

## LEARNING THEME

## pass position patience



## PURPOSE

The 'position possession patience' unit looks to develop children's understanding of attacking strategies to be implemented during modified games.

The children will have the opportunity to develop their knowledge of effective spaces to be in, how to pass and keep the ball away from defending teams and how we sometimes need to take our time to build up play before scoring.

## KEY SUCCESS CRITERIA

## Pass

## Position

## Patience



move



solve



connect

I can pass objects accurately to a teammate	I can use other players effectively to score points	I can pass accurately at an appropriate time
I can select appropriate passes for the situation	I can plan and implement strategies around point scoring	I can decide when to show patience in possession
I can communicate effectively to support others	I can successfully include others with the game	I can support my team when taking risks

**Activation** **Base** **Connection** **School**

## NATIONAL CURRICULUM

'Use running, jumping, throwing and catching in isolation and in combination'  
 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'

## BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

# Beyond the Physical Characteristics in P.E.

**Be Passionate**

**Be Courageous**

**Be Thoughtful**

**Be Collaborative**

**Be Explorative**

**Be Cooperative**

**Be Ambitious**

**Be Resilient**

**Be Motivated**

**Be Connected**

**Be Curious**

**Be Inspirational**

**Be Creative**

**Be Respectful**

**Be Adventurous**

**Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?**

# pass



move



solve



connect

I can pass objects accurately to a teammate

I can select appropriate passes for the situation

I can communicate effectively to support others

## SUGGESTED EQUIPMENT

Objects to pass – balls,  
beanbags, quoits  
Cones / Spots  
Bibs  
Hoops  
Whiteboards to score

## ACTIVATION PERFECT PASS

Children to be in pairs around the outside of the area with a hoop base and an object to pass. Spread a large number of cones or spots around the area. The children work together with one person moving to stand on a cone or spot and the other into a good position to pass their object to them (this could be with hands, feet or equipment). We can progress this onto a new rule - If the pass is successfully received the child picks up the cone/spot they are on and takes in back to their base. They swap roles and repeat until all the cones/spots have gone.

## MANAGING DIFFERENCE SPACE

Task the children with trying to collect different coloured cones/spots

### TASK

Challenge the children to pass the object in different ways either each time or each round that you play

### EQUIPMENT

When they have collected 3 cones/spots they swap them for a new object to pass – these cones/spots can they be placed back into the area

### PEOPLE

Pairs to set their own challenge of distance or difficulty of pass

## CONNECT

Which types of passes did you and your partner feel most comfortable performing? How could we challenge this in the future?

## SCHOOL

How important is communication when working together as a team? Do you work in teams in other subjects?

# pass

## BASE

### PASSING ZONES

Children to work in pairs – they will need one ball and 4 cones. They begin by initially making a shape with their 4 cones (Their zone). They then need to pass the ball to each other up to ten times across their zone. The passes could be with hands (e.g. chest pass, bounce pass, rolling) or with feet. When they have completed the set number of passes they move to a new zone and complete the passes there. After two rounds with different equipment introduce the Bingo Card and the challenges on them. Allow the opportunity for the pupils to create their own challenges as well.

## MANAGING DIFFERENCE

### SPACE

Challenge children to visit every zone. Can they adapt their passes to larger or smaller zones

### TASK

Challenge pairs to move to a different part of the zone each time they pass the ball

### EQUIPMENT

Allow children to explore using different types and sizes of ball – rugby balls, footballs, tennis balls

### PEOPLE

Pairs can set their own number of passes to complete without losing control

## CONNECT

With your partner have a discussion around the challenges you created today. Were they challenging or too easy? How could you change them for the next lesson?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### PASSING ZONE PLUS

Continue to develop the activity from the BASE learning.

This time select approximately 5 children who will be the defenders. Their aim will be to try and block, interfere and intercept any passes made by the attackers.

Emphasise to the children the need to move into spaces around or inside the zone to keep possession of their ball away from the defender.

Allow time for different pairs to play the role of defender.

## MANAGING DIFFERENCE

### SPACE

Challenge children to visit every zone. Can they adapt their passes to larger or smaller zones

### TASK

Challenge pairs to move to zones which have the defenders guarding them – this could gain them bonus points

### EQUIPMENT

Allow children to explore using different types and sizes of ball – rugby balls, footballs, tennis balls

### PEOPLE

Pairs can set their own number of passes to complete without losing control

# position



move



solve



connect

**I can move to a position to receive a pass**

**I can identify effective positions to be in.**

**I can communicate positively with others.**

## SUGGESTED EQUIPMENT

**Objects to pass – a variety of balls, beanbags, quoits**  
**Equipment to pass with – hockey sticks, tennis racquets**  
**Cones / Spots**  
**Bibs**

## ACTIVATION PASS IN TWOS

**Continue this from PASS ZONE PLUS in previous learning but remove the zones.**

**Select approximately 5 children who will be the defenders. Their aim will be to try and block, interfere and intercept any passes made by the attackers.**

**Emphasise to the children the need to move into spaces around or inside the zone to keep possession of their ball away from the defender.**

**Allow time for different pairs to play the role of defender.**

## MANAGING DIFFERENCE

### SPACE

**Consider adapting the size of the playing area**

### TASK

**If a pupil is tagged by a defender whilst in possession they must freeze and can only be released when an attacker passes to them.**

### EQUIPMENT

**Allow children to explore using different types and sizes of ball – rugby balls, footballs, tennis balls**

### PEOPLE

**Vary the number of defenders dependent on success. Pupils could work in pairs/small teams**

## CONNECT

**How did you make sure you were in a good position to receive the ball? How did your teammates know you were in a good position?**

## SCHOOL

**How important is communication when working together as a team? Do you work in teams in other subjects?**

# position



## BASE

### Space Pass

Children work in groups of four ideally, but this can be three or five if needed.

Working within their own area, each group will select one guard whose role will be to try and interfere with passes being made by the rest of the group. Groups can put space or task restraints on the guard to allow for higher levels of passing success or add further challenges if needed. Again, encourage children to use a range of objects, equipment or passing styles during the activity.

## MANAGING DIFFERENCE

### SPACE

Groups can increase or decrease the size of their working area to adapt the challenge.

### TASK

Groups can set their own challenges such as scoring how many successful passes they make.

### EQUIPMENT

Encourage the children to pass using different objects or passing with equipment such as hockey sticks or tennis racquets.

### PEOPLE

Groups can increase the number of guards within their space. Eg 3v2, 2v2, 4v2.

## CONNECT

As a team what skills and characteristics do you need to be able to keep possession of the object?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Space Pass Points

Using a similar set-up as the Base Activity, however, groups will 5 – 8 cones / flat markers around their area. The attackers will now aim to score as many points as possible by completing successful passes to any players who are in contact with one of the scoring areas (cones / flat markers). Children do not have to always be in contact to receive a pass but must be to score a point. Points can be added up and used as a personal best to try and beat.

## MANAGING DIFFERENCE

### SPACE

Children can have ownership of the number of scoring areas – fewer areas could be more challenging.

### TASK

Groups can introduce rules such as a minimum of three passes before a scoring point can be made.

### EQUIPMENT

Could change what object is used to pass. Specific objects could be worth double points

### PEOPLE

Groups can increase the number of guards within their space.

# patience



move



solve



connect

I can pass accurately at an appropriate time

I can decide when to show patience in possession

I can support my team when taking risks

## SUGGESTED EQUIPMENT

Objects to pass – balls,  
beanbags, quoits  
Cones / Spots  
Bibs  
Hoops  
Whiteboards to score

## ACTIVATION TEAM-MATES

Children split into groups of three/four with approximately three groups to an area. This could be a large square or circle.

Each team has three pupils on the outside of the shape and one within it.

Each team has a ball each.

The ball starts on the outside and is passed into the middle pupil who must receive, turn and pass to another team mate on the outside who passes it back into the middle and so on.

The other teams will be doing exactly the same at the same time.

## MANAGING DIFFERENCE SPACE

Consider the size of the area – is it too congested or too easy for the middle players?

### TASK

Challenge the children to play the game with two pieces of equipment between them.

### EQUIPMENT

Try playing the game with a range of equipment – e.g. different size/weight balls, bean bags.

### PEOPLE

When a pass has been made to an outside pupil they can rotate positions.

Could one of the team become a defender?

## CONNECT

Do you need to make any changes using STEP? Is the size of the area suitable? Can you explore different equipment?

## SCHOOL

How important is communication when working together as a team? Do you work in teams in other subjects?

# patience

## BASE

### TEAM TARGETS

Use the same teams from the activation.

Children play in a rectangular area with large cones/objects as targets in the centre.

The purpose of the game is to hit the targets to score a point.

Pupils **MUST** pass to a team-mate if they are tagged. The only way to win the object back is by intercepting it.

## MANAGING DIFFERENCE

### SPACE

Consider the size and the shape of the area being played in

### TASK

Ask the pupils to create rules to change the game. eg. Can't move with the ball

### EQUIPMENT

Try playing the game with a range of equipment – e.g. different size/weight balls, bean bags.

### PEOPLE

Change the number of players on each team to provide challenge and support – could it be 4v3, 4v2. Add teams together to make a larger game with extra targets.

## CONNECT

Have a team tactics meeting! How can you be more successful in scoring points? What strategies can you use?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### TEAM BINGO

Continue with **TEAM TARGETS** but now each team has a bingo card with a range of challenges on it.

The team who has completed the most challenges in the timeframe wins!

Set a timer for the games and rotate teams around to play each other.

## MANAGING DIFFERENCE

### SPACE

Consider the size and the shape of the area being played in

### TASK

Ask the pupils to create rules to change the game. eg. Can't move with the ball

### EQUIPMENT

Try playing the game with a range of equipment – e.g. different size/weight balls, bean bags.

### PEOPLE

Change the number of players on each team to provide challenge and support – could it be 4v3, 4v2. Add teams together to make a larger game with extra targets.



# THEME ASSESSMENT

## pass possession patience



- ✓ I can pass objects accurately to a teammate
- ✓ I can use other players effectively to score points
- ✓ I can pass accurately at an appropriate time

Evolve

Embed

Excel



- ✓ I can select appropriate passes for the situation
- ✓ I can plan and implement strategies around point scoring
- ✓ I can decide when to show patience in possession

Evolve

Embed

Excel



- ✓ I can communicate effectively to support others
- ✓ I can successfully include others with the game
- ✓ I can support my team when taking risks

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other