

Invasion Games

Learning Outcomes				
Assessment Strand	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner
Reception	<p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance & coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p> <p>Play and use a range of skills cooperatively, taking turns and working together</p>
Year 1	<p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance & coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Cooperate and work in small teams</p> <p>Dress and undress for PE promptly with minimum help</p> <p>Listen to others and follow instruction</p>
Year 2	<p>Demonstrate some understanding of simple tactics for attacking and defending</p> <p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance & coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Recognise and describe how their body feels during and after activities</p> <p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Make judgements to improve their work</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Cooperate and work in small teams</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p>

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Assessment Strand	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner
Year 3	<p>Move with confidence and creativity</p> <p>Perform fundamental movement skills in a range of activities</p> <p>Practice fundamental movement skills with control demonstrating balance, coordination & agility</p> <p>Show understanding of how strategies and tactics can improve their work</p> <p>Understanding of effective leadership</p>	<p>Recognise and describe what effects physical activity can have on the body</p> <p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Make judgements to improve their and others' work</p> <p>Respond to set tasks following rules and expectations</p>	<p>Demonstrate enthusiasm for PE</p> <p>Effectively communicate and collaborate with each other</p> <p>Prepare themselves for PE and Sport</p> <p>Work independently and in small teams cooperatively</p>
Year 4	<p>Confidently demonstrate creativity in their work with control</p> <p>Demonstrate how strategies and tactics can improve their work</p> <p>Demonstrate improvements to their work</p> <p>Perform fundamental movement skills in a range of activities</p> <p>Understanding of effective leadership</p>	<p>Describe why physical activity is good for health and well being</p> <p>Recognise and describe how their body feels during and after activities</p> <p>Understand how to remain active for sustained periods of time</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Make judgements to improve their and others' work</p> <p>Respond to set tasks following rules and expectations</p>	<p>Demonstrate enthusiasm for PE</p> <p>Effectively communicate and collaborate with each other</p> <p>Understand the principles and purpose of preparing effectively for PE and sport</p> <p>Work independently for extended periods of time without the need for guidance</p>
Year 5	<p>Demonstrate improvements to their work</p> <p>Demonstrate originality, imagination and creativity in techniques, tactics and choreography</p> <p>Perform and link skills with control and consistency</p> <p>Perform/complete fundamental sports skills with control</p>	<p>Describe why physical activity is good for health and well being</p> <p>Understand how having high levels of fitness can improve performance</p> <p>Understand how to remain active for sustained periods of time</p>	<p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p> <p>Make judgements to improve their work</p>	<p>Compete respectfully and fairly following rules</p> <p>Eagerly participate in every PE/Sport lesson</p> <p>Effectively communicate and collaborate with each other</p> <p>Understand the principles and purpose of preparing effectively for PE and sport</p> <p>Work independently for extended periods of time without the need for guidance</p>
Year 6	<p>Demonstrate effective leadership</p> <p>Demonstrate improvements to their work</p> <p>Demonstrate originality, imagination and creativity in techniques, tactics and choreography</p> <p>Perform and link skills with control and consistency</p> <p>Perform/complete fundamental sports skills with control</p>	<p>Clearly understand how personal fitness can improve performance</p> <p>Demonstrate sustained levels of fitness</p> <p>Remain active for sustained periods of time</p>	<p>Consistently improve their work</p> <p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p>	<p>Compete respectfully and fairly following rules</p> <p>Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes</p> <p>Effectively communicate and collaborate with each other</p> <p>Work independently for extended periods of time without the need for guidance</p>

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Activity Objectives			
Focus Areas	Skills	Experience	Develop
Reception	travel, send, chase, receive, avoid, control; awareness of space and individual actions	variety of game(s) equipment, practising alone, competition, simple rules, indoor/outdoor areas	simple games, playing games alone and in pairs
Year 1	travel, send, chase, receive, avoid, dodge, control; awareness of space and partner	a variety of games equipment; practicing with a partner; competition, simple rules	simple games, goal scoring, playing these games – alone/with a partner
Year 2	travel, send, chase, receive, avoid, dodge, control; awareness of other players	a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending	making up simple games, playing (net/wall, striking, goal scoring), playing these games – alone/pairs/groups
Year 3	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition	team games, making up games, own game practices, understanding of game principles
Year 4	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition	team games, making up games, own game practices, understanding of game principles
Year 5	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition	team games – working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles
Year 6	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	small sided and modified competitive versions of different types games, a variety of common skills and game principles linked to attacking & defending play; team work; refining their own games, competition	team games – working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles