

Teaching & Learning in Games in Primary Schools (KS1-2)

Objective: To help establish a common & shared rationale / understanding of Games to be taught in YOUR school.

What should be taught – *although National Curriculum PE (2014) provides no real 'prescription' on what must be taught we offer some guidance based on best practice, pedagogy, and research. Schools should consider their pupils needs, their context and community when planning.*

Schools should consider what planning material is made available for teachers and school staff who will be teaching PE. Many schools provide a scheme of work which contains the Long-term plan for PE at the school (intent) as well as guidance on the implementation of this vision (intent) through medium-term plans and short-term lesson plans. Where staff feel that they do not have the confidence to implement such planning, the PE Subject Leader should provide support, guidance and continued professional development. There should be regular updates, monitoring of teaching and pupil progress. Staff should also consider their school's resources & their appropriateness for ALL learners.

Schools should consider ensuring that there is a simple overview of the learning that is planned and how it is sequenced to ensure the long-term expectations for pupils learning are achieved. These are sometimes referred to as 'Skills Progression Maps' as they set out what is to be learnt. Remember that this will also be the knowledge and understanding in the area of activity as well as just a list of skills or 'can do' statements. Many schemes of work, such as Get Set 4 PE, provide these to facilitate schools in planning and sequencing the pupils learning.

Remember that this is just a guide and that learners should follow guidance from their PE subject leader, appropriate scheme of work and risk assessments to ensure compliance. Staff CPD can always be requested and in fact whole staff CPD can be incredibly impactful.

Skills Progression in Curricular Games

Schools should ensure that they have a skills progression for Games mapped out for teachers planning. Many schools adopt and adapt those that are provided in commercial schemes of work ensuring that they suit their needs. Such schemes of work include 'Get Set 4 PE', Primary PE Planning and The PE Hub as mentioned earlier.

Introduction

*It is important that delegates reflect on what they know or perceive to be the requirements of the National Curriculum as they relate across the area of activity of Games. Often teachers and school staff presume that they know what needs to be taught and are surprised to see that the National Curriculum does not require the teaching of specific sports, such as football, cricket. This module sets out to address this and to show delegates how to teach the **Skills** and **Principles** common to the types of games activities appropriate to primary PE – “**Transferable Knowledge, Skills and Understanding**”*

1) What must be taught?

Your starting point for answering this question must be with the National Curriculum for Physical Education (2014). This sets out a *minimum* requirement and entitlement that all pupils in England should receive. Different countries have different approaches and different requirements. Learners who are not working in England should ensure that they check to see what statutory / mandatory or even recommended curricular rules apply to their particular situation.

In reading this schools and teaching staff must then apply this to their individual context and the needs of their pupils. It should reflect local opportunities, local needs (e.g., health inequalities), gaps in experience and a whole host of other considerations that will be similar to that which as a school you are working to address. Some schools will use a detailed scheme of work which has either been produced by a PE lead at the school or more commonly has been bought in commercially – schemes such as Get Set 4 PE, Primary PE Planning or The PE Hub to name but three (*other schemes are available*).

So, what does the national curriculum (NCPE – 2014) for physical education state for English schools? Below is the Aims and Subject Content applicable to primary schools. Remember when reading this that it is a MINIMUM entitlement and requirement.

Key Question: *Do you want the bare minimum for your pupils or even your child(ren)?*

We should strive to build upon this and offer a broad and balanced range of physical activities which engage our pupils, promotes a greater depth of knowledge and understanding, challenges them to be active for sustained periods of time, both in lessons and at breaktimes because they love being active. Remember as you read the NCPE (2014) below that competition can be used in lessons, between individuals and groups of pupils but also it can be about trying to *beat your own score, your own distance, your previous performance time / distance etc.* Setting personal bests can also support differentiation by outcome allowing you to extend all pupils in line with their abilities, aptitudes and experiences. Competition can also be between classes, house groups, year groups. This we call ‘*Intra-School Competition*’ and schools are capable of ensuring that every pupil takes part in such competitions. The most common is Sports Day but this is just one event a year, many schools are working to present pupils with house / class competitions every term or even half-term to encourage their pupils to excel, push themselves, observe fair-play and rules, work collaboratively, be resilient etc.

National Curriculum Physical Education (NCPE 2014)

Aims: *The national curriculum for physical education aims to ensure that all pupils:*

- ***develop competence to excel in a broad range of physical activities***
- ***are physically active for sustained periods of time***
- ***engage in competitive sports and activities***
- ***lead healthy, active lives.***

Attainment targets: *By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.*

Subject content - 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.*

Subject content – 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.*

2) Identifying the Different Areas of Games

- As pupil's progress and develop their knowledge, skills and understanding (KSU) in and through Games, they are introduced to Games across essentially, three areas (sometimes 'Target Games' are referenced as a fourth pre-cursor). These are

Target Games (Pre-cursor). Net Games (including wall games). Striking and Fielding. Invasion.

- Each area of activity has a common set of **Principles** which distinguish them. For example, Net Games consist of an element of responding to what an opponent on the other side of the net does in response to your actions, or in Striking and Fielding Games – the batter (hitter) always tries to hit where there are gaps in the fielders' positions. Remember from earlier lessons that Learning Objectives often reflect wider development of understanding, fundamentals, principles. When considering these principles, it can be useful to consider the wider learning objective(s) of a block of work so that you start with the end point and then set out to plan the journey to achieve the learning objective.
- Known as the **Principles** or **Fundamentals** of Games they require pupils to have -

Knowledge

Skills

Understanding

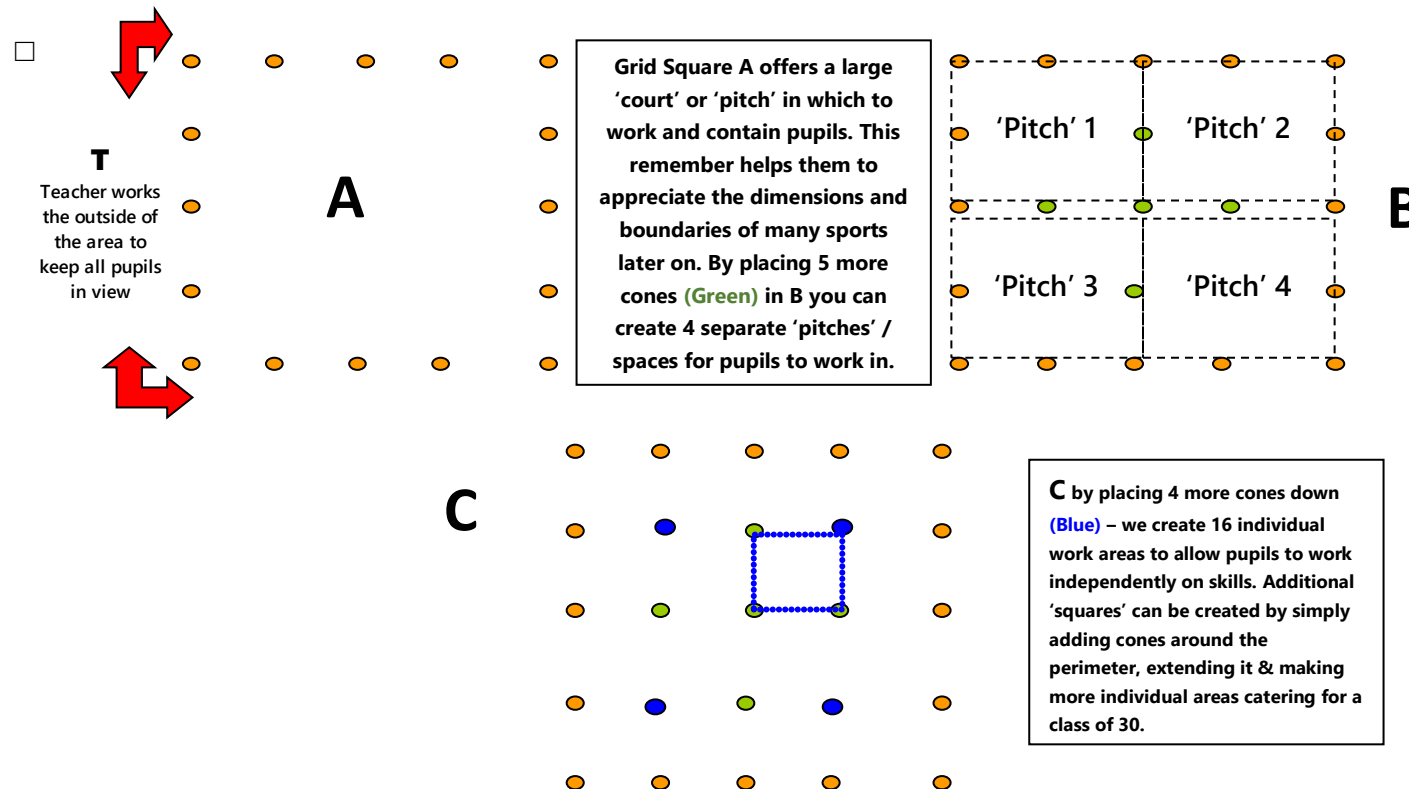
Sadly, as teachers, we are often guilty of focussing more on the Skills component, i.e., what the pupils can DO and not what they know and understand. This lesson resource seeks to address this by getting learners to understand the components of each games category so that they can help pupils build upon prior learning and experience. Look at your assessment material for the games area of activity. Does it feature a series of 'Can do' statements focussing on skills or are there criteria looking at pupils understanding, knowledge - it's application, selection, evaluation etc?

3) Warming – Up (Remember link this to the Lesson Outcomes – use appropriate activities and link to the expected LEARNING)

- ☐ *In Games, just like other areas we need to help pupils to understand and know how to warm up.*
- ☐ Always use a particular space or "court" / "pitch" when working with pupils as this helps them to focus on the **principles** of each group of games. For example, in Invasion Games, if you have possession of the ball and you step on or over a side-line, then you lose possession, and the other team get to take over possession and start their attack.

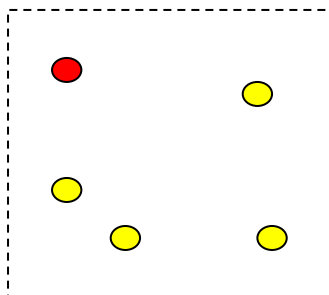
4) Use of Grids *(use cones)*

- Example - **Grid A** - a large 5 x 5 grid square for pupils to work in. All pupils have a Rugby Ball (foam) to carry in **BOTH** hands (*linked to main activity of lesson – carrying a ball, ready to pass either side, maintain possession*). Jogging and moving around the square, avoiding each other, looking for space to run into. Keeping in the space and not going over the lines – losing possession if they do in a game remember – keeping context.



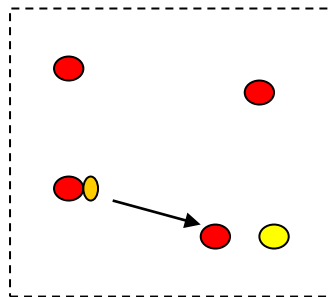
5) Warming Up Games (some simple ideas)

- ☐ Working in pairs, get a sponge ball between you and stand back-to-back. Person with the ball twists round clockwise to pass the ball to their partner who has twisted round anticlockwise to reach for the ball. They take it and turn clockwise to pass it back round to their partner who has turned anticlockwise to reach for the ball back again. This is then repeated. **This activity mobilises the lower back and helps to warm up the muscles and familiarises pupils with the ball (ball handling).**
- ☐ The ball is now passed 'over' and then 'under'. **This mobilises spine and shoulders and continues ball handling / familiarisation.**
- ☐ Taking turns, pass the ball around your body. Start with ankles, knees, hips, chest, head. This can be made into a quick little race.
- ☐ Figure of eight passing of ball through legs – hand to hand, then rolled on floor using finger tips to guide it. **This helps joint and muscle mobilisation, warming but also ball familiarisation and handling.**
- ☐ **Keep the warm-up CONTEXTUAL if possible. Use the equipment that you are going to look at later in the lesson.**
- ☐ **Comparative look at Tag Games.** Play different popular variants – understanding the roles and nature of each approach. Look at '5's Tag'.



- In 5's and in a grid-square marked by 4 cones:
- 30 seconds to make as many Tags as possible. Cannot tag the same person again until you have tagged someone else, must all stay inside lines of grid
- Swop over tagger – 10 second count
- Motivation: person who makes the most tags wins, dodging helps to keep scores down so you can hopefully win!

☐ **Corner Ball – a passing and moving games for older Key Stage 2 pupils (Yrs 5 & 6)**



- In 5's and in a grid square:
- Can you "Tag" as a **team** the one player identified by catching them in a corner and tagging them with a ball
- Taggers cannot move with the ball and must pass it. Tags can only happen if the ball is both hands of tagger.
- Looks at closing space down as a good defence / defender would

☐ **OCTOPUS** – an Invasion Style warm-up and basic skill development game. Useful for activities (sports) such as rugby, football etc.

6) Common Principles of Games

- ☐ When considering all of the elements of Games, learners need to consider *what are the basic principles that underpin all the elements of Games within the National Curriculum for physical education (2014)*. These **can** be viewed as:

ATTACKING PRINCIPLES and **DEFENDING PRINCIPLES**

- ☐ When considering these elements, it is important that teachers look at what experiences the pupils have and their prior knowledge, skills and understanding. This is why having a skills progression map is so useful in ensuring the planned and sequenced learning is implemented. Ask your PE subject leader for the school's skills progression map or review that provided by the scheme of work you are using e.g. Get Set 4 PE. The table below looks to help delegates identify common themes and principles across all the three main areas of Games as required at key stage 2. Remember these are: [can also consider in EYFS / KS1 – Target Games]

Net Games (including wall games). **Striking and Fielding** **Invasion**

- ☐ When considering basic skills such as '**SENDING**' delegates should look at and across the range of sports in each category and look at the **varied** yet **similar** skills – helping to support the pupils to see skills in context. For example, the common principle involved with striking a ball (as found in cricket) can be applied across all striking games but also net/wall games in that the position of the bat face (or racket head) influences the direction of "hit". Helping pupils to understand this, and how the follow-through guides the ball (shuttlecock) can ensure pupils

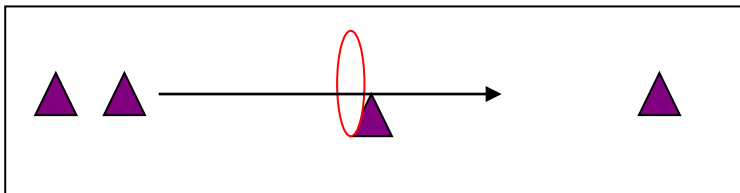
make good progress across the knowledge, skills and understanding required within the curriculum. This we call 'Transfer of Knowledge' and is an essential part of purposeful PE in primary schools.

Attacking Key Principles	Key concepts	Defending Key Principles	Key concepts
Keeping Possession (Invasion Games) Being on 'Strike' (Striking and Fielding Games) Taking the initiative and controlling your placement (Net / wall games)	<ul style="list-style-type: none"> • <i>Movement with / without the ball</i> • <i>E.g., Dodging, dribbling, backing up (cricket)</i> • <i>Sending Skills (including hitting, kicking etc.)</i> • <i>Receiving Skills</i> • <i>E.g., catching, throwing, passing, kicking</i> • <i>Understanding rules</i> • <i>Staying in</i> 	Regaining Possession (Invasion Games) Getting other team out (Striking and Fielding Games) Creating time to place shots and force opponent to go back on the court (Net Games)	<ul style="list-style-type: none"> • <i>Tackling / blocking (eg Volleyball)</i> • <i>Anticipating / positioning</i> • <i>Intercepting / Net play</i> • <i>Tracking / marking</i> • <i>Understanding rules</i> • <i>Receiving skills</i> • <i>Sending skills</i>
Creating Space to move into Creating Space to hit into Creating Space to exploit	<ul style="list-style-type: none"> • <i>Dodging, getting free</i> • <i>Drawing defenders / opponents</i> • <i>Use of width / length</i> • <i>Movement off the ball</i> • <i>Faints, "dummies" – skills</i> • <i>Positional play / striking to open up areas of a court, pitch, table etc</i> 	Limiting Space to hit into Limiting Space to move into Limiting angles to exploit	<ul style="list-style-type: none"> • <i>Marking – players, space, target</i> • <i>Jockeying</i> • <i>Playing to rules</i> • <i>Blocking</i> • <i>Closing the angles</i> • <i>Forcing players deep (Net games)</i> • <i>Forcing players wide</i>

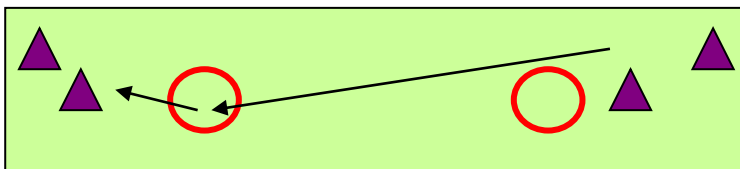
- It is our strong belief and commitment that Games in Primary schools should not feature one “Sport” only but focus on the key principles and characteristics of the types of Games played. These are: [and can include Target Games]
 - **Invasion**
 - **Striking and fielding**
 - **Net / Wall**
- Invasion Games are the biggest category of “sports” and contain the hardest group of principles to apply as the processes that pupils’ need to apply are more complex in nature for example players can move around the whole space, can be many players etc.
- Good teaching of Invasion Games should cover ‘**transferable skills**’ for Invasion sports. The table above identifies the key basic principles and associated basic components needed to master Invasion Games
- If you take any Invasion Game – you can unpack it to see what the children need to know, understand and be able to do. The key is to look at what is common about one sport within this group and another so that pupils can take skills learnt in one sport and transfer them to another.
- Example: Using a grid square and working in 4’s pupils **EXPLORE** different ways of getting across the grid square without losing their TAG(s). We are using Tag Rugby as an example but ‘How would you do this in *football, hockey, netball*? Use what you know to explore and show me how’.

7) Striking and Fielding Examples

- **Target Bowling (4’s)** – looking at sending skills, as used in bowling action of rounders, softball, and cricket

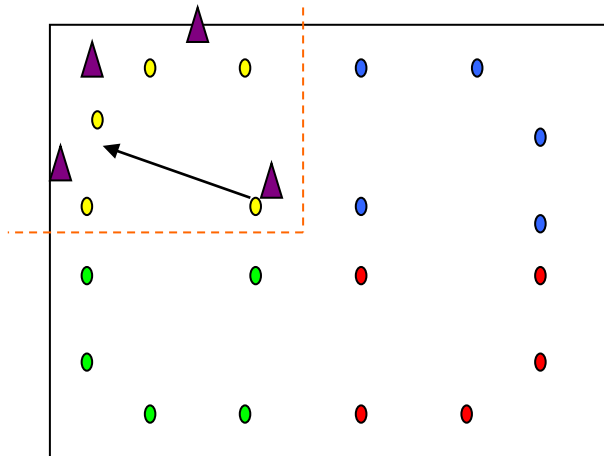


One group member holds a hoop for the others to take turns passing through as if bowling in Rounders or Softball. Swop hoop holder every six balls (an OVER in Cricket (contextual link))



Using a cricket bowling action – ‘Draw the 6’ each person takes it in turns to bowl to get the ball in or around the hoop. Throw down spots / lines work

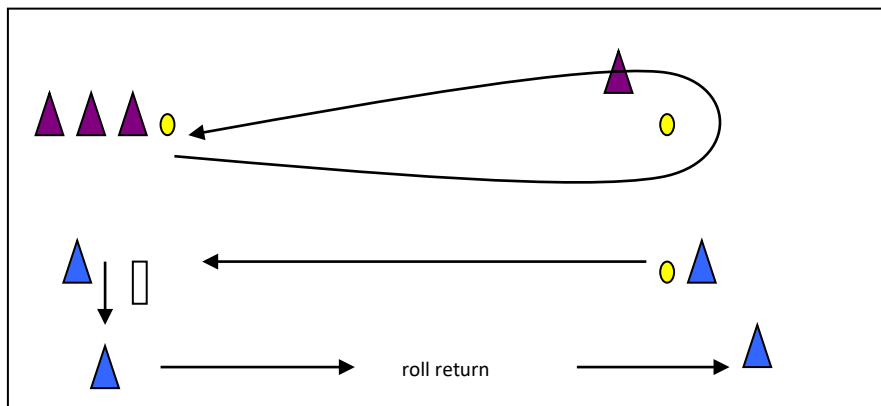
- **Striker (4's)** – Organise as in the diagram below. Aim is to try and strike the ball off the 'Tee' and 'score' by sending it through the marked zones (goals). These are undefended initially as players develop their accuracy and direction. Each zone (goal) could have different point values to encourage placement.



Zones are set up to ensure safe hitting using "web" principle. Hitter has 3 balls to strike (3 goes). Swop over after 3

After initial goes the defenders can step and 'defend' their goals making it harder for hitter to score points.

- **Run and Return (8's)** – See how we have moved from 4's to 8's – this facilitates smooth transitions and helps organisation saving valuable teaching time. The game includes hitting, fielding, throwing (or rolling), safety zones (decision making by batter). **Run and Return (8's)** is a skill development game idea. This concentrates the fielders on their sending and accuracy, whilst encouraging quick running and turning by batting team. It can be played it as a cricket type activity – *can you see how you could adapt it for say, Rounders?*



Batting Team (purple) must each run out to the cone and back twice, a total of 8 runs. Each run scores 2 points which gives a total of 16 points available

Fielders (blue) try to knock down wicket (target) with a ball bowled (cricket or rounders style). Every time they hit it, they get to take 2 points off total batting side score. Therefore if they hit it three times ($16 - (3 \times 2) = 10$).

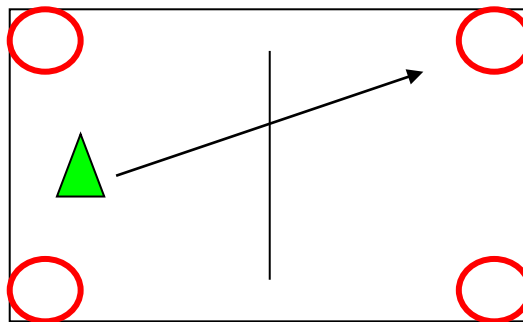
Swop over roles. This is also a good link to Numeracy

- ❑ **Chain Gang** – [Card 8 in TOPs Striking and Fielding Resource Cards] In this game the fielders and all the batters are active. Set up like in Rounders with 4 bases and a batting square. No fielders are allowed closer than the line between First Base and Last Base (safety). This can be played with or without a bowler making it adaptable for younger players by using a 'hitting tee' or a simple cone to hold the tennis ball still for the batter to strike. This way the batter can exert more control on the direction of their hit to help demonstrate the key principle of trying to strike the ball where fielders are NOT – hitting for the space.
- ❑ Once hit the batter starts running to get round all bases to score a point – HOWEVER – they are then followed by the entire batting team, in a chain (no overtaking) who also try and get round all bases to help score points to. If all 8 batters get round in time – 8 pts, if only five get round then only 5 pts.
- ❑ The fielders meanwhile try to retrieve the ball as quickly as possible and form a line (one behind the other) in the centre of the bases and pass the ball over their heads all the way down through the defending team. When it gets to the end of the defenders line the last person shouts 'STOP!' and holds up the ball.
- ❑ Every Batter who has managed to get round all 4 bases by this time, scores a point – but any who have not got round in time – do not score on this go.
- ❑ If a fielder catches the ball direct from the batter's bat – the rules still apply – run as a chain (batters) to score and fielders get together in a line to pass the ball overhead to stop them! In other words, you cannot be out as in cricket or rounders but rather this catch helps the fielders to get together faster. Engages pupils more, for longer and ensures every pupil is active throughout.
- ❑ Can you see how you can adapt to use as a kicking game (sending skills), or a throwing game?



8) Net and Wall Games

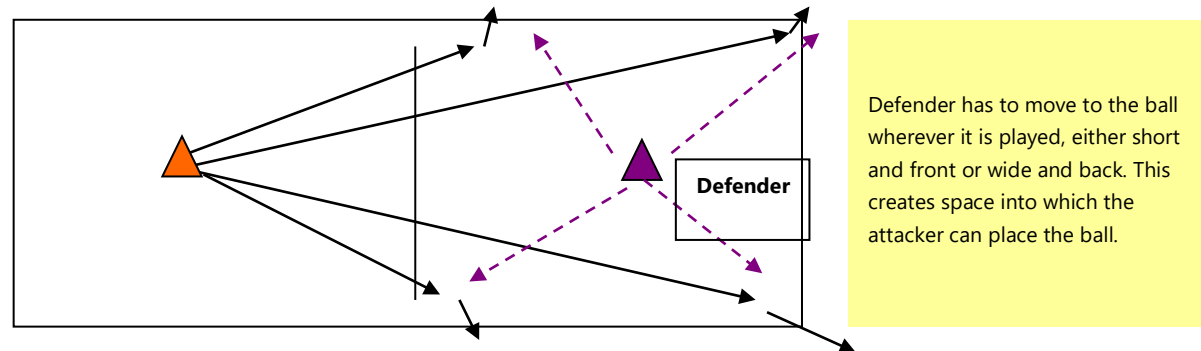
- ☐ **Hand Tennis (2's)**– can be done over a simple net or benches or just a cone line. In 2's with a sponge ball. This starting game is played co-operatively (collaborative learning). Teaching points, palm needs to face person so ball travels in that direction (introduce follow-through). Knees bend and help to lift ball over 'net' so you do not just swipe at ball.
- ☐ **Hand Tennis (2's) – Development** – making it so that you start to encourage more directional play with shots to **CREATE SPACE** in which to hit the ball and score. Hoops are placed at back of the court or throw down lines. These create 'wide' targets which have the effect of moving a player left or right to return ball exposing the other side (creating space). This is a simple principle behind most Net/Wall games.



Use a sponge ball - With older pupils rackets can be used

"Net" can be bench, line on playground, net, or cone row. Targets can be hoops or throw down lines, skipping ropes made into a corner

- ☐ **Get a Grip – 8's** – This fun activity can be played as part of a warm-up and is designed to help pupils to understand about the racket head and how the ball will go where the 'strings' face. This is a simple relay game. This is sometimes known as '**Caterpillar**'. Pupils start behind a line with one ball on a racket head. On the word go they must pass the ball, racket to racket head to progress down a set line. Once you have passed the ball sprint round to the front of the line again, receive the ball and pass it on!
- ☐ **Play Co-operative Hand Tennis** as above but now add in **small-handled** rackets. Once players have developed sending skills then play competitively. Encourage players to use width and depth as in the diagram below. This helps to **CREATE SPACE**. By encouraging players to Defend by covering the court from **MIDDLE** then a Defender can **LIMIT SPACE** for the attacker to score in.
- ☐



- **Volleyball (8 v 8)** – use as a game to introduce all the wider concepts of Net games including serving, blocking. Use a sponge ball, soft touch volleyball or Balzac Balloon Ball.
- Learners need to understand that there are literally thousands of different games activities and ideas out there. When choosing or looking at material always consider – “What is this activity helping the pupils to LEARN – to develop their Knowledge, Skills and Understanding?” Can you adapt it to really ensure that these are paramount and that YOUR pupils will grasp the concepts. Watch for pupils demonstrating what you want – identified and shared through the Learning Outcomes (WILF) or WAGOLL (What A Good One Looks Like) – identify any misconceptions and support / intervene as appropriate. Don’t stop the whole class from learning if only two pupils are struggling but rather work with them – apply STEP principles – does this help etc.

9) Invasion Games

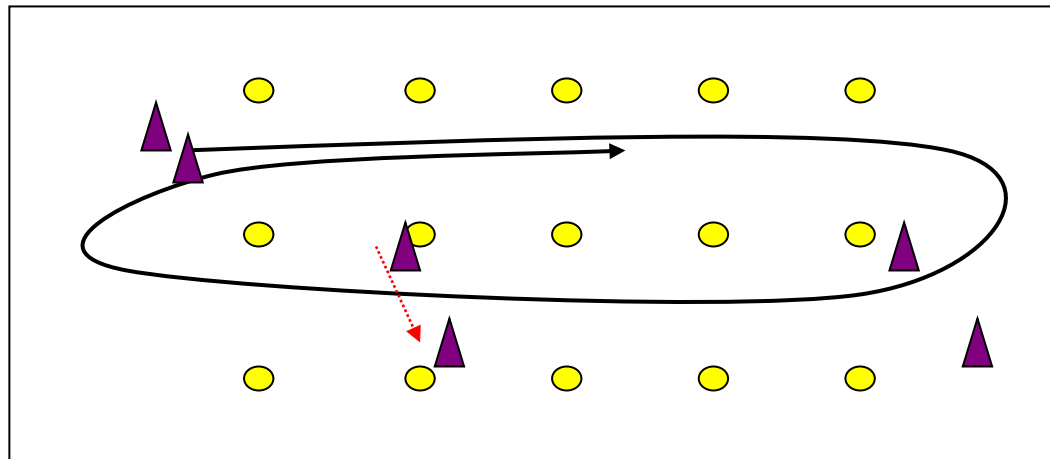
These are the hardest group of games for pupils to grasp. They consist of lots of closed skills within a very open and fluid environment. Pupils need to make decisions quickly and execute them quickly adding to the pressure that they are under. Games should be adapted or ‘potted’ versions of sports and heavily adapted to make them appropriate to the age and knowledge, skills and understanding of the pupils. Initial starter activities could include pupils all moving in a set area so that pupils start to develop peripheral vision application, looking where they are going and adapting to others moving in the space.

- **Movement - using equipment**, e.g. stick, ball. Run to space and touch floor (stop ball). Keep head up and keep moving to space

- **Goal or Gate Passing** In pairs pass a ball through a pair of cones using a variety of methods of sending and receiving. This could involve different equipment and different control surfaces.
- **Goal or Gate Passing on the Move! (MOVEMENT Off the Ball)** Now move and find more “goals” to pass the ball through to each other. ***How many can you get in time? What must the person without the ball do? How can you help each other?***

Important Note – adding in movement makes a skill more complex and higher order. Quality of passing can be affected.

- **Zone passing** – using cones to help promote passing. Set up as in the diagram below.

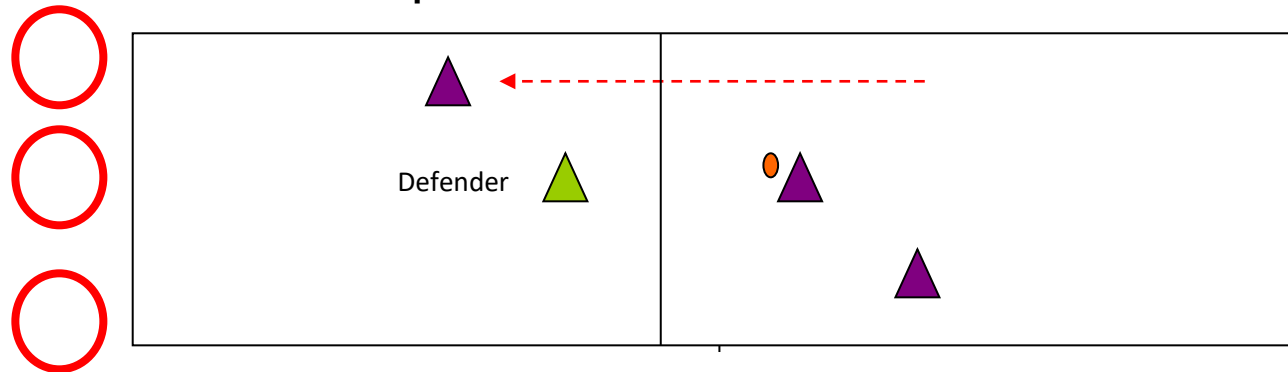


Players work in 2's and move up and down through the channels created by the cones. As the ball carrier passes a cone they must pass to their partner who carries it forward and onto the next cone. They then pass as they reach it.

This practice can be continuous.

- **Development activity** – Placing a static defender in the channel. This simulates a defender. The ball carrier must run at the defender and pass just before. This is like an attacking principle – **CREATING SPACE**.
- **Extension activity** – defender can now move sideways on the line between two cones. Attackers can then try and make them move by running at the space, passing or not passing in order to **BEAT THE OPPONENT**

- ❑ **Defenders are static** (initially) to encourage player to 'SHIELD' ball. This means to place their body between defender and ball. This will require both hands to be used (or if doing this as say hockey, both sides, or football both feet)
- ❑ **Defenders Active** – defenders can now try and get ball but cannot move feet.
- ❑ **PIGGY in the MIDDLE** – play the traditional game and then develop to **END BALL**
- ❑ **End Ball or Three Hoop Ball**



Top Tip! Ask frequently:

- What do I need to do to create space?
- How can I create Space?
- How can I send the ball?
- How can I limit space?
- How can I keep possession?
- How do I get possession?

**Now you are playing
INVASION Games!**

More Ideas can be found in the Resource Material – TOP Games



- Take a look at the examples above. Can YOU see what the activities are trying to get across? What would pupils be **LEARNING**? This is key!

Summary

The ideas and concepts shared in this course companion are but a handful. They are designed to try and get the reader to look at the purpose of the planned activities that may be presented to them via a scheme of work / lesson plans.

Look to ensure that YOU understand what the learning is. Is this the best way to teach it with your pupils, your resources, your additional adult(s), your space etc. Does the activity help build upon previous activities to help promote a smooth progression and continuity of pupil's learning?

If not – adapt and change it.

When teaching – watch for pupils' understanding through the application of the Learning Outcomes that you have shared with the pupils – are they showing you what is expected? If so, are all? Who isn't? Who is ready for a progression? How can you challenge them more etc. How will you secure the greater depth and understanding of the principles?

Remember that CPD on Games (whatever type) will only improve your subject knowledge and your ability to teach high quality PE. Most of the National Governing Bodies of Sport have their own teacher CPD modules, access those which you can.