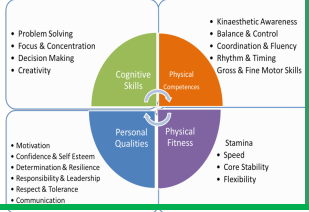


Second Level Planning Sheet

Class: _____ Teacher: _____ Date: _____

Experience & Outcome	Learning Intentions Suggestions	Success Criteria Suggestions	Learner Experience Invasion Games	Assessment Say, write, make & do	Evaluation
<p>Cooperation and competition While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. <i>HWB 2-23a</i></p>	<p>To introduce a range of skills within ballgames. ball handling in sending and receiving</p> <p>To make effective decisions in modified / conditioned games</p> <p>To develop principles of play within an invasion game</p> <p>To develop a variety of simple tactics</p> <p>To understand rules and why they are used</p>	<p>remember to</p> <p>Pass a ball to my teammate</p> <p>move into an appropriate space to receive a pass</p> <p>Recognise where to move to next</p> <p>Show an understanding of the principle of attack play</p> <p>Show an understanding of the principles of defence play</p> <p>I can play different roles in a small game</p> <p>Player - positions</p>	<p>Ability to accelerate v speed Changing direction</p> <p>Various passes appropriate to the context</p> <p>Meet the ball. Show readiness. Balanced and in control,</p> <p>Development of attack & defence play</p> <p>Use of space, movement off ball, constant movement, awareness of others.</p> <p>Movement and positional play with increasing control and fluency</p>	<p>Sharing learning intentions Open Question Thumbs up – no hands Self-assessment Peer assessment 2 stars & wish Share the bigger picture Next steps Task observation Record of improvement</p> 	
<p>Key Skills and Attributes</p>					
<p>Coordination & fluency</p> <p>Respect & Tolerance</p> <p>Decision making</p>	<p>Accept and respect a variety of roles and relationships</p> <p>Identify and challenge my own learning needs.</p>	<p>Take the opportunity to lead an appropriate warm up for our game.</p>	<p>Roles and responsibilities support play</p> <p>Small sided games</p> <p>Connections Cards: 9-11, 66, 67, 56, 57, 16, 54, 53, 61,</p> <p>BMT Examples</p> <p>Examples from East Renfrewshire resource</p> <p><i>Lead team warm up as appropriate, referee, score, coach, captain etc.</i></p>	<p>Coordination & fluency Performs a sequence of movements with a clear beginning, middle and end, with increasing fluency e.g., pass & move</p> <p>Respect & Tolerance Enhances individual and group enjoyment of physical activity through fair play</p> <p>Decision making Recognises a range of clues and begins to prioritise those that need to be responded to first</p>	