Invasion Games – Striking and Fielding		
EYFS	KS1	KS2
Early Years Outcome Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	**KS1 National Curriculum Aims** Participate in team games, developing simple tactics for attacking and defending;	**KS2 National Curriculum Aims** 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;

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Preparation Warm up These skills and conversations need to happen throughout the term. **Skills included** **Passing**	See development matters document for progression.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Passing a ball in a variety of ways. (throwing - underarm, rolling, kicking)	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy Passing the ball with increased speed and accuracy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Passing the ball with increased speed, accuracy and technique Choose and make the best pass to a partner independently

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Lesson 1 Development of skills Using space Possession (KS2)	See development matters document for progression.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. (simple games of piggy in the middle).	Make the best use of space to pass and receive the ball. Know how to keep and win back possession of the ball in a team game. Explain what possession is. (having physical control of the ball).	Demonstrate a good awareness of space. Keep and win back possession of the ball effectively and in a variety of ways in a team game.

			Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. e.g. In Cricket a child will throw the ball to their team mate.	
Lesson 2 Development of skills Attacking and Defending **Knowledge** Tactics and Rules	See development matters document for progression.	Begin to use and understand the terms attacking and defending. Knowing what attacking is (to move forward and try to score goals or win points). Knowing what defending is (the action of preventing the other team from scoring). Use at least one technique to attack or defend to play a game successfully. (Passing, striking or fielding) Football, tag rugby or netball - Use simple attacking skills such as dodging to get past a defender. - Use at least one technique to attack or defend to play a game successfully. (passing, fielding or striking)	Use a range of attacking and defending skills and techniques in a game. Fielding skills as an individual to prevent a player from scoring.- Tag Rugby or Cricket Know how to play a striking and fielding game fairly. Cricket or Tag rugby Vary the tactics they use in a game. Adapt rules to alter games. Cricket or Tag Rugby Playing a game, reflecting changing the rules.	- Shoot in a game. - Think ahead and create a plan of attack or defence. (team talks before a game) - Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Communicate plans to others during a game. (team discussions) Lead others during a game. (team captains)
Lesson 3 Development of skills Attacking and Defending	See development matters document for progression.	Practise basic striking, sending and receiving. Knowing what striking, sending and receiving is Strike or hit a ball with increasing control. Position the body to strike a ball.Cricket, Rounder's or Hockey.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Cricket or rounder's Use hand-eye coordination to strike a moving and stationary ball.	Hit a bowled ball over longer distances Use good hand-eye coordination to be able to direct a ball when striking or hitting. Develop a backhand technique and use it in a game.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Performance During every lesson	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Control my body when performing a sequence of movements. Participate in simple games.	Engage in competitive activities and team games. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Evaluate During the end of every lesson	Talk about what they have done. Talk about what others have done.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	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.

Lesson layout – This needs to be drilled in the children's and staff head of how a lesson goes.

Preparation – Warm up

Development – Learning the skills

Performance – Playing a game with the skills they have learned in that lesson.

Evaluate – What went well today?

Who is proud of what they have achieved?

What could you do next lesson?