



# Physical Education

## Games For Understanding

### Unit Purpose

The unit of work will **explore** why we need to **follow the rules** and keep the score during a game.

Pupils will learn how to apply very simple **tactics** for **attacking** and **defending** in games.

### Inspire Me

**Did you know...** the term "referee" originated from football. Originally the team captains would consult with each other in order to resolve any disputes on the pitch.



### Key Success Criteria

- P** Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.
- C** Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.
- S** Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.
- W** Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.

### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.



### Sport Specific Vocabulary

**Rules:** are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely.

**Tagging or Tag:** is the method applied by the defending team to stop the attacker from moving.

**Sharing:** to ensure that a game is played fairly pupils should be encouraged to share and take turns.





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The unit of work will develop pupils' ability to apply simple principles of **attack vs defence**, with a particular focus on creating simple tactics in order to win the game. Pupils will develop their understanding of how, where and why to attack and defend in a game.

### Inspire Me

**Did you know...** that American football teams use one set of players when they are attacking and a different set of players when they are defending. They even have a player whose role is only to kick the ball.



### Key Success Criteria

- P** Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.
- C** Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.
- S** Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.
- W** Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

### Vocabulary for Learning

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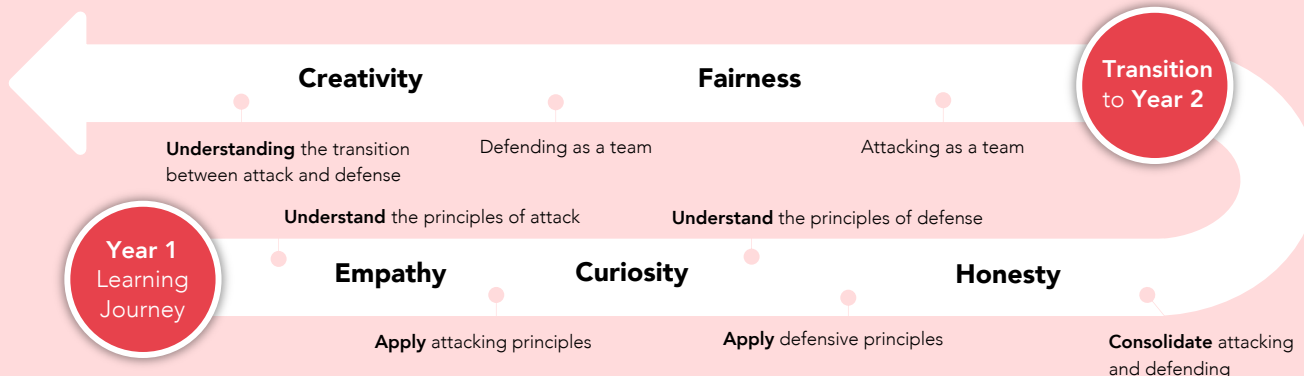


### Sport Specific Vocabulary

**Rules:** are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Team:** A team is a group of people who work together with the objective of achieving the same a goal.





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### Unit Purpose

The unit of work will challenge pupils to create simple **defending** and **attacking tactics**, while continuing to develop an understanding of the **transition** from defence to attack.

Pupils will apply these tactics as a team into games.

### Inspire Me

**Did you know...** on average an NBA basketball team will have 85 shots per game. This means that a team could be attacking 85 times, but also means they could be defending upto 85 times too!



### Key Success Criteria

- P** Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.
- C** Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defense.
- S** Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.
- W** Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline.

### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.

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**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.



### Sport Specific Vocabulary

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.

**Team:** A team is a group of people who work together with the objective of achieving the same a goal.

