# Invasion games

(for example - Football, Netball, Rugby, Hockey, Basketball).

## Individual activities

In order to develop basic skills, pupils should be encouraged to work on their own to increase the number of repetitions.

1. On their own pupils find different ways of completing the activity. For example:
* Catching a ball
* Moving with a ball
* Hitting a ball

What is important here is that your organise the space so that pupils are clear where they are working, as well as what they do should they need to leave their area (for example to retrieve the ball).

Levels of competition can be added, for example how many times can you throw and catch the ball in 30 sections.

Pupils can also be encouraged to think about what they are doing when they perform the skill. For example they can think about what their hands do as they catch the ball, thereby thinking in detail about the different parts of the skill.

## Paired activities

Once pupils become proficient in the execution of the skill they can start to work in pairs.

Again the working area needs to be clearly defined and can usually be achieved by join two squares together.

You therefore need to carefully consider the transition of the activity – for example:

* Which pairs are working together (it is probably best for you to decide upon this).
* What happens to the spare equipment – who puts it back in a safe place?

In working as a pair, pupils are given the opportunity to further refine their skills in a ‘safe environment’ which means that they have time to practice and are limited in the pressures they face from other pupils.

### Sending and receiving activities

Here the emphasis is placed on pupils to work together to develop their skills.

Activities can included:

1. Passing the ball
	1. They try to find as many different ways of sending the ball as they can.
	2. They are then challenged to see how many times they can pass the ball in a set time.
	3. They are encouraged to reflect upon their level of success and identify how they could make improvements.
	4. They then attempt the challenge again to see if they can make any improvements.
2. Passing over distance
	1. Here pupils pass over varying distances.
	2. They start close together and then they successfully catch the ball they move back, and move forward if the ball is dropped.
	3. The challenge is to see how far apart they can get (although again you need to be aware of safety issues in respect of working areas and accuracy of throws.
3. Passing between a target
	1. Here we are looking at developing accuracy
	2. The aim is to pass the ball between two cones.
	3. Each time the pair are successful they move the cones closer together.
	4. The aim is to see how close they can get the cones.
4. Passing and moving
	1. Once accuracy has been developed, pupils can be encouraged to start moving around their area (the premise being that if they can accurately send the ball to each other, they can equally send the ball away from each other).
	2. Pupils send the ball and then move into a space to receive the ball back from their partner. The emphasis is placed on pupils looking to see where their partner has moved too.
	3. Using the cone idea from activity 3, an alternative / development is that pupils move around an area and score points for passing the ball through a range of different coloured goals.
	4. To add further challenge different coloured cones can be give different points. The challenge now becomes to score as many points as they can in a set time. Such an activity encourages the development of numeracy skills. This activity can also be used as a warm up activity.

## Group activities

Having developed their competences at paired activities, the natural progression is to move to small sided activities. As is detailed in the book, a focus on small sided games (2 v 2; 3 v 3; 4 v 4) should be encouraged as this allows pupils to continue to develop their skills in controlled situation.

When looking to develop teamwork in invasion-based activities the natural progression is to move from working in pairs to working in 4’s. It is important to remember that changes to group size should be thought through during the planning phase in order to limit the time spent getting into them. Consideration also needs to be given to the playing area, which should be clearly defined.

Having established their group of 4, pupils continue to work in their original pairs and play a possession-based game. Such a game requires them to retain possession for a set number of passes to achieve a point. The number of passes can vary according to the ability of the pupils, and can even vary between the two teams. For example a team that are able to keep possession easily have to make more passes to gain their point. Once a point has been scored, possession automatically passes to the other team.

Variations to this activity include:

1. Changes to the playing area – if the area is bigger it will allow teams more time to make decisions as to where to pass.
2. Changes to group size – if the group is made up of 3, then there are more options for players.
3. Change in the number of passes that need to be made to achieve a point.
4. Rule that all players must be passed to before a point can be scored.

The next progression is to bring in goal scoring opportunities. Here pupils must achieve a set number of passes before they score a goal. Goals can placed in the traditions places at the end of the playing area (see diagram A below). Alternatively multiple goals can be created that are placed either at the edges of the playing area (see diagram B) or within the playing area similar to the passing activity described previously (see diagram C), which encourages greater movement around the area.

Diagram A Diagram B Diagram C