## INVASION GAMES Year 4 Unit 2 Lesson 7



**AREA OF LEARNING:** Invasion Games Techniques DATE: CLASS: ENGLISH CURRICULUM (2014) LINKS: PE: use running, jumping, throwing and catching in isolation and in combination; play competitive games [e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. WELSH CURRICULUM LINKS: Physical Development - Health, fitness & well-being activities SCOTTISH CURRICULUM LINKS: Health & Wellbeing: Physical Education **LEARNING INTENTIONS: RESOURCES: CONTENTS:** • Pupils to develop an understanding of how to succeed while evaluating and Page 1: Bibs recognising their own success. - Planning and preparation **Basketballs** Page 2: Marker cones - 40 minute lesson plan Hoops Page 3: Bats - Active classroom ideas Footballs **Rugby Balls**  Small balls **OBJECTIVES: EXPECTATIONS:**  To put games techniques and skills into practice in a competitive environment. State to your pupils what your expectations are going to be of them are throughout these lessons i.e. listening, following instructions, good behaviour etc. **EVALUATION/ASSESSMENT OPPORTUNITIES/SESSION NOTES** 

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	LEARNING ACTIVITY	TEACHING POINTS
INTRODUCTORY	Ice & Sun: Two pupils are 'ice' and wear blue bibs. Two are the 'sun' and	How many times did you get frozen?
ACTIVITY	wear yellow bibs. The 'ice' pupils chase others (apart from the 'suns'), and	
5 minutes	touch them so they freeze. Pupils become defrosted when they are	
	touched by the sun. Swap.	
LESSON FOCUS	Treasure hunt: In pairs, take it in turns to run into the middle and collect	
	one ball at a time and return it to their partner. If the ball is a basketball	Could add a time limit and allow children to take balls from
	they must bounce it back, if the ball is a football they must dribble it back,	other teams once the middle is empty.
	if it is a rugby ball they must carry it back and if it is any other ball they	
	must roll it back and run back to their partner. When the middle is empty	
	all the balls go back into the middle and can play again.	
	Islands: Coloured marker per person, less one. Ball each. The markers	
	are scattered evenly around the playing area. Players dribble freely and on	
	your signal they dribble to a marker and place their foot on it. The player	
	without the marker has to perform a forfeit.	
		Ensure plenty of space between each group. The ball must
	Hoop to Hoop: In teams of 3/4. Each group has two hoops one containing	be placed in the hoop next to the team. Can you get the
	a different assortment of balls and a bat. First pupil runs to the hoop	ball to bounce only once before it reaches the team? Can
	containing the balls and strikes the ball back to the next pupil. This pupil	you hit the ball for the next person to catch? To make it
30 minutes	receives the ball, places it in the hoop next to the team and then runs out	easier use a larger ball and move the hoops closer together.
	to strike the next ball back. First person runs to the back of the line.	
COOL DOWN	Lazy Starfish: Pupils lie on their backs with hands at sides and feet	
	relaxing outwards. Breathe deeply for 5 breaths. Breathe in and expand	
	the body into a huge, wide starfish stretching your arms and legs a far as	
5 minutes	they will reach. Exhale, totally relaxing the whole body – becoming floppy	
	and loose. Breathe deeply for 5 breaths. Repeat.	
CLOSING ACTIVITY	Exercise and my lungs. Discuss the function of the lungs and the effect	· · ·
40	that exercise has. When you exercise your lungs need to breathe in more	start to move about, the muscles in your body send
10 minutes	air, we need to do this to stay alive. Increased activity requires the lungs	messages to your brain that they need more oxygen (air). So
	to work faster and harder to obtain the air we need.	during exercise breathing increases.

## ACTIVE CLASSROOM IDEAS Year 4 Unit 2 Lesson 7



Active Classroom Ideas are 15 minute activities for smaller spaces which can be carried out by teaching assistants within the classroom.

	ACTIVE CLASSROOM IDEAS
WARM UP STRETCH - Stretch Wave 3 minutes	Sit in a circle. The teacher performs a gentle basic stretch and holds it. One at a time, moving in a clockwise direction, the pupils perform the same simple stretch. Once it has been passed around the circle, the pupil to the
ACTIVITY FOCUS – Smugglers 10 minutes	left of the teacher should stretch a different part of their body and the wave continues.  Split the class into two groups – the smugglers and the goodies. Select a mix of beanbags of just 4 colours and hand them out one each to the goodies. Mark out 4 areas in the classroom (you can use tables for this activity) and allocate them a colour corresponding to the beanbags. Explain that the goodies have to walk around the classroom placing the beanbags onto the table of the same colour. Introduce the smugglers into the game after 30 seconds, they then have to walk around the classroom removing the beanbags and placing them on the tables of different colours which the goodies must then rectify.
RELAXATION – Through the seasons 2 minutes	Ask the children to find a space to stand in. Explain that will demonstrate a plant through the seasons of the year. Explain that it is winter, the plants are small and weak (pupils should crouch down low to the ground). In spring the stronger sunshine allows the plant to start to grow (children slowly start to stand up and spread out their arms). In summer the warm sun allows the flowers to open up (children stand upright with arms spread to indicate flower opening). In autumn the sun becomes weaker again (pupils crouch lower to the ground).

## **HEALTH-RELATED FITNESS (take 10 minutes to explore these discussion points)**

**Exercise and my lungs.** Discuss the function of the lungs and the effect that exercise has. When you exercise your lungs need to breathe in more air, we need to do this to stay alive. Increased activity requires the lungs to work faster and harder to obtain the air we need.

Exercise and my lungs - Need to breath in air to live. As you start to move about, the muscles in your body send messages to your brain that they need more oxygen (air). So during exercise breathing increases.