beyond the physical

Welcome to block guard support

The '**block guard support**' unit in Upper Key Stage 2 builds on pupil's experiences from invasion game-based units in Key Stage One and Lower Key Stage Two. Pupils will learn how to work as an individual or as a team to defend an area within small-sided games.

Children will gain a greater understanding of how to slow down opposition attacks and use this knowledge to score points.

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Knowledge and Skills Organiser
block guard support

The knowledge and skills the children will learn within this unit are presented across the three domains – Move, Solve, Connect. These are explicitly linked to Ofsted's pillars of progression; Motor competence, rules, strategies and tactics and healthy participation.

Masterful Mover

By the end of Key Stage 2, a Masterful Mover will:

- **Know what** fundamental skills are used to defend in invasion games.
- **Know how** to execute these skills effectively to prevent opponents from scoring.

Skilful Solver

By the end of Key Stage 2, a Skilful Solver will:

- **Know what** strategies and tactics can be utilised for defensive play in invasion games.
- **Know how** to implement key strategies, analysing game situations to make informed decisions that benefit their team.

Confident Connector

By the end of Key Stage 2, a Confident Connector will:

- **Know what** effective communication can be used to support others within games.
- **Know how** to support others within games through different forms of communication.

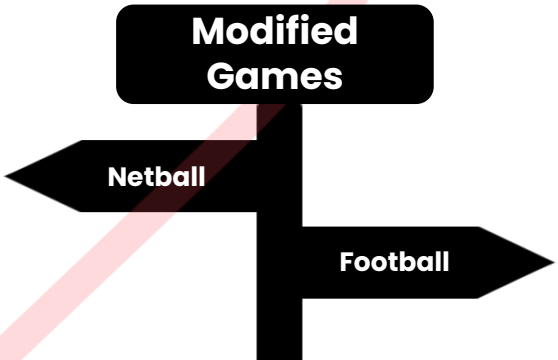
Learning Theme Key Vocabulary

block challenge mark guard position share support teamwork together

Curriculum links

'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.'

Where next?



beyond the physical

fundamentals focus

Our learning themes place a key focus on children developing their fundamental movement skills of object control, locomotion and stability.
We have highlighted on this page some of the key fundamental movement skills this learning theme will focus on.

Object control

Carrying

Dribbling

Throwing

Locomotion

Running

Side-stepping

Dodging

Stability

Turning

Twisting

Extending

How it helps...

Tagging / tackling in rugby

Applying team defending strategies in netball

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Lesson one
block

How I can be successful...

move — I can master tracking and anticipating movements to block an opponent.

solve — I can justify the positions I take up to defend an area.

connect — I can formulate ideas and share these respectfully with others.

Suggested Equipment

Cones / Spots
Objects to carry / bounce / dribble
Bibs / Tags (optional)
Pool noodles

Key vocabulary

block challenge mark

Activation

Cone Racer

Children play in pairs and create a line of four cones around one metre apart. Children stand on either side of the first cone facing the other three. Taking it in turns, one child is the attacker, the other the defender. The attacker is challenged to try to break through the gates created by the four cones without being tagged by the defender.
Allow children to play both roles of attacker and defender or to swap partners to play against a range of children.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Increase or decrease the distance between the cones to adapt the level of challenge.

Task

Attackers could be made to carry, bounce or dribble an object through the gates.

Equipment

Attacking players could wear bib tags the defenders must take to earn a point.

People

Pairs could link together to play a larger version of the game.
2 attackers vs 1 defender
3 attackers vs 2 defenders.

Connect

Think pair share – In what ways have you used your body to block the attacker during the game.

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Lesson one block

Base activity

Break Out +

Split the class into six equal teams. Each team has two sets of gates to defend, laid around the edge of a playing area.

Starting from their own base, teams aim to break out of the playing area through their opponents' gates, avoiding being tagged by any member of the team whose gates they are attacking through.

Scoring or lives systems can be used and adapted each round.

Allow teams to plan and think of strategies for attacking and defending their own and their opponents' gates.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Teams can increase the width of their gates to add further challenge.

Alternatively, teams could add an additional gate to their area.

Task

Children can select a ball and movement skill from a sport they enjoy playing such as dribbling a football, bouncing a basketball or carrying a rugby ball and apply it to the game.

Equipment

Any member of a team who is attacking must wear a bib tag. Points can be gained if a defender takes a tag from the attacker when trying to break out.

People

Conditions or rules around the player roles could be adapted i.e. maximum number of defenders at the gates or the attackers and defenders on the same team must keep rotating.

Learning review

What strategies did your team create which limited the number of children passing through your gates? Can you evaluate these strategies?

beyond the physical

Lesson two
block

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.
If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
Have the children experienced the learning activities in different ways through STEP?
Have the children experienced success within the key success criteria?
Can they explain how they have had success?

Learn something new

Around the clock
Split the children into groups, each with their own playing area.

Children must have an attacking team and defending team but can have ownership of how many players are in each – 5 v 1, 4 v 2, 3 v 3 etc.
The attackers start with an object and must complete one pass without the defenders blocking or intercepting. When complete, they then must complete two consecutive passes, then three all the way to twelve passes to complete the challenge.

Space

Groups can adapt the size or the shape of the area in which they are playing or have set zones for players to be in.

Task

Those attacking (passing the object) could be given a set number of lives to see how far around the clock they can get before swapping.

Equipment

Groups can have ownership over what piece of equipment they use to pass to each other. This may change each round.

People

Allow groups to adapt the rules of the game to keep challenging the defenders. Aim to keep their level of challenge higher than the attackers.

Learning review

Can you describe any effective positions you or your teammates got into when defending to block your opponents passes?

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Lesson one
guard

How I can be successful...

move — I can master tracking and anticipating movements to guard people and spaces.

solve — I can justify the use of different defending strategies in games.

connect — I can communicate strategy, encouragement and praise to others in my team.

Suggested Equipment

Cones / Spots
Noodles/Bibs (Optional)
Equipment to carry / bounce / dribble
Suitable equipment for children to create modified invasion games

Key vocabulary

guard position share

Activation

Break Out

Children to play in groups of 4-5.
Using 4-8 cones, a shape is made. One child starts in the middle of the shape and is challenged to break without being tagged. The remaining children act as guards and position themselves on the outside of the shape where they can move but cannot enter the shape. They must try to tag the escaping player before they can make it completely out of the shape.
Allow children time to play and to rotate roles.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Groups can adapt the size or the shape of the area in which they are playing.

Task

Children can adapt the game by attempting to break out, retrieve an object and get back into the area.

Equipment

Guards could use noodles or bibs to throw to help guard or challenge them to guard whilst carry / bounce / dribbling objects.

People

Groups can increase the number of attackers attempting to break out to challenge the defenders further.

Connect

What skills were needed within the activity for you to be successful guards? Were they all physical skills?

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Lesson one
guard

Base activity

Break Out +
Continue to play 'Break Out +' from the 'block' set of lessons.
The emphasis during the lesson is placed on the team's discussion, creation and evaluation of their plan to defend their area but still score points.

Before playing each round, challenge the teams to create or modify a plan for defending their area.

Following each round allow time for children to evaluate their plan and think about any changes they may make.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Teams can set up additional gates in different spaces within the playing area so the team must figure out some strategies to defend multiple areas.

Task

The children who are attacking from the team could be challenged to continuously send an object to each other and then carry, bounce or dribble it through a gate.

Equipment

Defending teams could be allowed to use foam noodles or bibs to extend their reach.

People

Players in both the defending and attacking roles could be given specific roles or superpowers as part of the game. A 'Star' attacker may win two points for travelling through a gate but lose two points if caught.

Learning review

Can you describe your own role within your team's defending strategy. Did you feel you were the best person for this role or did others have more suitable skillsets?

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Lesson two
guard

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.
If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
Have the children experienced the learning activities in different ways through STEP?
Have the children experienced success within the key success criteria?
Can they explain how they have had success?

Learn something new

End Zone – All to score

Split the class into teams of four to six players with two teams competing against each other on each pitch. A rectangular playing area is set up with a goal line at each end.

One team starts with an object such as a ball or beanbag from their 'home' end of the area and must try to transfer it to the opposite end and score a point by carrying, catching or touching the object over the end line.

Players can move with the object and pass freely to anyone on their team.

The defending team must tag the player with the object. If tagged, they freeze and pass to a teammate.

All players on the team must score a point to win the game. Defenders may need to think tactically about who they guard to stop their opponents winning.

Space

Groups can adapt the size and shape of their pitch or adjust the scoring zone area.

Task

The game can be adjusted so players cannot move with the object or only move up to three steps. This may support the defending team.

Equipment

Children can use a variety of objects to play the game with. Bib tags could be used to increase the challenge when defending.

People

Teams could add additional challenges such as specific order of players to score in or given superpowers to support their role.

Learning review

How were you able to work as a defending team to reduce the opportunities for opponents to score the point they needed for their team?

beyond the physical

Lesson one
support

How I can be successful...

move — I can master tracking and anticipating movements to guard multiple opponents.

solve — I can justify the choice of strategy we implement as a team.

connect — I can evaluate how I and others have performed to improve our play.

Suggested Equipment

Cones/Spots
Variety of balls to throw / catch
Bib tags (optional)

Key vocabulary

support teamwork together

Activation

Break out

Continue with the 'Break out' activation from the guard learning. This time, increase the group size and area size to allow the game to start with multiple players inside the area which the defenders must guard.
Encourage the children defending the area to start thinking about how they might work as a team to prevent children from breaking out. Encourage children to ask for support from another defender and respond when someone is in need.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Groups can adapt the size or the shape of the area in which they are playing or add a second area to break out from.

Task

Children can adapt the game by attempting to break out, retrieve an object and get back into the area.

Equipment

Guards could use noodles or bibs to throw to help guard or challenge them to guard whilst carry / bounce / dribbling objects.

People

Allow the attackers and the defenders to set further challenges or point scoring opportunities to make the game more compeititve.

Connect

Share a time when you moved to support a teammate who needed help defending. How did you know they needed your support?

beyond the physical

Lesson one
support

Base activity

Collect the cones

Split the class into teams of four to six players with two teams competing against each other on each pitch. A rectangular playing area is set up with five cones on a goal line at each end.

One team starts with an object such as a ball or beanbag from their 'home' end of the area and must try to transfer it to the opposite end and score a point by touching the object on one of the cones.

Players can move with the object and pass freely to anyone on their team. The defending team must tag the player with the ball. If tagged, they freeze and pass the ball to a teammate.

If a cone is touched, the scoring player leaves the object on the line for the opposition team to begin attacking.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Groups may choose to adapt the playing area from a rectangle to another shape, make it longer/shorter or make it wider/thinner.

Task

The game can be played with attackers not able to move when holding the object or taking a limited number of steps. This may reduce the challenge for the defending team.

Equipment

Teams could include multiple objects within the game so each time they score a point they must switch the object they are using.

Bib tags can also be used to increase challenge for defending teams.

People

Teams can be set into attackers and defenders and given a set amount of time to play in this role. If the attackers score, they take the object back to the start and try to score again as many times as possible before swapping roles.

Learning review

When you were an attacker, who stood out on the opposition team as a good defender? What were they doing that had a positive influence on their team when defending?

beyond the physical

Lesson two support

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.
If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
Have the children experienced the learning activities in different ways through STEP?
Have the children experienced success within the key success criteria?
Can they explain how they have had success?

Learn something new

Collect the cones +

Children continue with the same set up and gameplay as 'Collect the cones' from the base activity. However, as a group, they must decide on multiple scoring zones around the area as opposed to all along one line. They could be on each side of the pitch, in the corners or at any spaces around the area.
The game can then follow the previous rules the group played with but with the option to score in multiple directions.
The defending team must communicate and strategise effectively to support each other to guard the multiple scoring areas.

Space

Groups may decide to have zones of equal size or they may make some zones bigger or smaller than others.

Task

Can the groups introduce a scoring system which places more emphasis on the defending role rather than the attackers scoring points?

Equipment

Groups can use a variety of objects within the game. They may also adjust the scoring targets i.e. changing cones to hoops.

People

The zones could apply only to one of the teams - defenders or attackers – with the opposition having free reign of the pitch.

Learning review

Can you evaluate how your team performed defensively when you or the opposition had to play in the zones? Were there any benefits to your team strategy playing this way?

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Assessment
block guard support

block

	Evolve	Embed	Excel
move: I can master tracking and anticipating movements to block an opponent.			
solve: I can justify the positions I take up to defend an area.			
connect: I can formulate ideas and share these respectfully with others.			

guard

	Evolve	Embed	Excel
move: I can master tracking and anticipating movements to guard people and spaces.			
solve: I can justify the use of different defending strategies in games.			
connect: I can communicate strategy, encouragement and praise to others in my team.			

support

	Evolve	Embed	Excel
move: I can master tracking and anticipating movements to guard multiple opponents.			
solve: I can justify the choice of strategy we implement as a team.			
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