdJbU		
	WALT Can stop a hockey ball using a stick	Attacker	Flat Stick Block Top edge Traps Stick head	<div>  <p>Flat stick block</p> <p>As the ball moves towards you, squat down and use the stick as a long barrier to top the ball rolling.</p> <p>-Make sure the stick is flat to the ground so the ball doesn't go under.</p> <p>- Turn the stick so the top edge faces slightly forward. This traps the ball instead of it bouncing up and over. This is also used to tackle an attacker as they dribble towards you.</p> </div>		
	Prior Knowledge Children have learned to stop a football using their feet and catching a ball using their hands					
	How Knowledge is progressive Children have built their coordination and control of limbs of arm and legs alone. Now children are learning to control equipment with the same control, stopping a ball using sticks.			<p>As children's hand eye coordination gets better they can trap a ball using just the flat side of the head of the stick.</p> <p>This is a quicker way to stop a ball and it allows the attacker to pass the ball immediately without having to stand back up.</p>		
	WALT	Power	Push pass	1. Step forward with the left foot, pointing it at the target.		

Team Games Exemplification

	<p>Can pass a hockey ball using a stick</p> <p>Prior Knowledge</p> <p><i>Children have learned to pass using their hands and feet</i></p> <p>How Knowledge is progressive</p> <p><i>Children are using sticks to be able to pass a ball using a push action</i></p>			<p>2. Keeping the ball on the flat surface of the stick, use the arms to push the ball forwards.</p> <p>3. Point the stick at the target at the end of the action so the ball travels towards the target.</p>
At ta ck in g vs D ef en di ng	<p>WALT</p> <p><i>Create a strategy to attack as a team and evaluate this.</i></p> <p>Prior Knowledge</p> <p><i>Children have learned to attack in 2vs1 and 2vs2 situations and how to defend</i></p> <p>How Knowledge is progressive</p> <p><i>Children are learning to discuss how they will approach the game tactically</i></p>		<p>Attacking</p> <p>Defending</p> <p>Offensive</p> <p>Defensive</p>	<p>Children are to discuss as a team how they will approach the game. Are they going to be:</p> <p>Offensive – an attacking style of play</p> <p>Defensive – a style of play that is designed to stop the opposition scoring</p> <p>Will they attack by passing the ball to each other – signalling children should be prepared to make quick passes.</p> <p>Will they dribble at players?</p>
	<p>WALT</p> <p><i>Channel an attacker</i></p> <p>Prior Knowledge</p> <p><i>Children have learned the forward roll and hurdle step</i></p> <p>How Knowledge is progressive</p> <p><i>Children are learning to perform the forward roll beginning with a hurdle step and dive.</i></p>		<p>Channelling</p> <p>Attacker</p> <p>Track</p> <p>Pressure</p> <p>Zone</p> <p>Defender</p>	<p>Channelling an attacker is where the defender tracks the run of the attacker.</p> <p>The defender allows the attacker space in a zone where there is little danger of the attacker being able to score a goal (the sideline)</p> <p>If the attacker tries to dribble towards goal the defender begins to pressure the attacker (tackling etc.)</p> <p>By channelling the attacker into the space the attacker runs out of room because of the side-line. The defender can then trap the attacker in this zone of low danger.</p>
				 <p>The defender does not want the attacker to run towards goal. As they may have a chance to score.</p>
	<p>WALT</p> <p><i>Correctly apply rules to officiate games</i></p> <p>Prior Knowledge</p> <p><i>Children have learned to play games with more complex rules</i></p> <p>How Knowledge is progressive</p> <p><i>Children are developing their knowledge of rules and are beginning to officiate games themselves</i></p>		<p>Officiate</p> <p>Referee</p> <p>Rules</p> <p>Hip Height</p> <p>Push Back</p> <p>Free Hit</p> <p>Semi-Circle</p>	<p>THE STICK – Should NEVER go above hip height</p> <p>START – The game is started with a push back in the middle of the pitch.</p> <p>THE BALL – The ball must NOT touch the back of the stick or a player's foot. If it does then the opposite team gets a free hit.</p> <p>CONTACT – The game is strictly NO CONTACT. If any player obstructs or deliberately makes contact with an opposition player – a free throw is awarded.</p> <p>IN PLAY – If the ball goes outside the lines of the pitch, a free throw from the side-line is given to the opposite team to whoever touched it last.</p>
				

Team Games Exemplification

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	WALT		Sportsmanship	<p>Children to have a talk as a team to assign roles fairly and evenly trying to allow each child to have the opportunity to experience playing as both an attacker and a defender at some point.</p> <p>Consideration -If we win it isn't kind to make the opposition feel sad that they lost.</p> <p>Respect -Next time you play, they may be a team mate and you don't want to hurt their feelings.</p> <p>Motivation -We want everyone to get better and improve. Tell them if they did something that was good.</p> <p>Fairness -We don't want to cheat to win because that isn't fair to the other team. You won't improve by cheating so you are not being fair to yourself.</p>
	<i>Understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates</i>		Roles	
	Prior Knowledge		Attackers	
	<i>Children know different roles and demonstrate sportsmanship</i>		Defenders	
	How Knowledge is progressive		Consideration	
	<i>Children are learning to be more independent in assigning roles and to support each other.</i>		Respect	
Ev al ua ti on	WALT		Evaluate	<p>Children can critically discuss and compare performances talking about what was successful and what could be improved.</p> <p>This can look like a mini coaching session helping a partner improve their performance by modelling and correcting movement patterns.</p> <p>Children could create their own teaching video to demonstrate skills</p>
	<i>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</i>		Compare	
	Prior Knowledge		Contrast	
	<i>Children have learned to evaluate their performance and other's performances</i>		Coach	
	How Knowledge is progressive			
	<i>Children are learning to compare and coach each other to improve performances</i>			



How a team game lesson should look:

- First 5 minutes children should be active and raising their heart rate
- Then 5 minutes of stretching.
- Review – recall previous learning

- AR – Introduce and model sport specific skill
- PA – Teach the conditions(rules) of a game to incorporate the sport specific skill
- ED – Send children of into team, leave these questions:

Team Games Exemplification

- Were you successful?
- What went well?
- What strategy could you employ next time