

Knowledge Organiser -Y6– Invasion Games



PICKHURST ACADEMY

Aa	
Attack/attacking *	The main aims for the attacking team are: • to maintain possession of the ball; • to score. To ensure a team has the best opportunity to score they must: • pass the ball to someone in a goal scoring position (usually an attacking player) or • move with the ball into a goal scoring position.
Attacker	The players involved in invasion games are usually given a position on the field or court. This position will require them to do a specific job for their team throughout the game. An attacker's role is to maintain possession and score.
Bb	
Block Tackle*	The block tackle is one of the most common ways to tackle in hockey. The left hand should be at the top of the stick and the right hand about half way down and the stick must be at a right angle to the direction of the ball and low to the ground.
Bounce Pass*	A type of pass in netball. Passing the ball by bouncing it on the ground to another player. Used to move the ball over a short distance. A great pass to use when defenders are closing in and you need to act quickly or when space is restricted.



Oo	
Overhead Pass*	A type of pass in netball. A long, high pass that goes over the defenders. This pass is most often used when players have a defender closely guarding them, or as a long distance pass. The overhead pass enables players to pass the ball over the top of defenders.
Pp	
Pivot/Pivoting*	You are not allowed to travel with the ball in netball, but players can rotate on one foot in order to get into a different position. Once you have the ball, you can pivot by keeping one foot in the same place and moving the other.
Possession	While a team has possession of the ball it means they have control of the ball and have a greater chance of scoring.
Push Pass*	A type of pass in hockey. The ball is pushed by the stick to build momentum rather than being hit. The transfer of weight from the back to the front foot is what creates the power in the pass. Useful for accurate, middle distance passes.

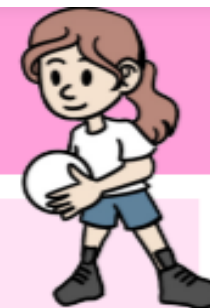


Ss	
Shadowing	A defensive skill used in sports such as netball involving shadowing your opponent's moves using small, fast steps.
Step Over*	A move in football to dribble past a player. Send an opponent in the opposite direction by using a step over turn. • Lift your foot over the top of ball to use a 'step over' which should immediately create you time and space. • Then hook the ball away with the outside of the other foot and dribble away.
Stop Turn*	A type of football turn. The stop turn is a great skill to use to try and keep the ball in play before it runs over the sideline or to leave a defender behind. • Place one foot on top of the ball to stop its path. • Then stop your run as quickly as possible and turn your body to move away with the ball in a different direction.
Straight Dribble*	A way of dribbling with the ball in hockey. The Straight Dribble is the most common type of dribbling used in hockey and allows you to keep control of the ball easily.

Cc	
Chest Pass*	A type of pass in netball. It involves passing the ball with two hands from your chest and aiming it for the chest of your teammate. It is the most accurate way to get the ball around the court and is used for when you need to move the ball over a middle distance with control and speed.
Cruyff Turn*	A type of football turn. Named after Johan Cruyff, a famous Dutch player. This is a great skill for losing an opponent. Look as if you are going to pass or cross but then drag the ball behind your standing leg with the inside of foot. Turn your shoulders and your hips so that you are back in line with the ball and then dribble away.
Dd	
Defend/defending*	The main responsibility of the defending team is to stop the attacking team from scoring and to win back possession of the ball.
Defender	The players involved in invasion games are usually given a position on the field or court. This position will require them to do a specific job for their team throughout the game. A defender's main jobs are marking and tackling.



Ii	
Intercept/Interception	The act of anticipating the pass made by an opposing player and regaining possession of the ball to set up an attack.
Invasion Game	An invasion game involves attacking an opponent's territory (zone) with the aim to score a goal or point. Examples of invasion games include netball, hockey, football, basketball, rugby, handball and lacrosse. • They usually consist of teams of equal players. • These fast-paced games focus on teamwork, keeping possession, attacking and defending. • The players involved in invasion games are usually given a position on the field or court, such as Goal Shooter in netball. This position will require them to do a specific job for their team throughout the game. This job may be as an attacker or as a defender.
Mm	
Man-to-Man Marking	Man-to-man marking is a type of defensive tactic used in team sports such as netball, football, and basketball. It involves each player being given an opposition player to defend and follow the movements of when they are in attack.
Mark/Marking*	Marking a player involves being aware of where the ball is and where your opponent is. When marking, it is important to try to position yourself to give you the best possible chance of getting to the ball first by staying close to the attacker.



Links to the PE National Curriculum

- 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.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

Key Skills: S.E.T

- Social: Working Safely
- Social: Communication
- Social: Respect
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

The rule of three:

- You can hold the ball for three seconds if not moving.
- You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
- You must be three steps away at a throw in.

Other rules:

- Games start from the centre of the court.
- The conceding team start from the centre of the court after a goal is scored.
- Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- possession
- grip
- interception
- protect
- fluid
- defence
- mark
- double dribble
- attack

Teacher Glossary

Interception: when a player takes possession of the ball away from the opposition as the ball is passed

Possession: when a team has the ball they are in possession

Marking: when a player defends an opponent

Principle: these are the attacking and defending foundations that make up a game. Please see principles on the left.



Links to the PE National Curriculum

- 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.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Consideration of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting & applying skills

Key Vocabulary:

- levels • actions • formation • timing
- phrase • performance • expression
- unison • posture • dynamics • canon
- choreograph • contrast • structure

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Unison: Two or more dancers performing the same movement at the same time.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Formation: Where dancers are in relation to each other.

Canon: Performing the same movement, motif or phrase one after the other.

Structure: The way in which a dance is ordered or organised.

Phrase: A short sequence of linked movements.



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Questions...

- How does exercise affect our body?
- Can you describe what happens in your body when you warm up?
- Can you identify other activities that can increase stamina, strength, agility and flexibility?
- What muscles can you feel working during the different activities you do?

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- | | | |
|------------------|-------------|-----------|
| • agility | • technique | • speed |
| • balance | • control | • power |
| • generate force | • strength | • analyse |
| • continuous | • stamina | • measure |
| • co-ordination | • component | • record |

Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

Key Skills: S.E.T

- Social: Supporting and encouraging others
- Social: Working collaboratively
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Analysing data



Teacher Glossary

- Agility:** The ability to change direction quickly and easily.
- Balance:** The ability to stay upright or stay in control of body movement.
- Co-ordination:** The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
- Stamina:** The ability to move for sustained periods of time.
- Power:** Speed and strength combined.

Links to the PE National Curriculum

- 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.
- Pupils should be taught to 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.

Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying tactics
- Thinking: Evaluating and improving

Key principles of net and wall games

Attacking • Defending

Score points • Limit points

Create space • Deny space

Placement of an object • Consistently return an object



How to win a point

A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a doublefault.)

Key Vocabulary:

• ready position • return • serve • outwit

• control • opponent • forehand • backhand

• volley • co-operatively • continuously

Teacher Glossary

Forehand: A stroke where the player hits the ball with their palm facing forward.

Backhand: A stroke where the player hits the ball with a swing that comes across their body.

Volley: When a player hits the ball before it bounces on the floor.

Ace: A serve that is a winner without the receiving player able to return the ball.

Baseline: The line indicating the back of the court.

Service line: The line that the ball must bounce before when serving.

Face: The top part of the racket that has the strings and is meant to hit the ball.