

UWTSD · BSc SPORT, HEALTH AND PHYSICAL EDUCATION · LEVEL 5

Tactical Games

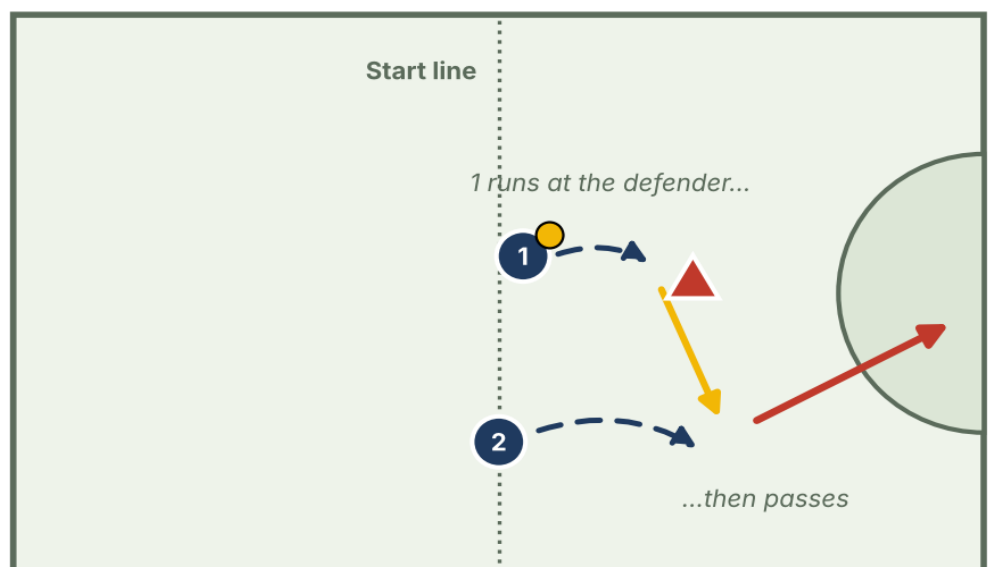
Gemau Tactegol

Student Resource Pack | *Pecyn Adnoddau Myfyrwyr*

BLOCK 1: INVASION GAMES · BLOC 1: GEMAU GORESGYN

Tactical Problem 3: Attacking the Goal

Problem Tactegol 3: Ymosod ar y Gôl



How to use this pack | *Sut i ddefnyddio'r pecyn hwn*

IMMERSIVE ROOM

Ystafell Ymgolli

Observe, analyse and design. Watch your allocated player, not the ball.

SPORTS HALL

Neuadd Chwaraeon

Play, test and adapt. Take this pack into the hall and use the game cards and ideas bank.

Keep every completed page. Your observation sheets, game designs and evidence log are the evidence for your reflective blog.

Name (*Enw*) _____

Group (*Grŵp*) _____

TACTICAL PROBLEM 3 · PROBLEM TACTEGOL 3

The Problem

*Y Problem*The game situation | *Sefyllfa'r gêm*

Your team has kept the ball and moved it up the court. Now you are near the goal, and the attack fizzles out: nobody shoots, someone shoots from an impossible angle, or the ball carrier runs straight into a defender with a teammate free beside them.

Tactical problem: How do attackers turn possession into **scoring chances**, and then **take** them?

What this looks like with primary pupils | *Sut mae hyn yn edrych gyda disgyblion cynradd*

- **Never shooting:** pass, pass, pass, until the ball is lost.
- **Shooting from anywhere:** long-range or tight-angle shots with little chance of scoring.
- **Running into the defender:** in a 2 v 1 the ball carrier never draws the defender and passes, or passes too early.
- **No support near goal:** teammates stay behind the ball, so there is no pass option or rebound.
- **Power over placement:** shots blasted at the goalkeeper or the centre of the goal.

Progression across Levels I–IV | *Dilyniant ar draws Lefelau I–IV*

Levels I–II are the primary focus. Levels III–IV show where the problem goes next.

	Level I (age 7–9) <i>Lefel I</i>	Level II (age 9–11) <i>Lefel II</i>	Level III (age 11–14) <i>Lefel III</i>	Level IV (age 14–16) <i>Lefel IV</i>
On the ball (scoring) <i>Gyda'r bêl (sgorio)</i>	Shoot when in range; run or dribble towards the goal.	Spot shooting chances; aim for placement over power; in a 2 v 1, draw the defender then pass.	Penetrating pass between or behind defenders; one-two to beat a defender; first-time finishing; shooting angles.	Combination play near goal; crosses and cut-backs; choose the best shot under pressure.
Off the ball (support) <i>Heb y bêl (cefnogi)</i>	Get ahead of the ball, towards the goal.	Support the ball carrier to make a 2 v 1; follow in for rebounds.	Third-player runs; arrive late in the scoring area; offer the return pass for a one-two.	Overload key zones; know when to break quickly and when to be patient against a set defence.

Curriculum for Wales link | *Cysylltiad â'r Cwricwlwm i Gymru*

- **Area of Learning and Experience:** Health and Well-being (Iechyd a Lles).
- **Statement of what matters:** "Developing physical health and well-being has lifelong benefits."
- **Progression Steps:** Levels I–II broadly sit within Progression Steps 2–3 (around ages 8–11); Levels III–IV extend into Progression Steps 4–5 (around ages 14–16).

IMMERSIVE ROOM · YSTAFELL YMGOLLI

Observation Template

*Templed Arsyllwî*Clip (*Clip*) _____Team in possession (*Tîm â'r bêl*) _____My player (*Fy chwaraewr*) _____**Watch your player, NOT the ball.**

Cue <i>Ciw</i>	Freeze 1 <i>Rhewi 1</i>	Freeze 2 <i>Rhewi 2</i>	Freeze 3 <i>Rhewi 3</i>
Shoot when in range <i>Saethu pan mewn cyrraedd</i> When my player had the ball in range: shot (S), passed (P) or lost it (L)?			
Shot position <i>Safle'r ergyd</i> Where was the shot from: central (C), wide angle (W) or long range (L)?			
Draw and pass <i>Denu a phasio</i> In a 2 v 1, did my player commit the defender before passing? Y / N			
Support near goal <i>Cefnogi ger y gôl</i> Was my player level with or ahead of the ball, close to goal? Y / N			
Follow in <i>Dilyn yr ergyd</i> Tally: after a shot, did my player move towards the goal for a rebound?			
How did the attack end? <i>Sut daeth yr ymosodiad i ben?</i> Goal (G), save (Sv), miss (M) or lost before a shot (L)?			

In one sentence: what was the problem? | *Mewn un frawddeg: beth oedd y problem?***What would fix it? Use your evidence.** | *Beth fyddai'n ei ddatrys? Defnyddiwch eich tystiolaeth.*

AFTER THE IMMERSIVE ROOM DISCUSSION · AR ÔL Y DRAFODAETH

Principles We Found

Yr Egwyddorion a Ganfuwyd

Complete this page after you have identified the problem from the footage. **Problem first, principle second.**

Shoot when you can

Saethu pan allwch chi

What it looks like: In range, with a clear view of the goal: shoot. Aim for the corners, placement before power.

Primary cue words: *"See the goal? Shoot!"*

Our evidence from the clip:

Draw and pass

Denu a phasio

What it looks like: In a 2 v 1, run at the defender until they commit to you, then pass to the free teammate.

Primary cue words: *"Go at them, then pass."*

Our evidence from the clip:

Support near goal

Cefnogi ger y gôl

What it looks like: Teammates get level with or ahead of the ball, arriving in the scoring area to receive or to follow in a shot.

Primary cue words: *"Get close, be ready, follow it in."*

Our evidence from the clip:

Penetrate

Treiddio

What it looks like: Move the ball through or past defenders (a pass between them, a run behind, a one-two), not around them.

Primary cue words: *"Through or past, not round."*

Our evidence from the clip:

Links to Tactical Problems 1, 2 and 4 | Cysylltiadau â phroblemau tactegol 1, 2 a 4

Keeping possession and creating space set up the scoring chance; this problem is about finishing the job. The next tactical problem flips it round: how do we defend our space and our goal, and win the ball back?

PROGRESSING THE GAME · DATBLYGU'R GÊM

Progression Pathway: Levels I–IV*Llwybr Dilyniant: Lefelau I–IV*

The problem stays the same at every level: turn possession into scoring chances, then take them. What changes is how organised the defence is and how much time attackers have near goal.

Level <i>Lefel</i>	Game form <i>Ffur y gêm</i>	What gets harder <i>Beth sy'n anoddach</i>	Games in this pack <i>Gemau yn y pecyn</i>	Success looks like <i>Llwyddiant</i>
Level I Age 7–9	Overloads (3 v 1, 4 v 2) to big goals; no goalkeeper; hands only.	- Deciding to shoot - Moving towards the goal with the ball	3A (Year 3 version), 3B (walking defender)	- Shots taken when in range - Ball carriers heading towards the goal
Level II Age 9–11	4 v 4 with small goals and a goal area; 2 v 1 waves; scoring zones.	- Defender recovering - Choosing shoot or pass - Accuracy over power	3A, 3B, 3C	- Draw and pass in 2 v 1s - Shots aimed at corners - Rebounds followed in
Level III Age 11–14	5 v 5 with goalkeepers; a goal only counts if the ball is passed into the final third to a moving player.	- Breaking a defensive line - Timing of runs - First-time finishing	3D Through-Pass Goal	- Passes between and behind defenders - One-twos near goal - Runners arriving on time
Level IV Age 14–16	6 v 6 with wide zones in the final third; bonus for counter-attack goals.	- Breaking a set defence - Choosing patience or a fast break - Shot selection under pressure	3E Wide-Zone Finishing	- Cut-backs to late runners - Fast counters when the defence is unset - Patient play when it is set

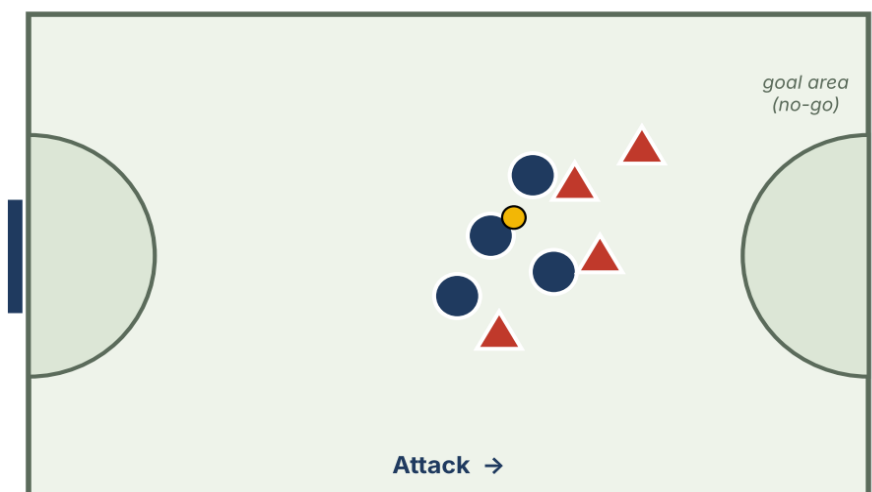
Key idea: same problem, more complex game | *Syniad allweddol: yr un broblem, gêm fwy cymhleth*

Move up a level by changing the game, not by switching to drills. Add players, reduce time and space, add direction, then add transition (what happens the moment the ball is won or lost).

Levels I–II are the focus for your primary teaching. **Levels III–IV** show where the same problem goes next, in secondary PE and club coaching. Use them to stretch confident pupils and to plan for older learners.

SPORTS HALL · GAME CARD 3A · NEUADD CHWARAEON · CERDYN GÊM 3A

Goal Ball (Game 1)

*Pêl Gôl (Gêm 1)***Tactical focus:** Baseline game: the problem should appear on its own. Play it before you name any principles.**Set-up** *Trefniant*

4 v 4

Court about 20 m × 12 m

Small goal at each end (cones 2 m apart, or a bench on its side)

Goal area: 3 m semicircle nobody may enter

Rules *Rheolau*

No running with the ball

Pass within 3 seconds

Shoot by throwing the ball along the floor or with one bounce

No contact; interception or ball out = turnover

Scoring *Sgorio*

1 point: ball crosses the goal line between the posts

Restart from your own goal area after a goal

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 2 overload

Bigger goals (3 m)

5 seconds to pass

Shots from anywhere count

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4

Smaller goals (1.5 m)

Add a goalkeeper inside the goal area

Shots must be taken from the attacking half

Look for *Chwiliwch am*

Attacks ending without a shot

Shots from poor angles or long range

Teammates staying behind the ball: that is the problem you want to see

Key questions *Cwestiynau allweddol*

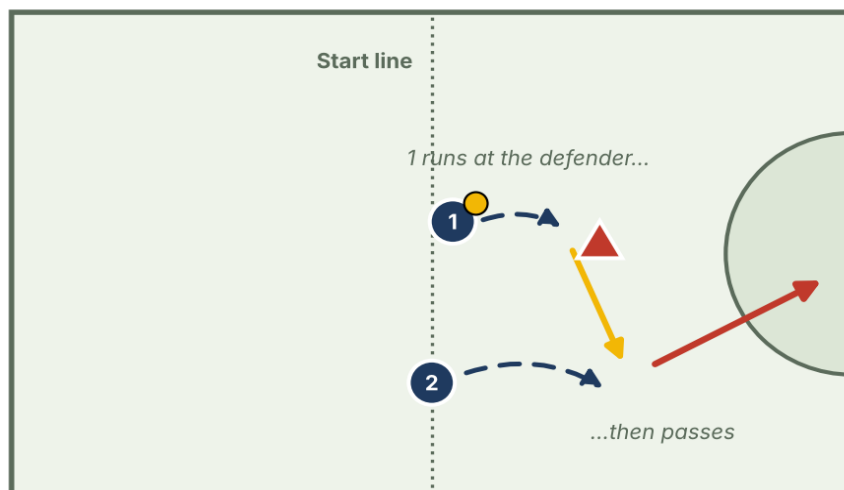
“When did you have a chance to shoot? Did you take it?”

“Where were your teammates when you were near the goal?”

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...***Nobody shoots** → must shoot within 4 passes of entering the attacking half**Wild long shots** → shots only count from the attacking half**Too easy to score** → smaller goals or add a goalkeeper**Too hard to score** → bigger goals or a 4 v 3 overload

SPORTS HALL · GAME CARD 3B · NEUADD CHWARAEON · CERDYN GÊM 3B

2 v 1 Waves

*Tonnau 2 v 1***Tactical focus:** Attacking the goal: drawing the defender and passing to the free player.**Set-up** *Trefniant*

Half the court with one goal and goal area
 Groups of 3: two attackers, one defender
 Start line on halfway; queue behind it
 With 12 students: 4 groups rotate

Rules *Rheolau*

Attackers start with the ball on the start line
 6 seconds to score
 Defender starts at the edge of the goal area
 After each wave, rotate roles

Scoring *Sgorio*

1 point: goal
 +1 bonus: goal came from a pass after drawing the defender

Year 3 version (easier) *Fersiwn Blwyddyn 3*

Defender walks only, or starts 2 m behind the attackers and recovers
 8 seconds to score
 Bigger goal

Year 6 version (harder) *Fersiwn Blwyddyn 6*

A second defender chases from the start line after 2 seconds (2 v 1 becomes 2 v 2)
 5 seconds to score
 Add a goalkeeper

Look for *Chwiliwch am*

Ball carrier running straight at the defender
 Pass released when the defender commits
 Support player staying wide and level, ready to finish

Key questions *Cwestiynau allweddol*

"When should you pass, and when should you keep going?"
 "What did the defender do when you ran straight at them?"

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

Attackers pass too early → pass only allowed once the defender has moved towards the ball

Defender always wins → defender starts deeper or must stay on a line

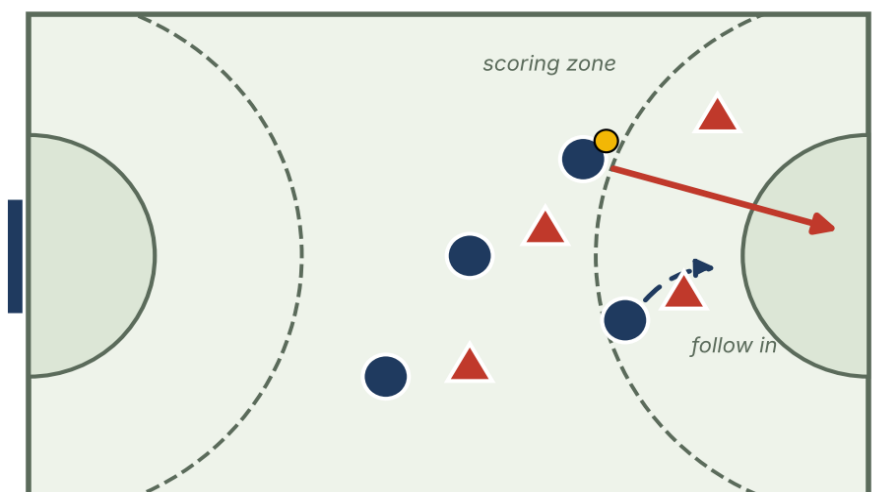
One attacker does everything → both attackers must touch the ball

SPORTS HALL · GAME CARD 3C · NEUADD CHWARAEON · CERDYN GÊM 3C

Scoring Zone

Parth Sgorio

Tactical focus: Attacking the goal: getting into scoring positions and following in.



Set-up *Trefniant*

As Game 1

Mark a scoring zone: a dashed arc about 6–7 m from each goal

Rules *Rheolau*

As Game 1, plus:

Shots only count from inside the scoring zone

No more than 2 attackers in the zone at once

Scoring *Sgorio*

1 point: goal

2 points: goal from a rebound or from a pass made inside the zone

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 3 overload

Bigger scoring zone

No goalkeeper

Year 6 version (harder) *Fersiwn Blwyddyn 6*

Add a goalkeeper

2 points only for a first-time shot

Must shoot within 3 seconds of receiving in the zone

Look for *Chwiliwch am*

Attackers timing their arrival in the zone

Support players level with the ball near goal

Players following in every shot

Key questions *Cwestiynau allweddol*

“Where is the best place to shoot from? Why?”

“What should you do the moment a teammate shoots?”

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

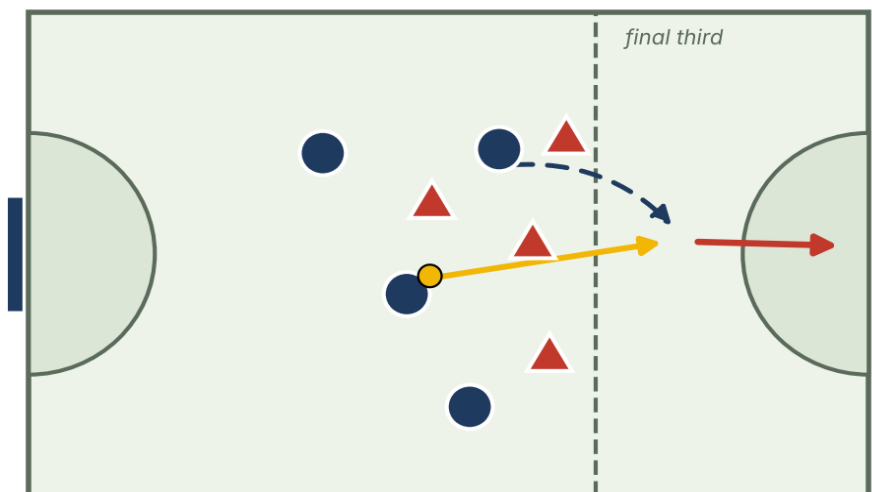
Everyone crowds the zone → keep the 2-attacker limit strictly

Shots still not taken → shoot within 3 seconds of entering the zone

Goalkeepers save everything → bigger goals or shots along the floor only

SPORTS HALL · GAME CARD 3D · NEUADD CHWARAEON · CERDYN GÊM 3D

Through-Pass Goal

*Gôl Pas Drwodd***Tactical focus:** Level III (age 11–14): penetrating a defensive line with passes and runs behind.**Set-up** *Trefniant*

5 v 5 plus a goalkeeper each
Court about 25 m × 15 m with goals and goal areas
Final-third line marked with cones at each end

Rules *Rheolau*

As Goal Ball; 3 bounces allowed (or feet, 2 touches)
The ball must enter the final third by a pass to a moving teammate
No dribbling into the final third

Scoring *Sgorio*

1 point: goal
2 points: goal from a one-two or a first-time shot

Easier version *Fersiwn haws*

5 v 4 overload
No goalkeepers
Bigger goals

Harder version *Fersiwn anoddach*

Attackers cannot wait in the final third before the pass (offside-style rule)
2 touches maximum near goal
Smaller goals

Look for *Chwiliwch am*

Runs timed to arrive as the pass is played
Passes between two defenders
One-twos and first-time finishes

Key questions *Cwestiynau allweddol*

“How did you get the ball between or behind the defenders?”

“When was a first-time shot better than taking a touch?”

If it's not working, try... *Os nad yw'n gweithio, rhowch gynnig ar...*

No passes into the final third → make the final third bigger or add a neutral attacker

Runners always caught → remove the offside rule

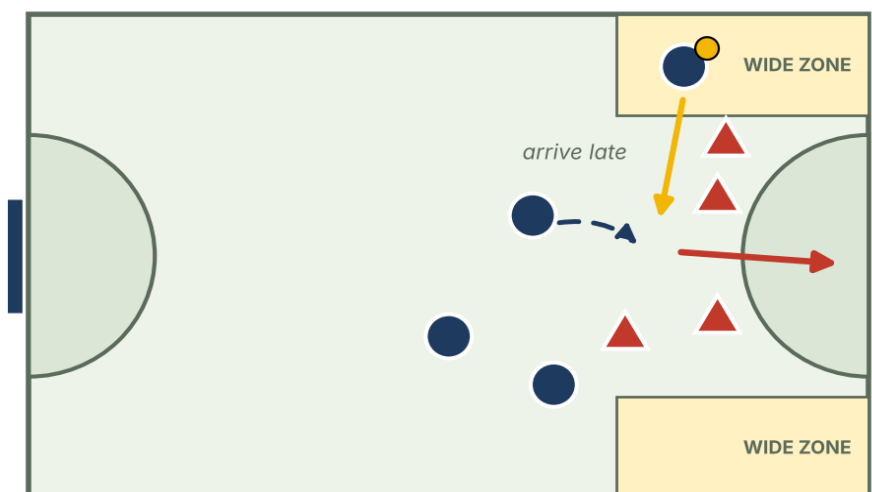
Shots from outside only → goals only count from inside the final third

SPORTS HALL · GAME CARD 3E · NEUADD CHWARAEON · CERDYN GÊM 3E

Wide-Zone Finishing

Gorffen o'r Parth Llydan

Tactical focus: Level IV (age 14–16): breaking a set defence, and attacking fast when it is not set.



Set-up *Trefniant*

6 v 6 plus goalkeepers if available
Court about 30 m × 18 m
Two wide zones in each final third
(about 6 m × 2.5 m)

Rules *Rheolau*

Feet (2 touches) or hands (3 seconds)
A player in a wide zone cannot be tackled for 2 seconds
Count out loud from the moment the ball is won

Scoring *Sgorio*

1 point: goal
2 points: goal from a cut-back or cross from a wide zone
3 points: goal within 6 seconds of winning the ball

Easier version *Fersiwn haws*

6 v 5 overload
Wide-zone player has 3 free seconds
Counter bonus within 8 seconds

Harder version *Fersiwn anoddach*

Defenders may enter the wide zones
Counter bonus within 4 seconds
Goals from outside the goal-area arc count 0

Look for *Chwiliwch am*

Patient circulation, then a sudden attack
Cut-backs to runners arriving late
Fast, direct attacks when the defence is unset

Key questions *Cwestiynau allweddol*

“How did you know whether the defence was set or not?”
“Where did late runners arrive, and why there?”

If it's not working, try... *Os nad yw'n gweithio, rhowch gynnig ar...*

Long shots only → only goals from cut-backs or inside the arc count

No counter-attacks → raise the counter bonus to 5 points

Wide zones ignored → goal must follow a touch in a wide zone

SPORTS HALL · SUPPORT · NEUADD CHWARAEON · CYMORTH

Ideas Bank: Changing the Game

Banc Syniadau: Newid y Gêm

Stuck? Change ONE thing at a time, then watch whether the problem gets easier or harder to solve. Use STEP:

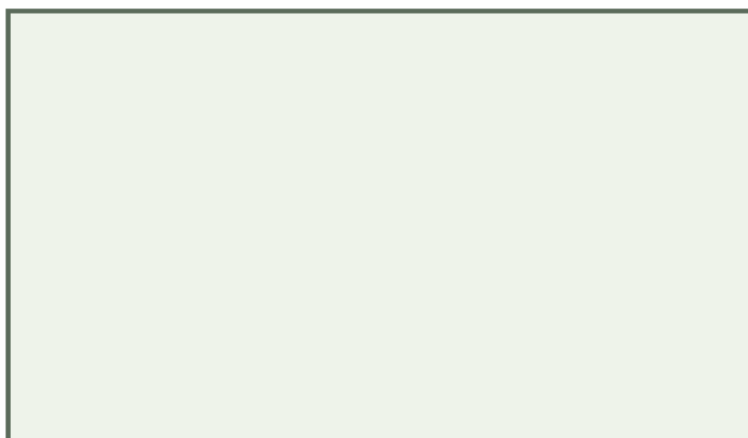
S Space <i>Gofod</i>	• Bigger goals for Year 3; smaller goals for Year 6 • Goal area (no-go zone) so nobody blocks the goal • Scoring zones: shots only count from inside a marked arc • Goals in the middle of the court (shoot from any side) for more chances
T Task <i>Tasg</i>	• Must shoot within X passes of entering the attacking half • Bonus for shots on target, rebound goals or first-time finishes • 2 v 1 and 3 v 2 waves towards goal • Goal only counts if every attacker is in the attacking half
E Equipment <i>Offer</i>	• Goals: cones, benches on their side, hoops, skittles or a mat against the wall • Softer, bouncier ball for throwing shots; size 3 or 4 for feet • Bibs for goalkeepers
P People <i>Pobl</i>	• Overloads near goal: 2 v 1, 3 v 2 • With or without a goalkeeper • A recovering defender who chases from behind • A neutral target player on the goal line who sets up shots

Transfer it: same problem, different game | *Trosglwyddo: yr un broblem, gêm wahanol*

- **Football:** small goals with no goalkeeper first, then add one.
- **Netball and basketball:** shoot at a hoop, or score by catching in a hoop on the floor.
- **Hockey:** unihoc with cone gates; shots only from inside a shooting circle.
- **Tag rugby:** the 2 v 1 is the core skill: draw the defender, then pass.

SPORTS HALL · YOUR DESIGN · NEUADD CHWARAEON · EICH DYLUNIAD

Design Your Own Game Card

*Dylunio Eich Cerdyn Gêm Eich Hun***Game name** (*Enw'r gêm*) _____**Tactical problem** (*Problem dactegol*) _____**Year group** (*Grŵp blwyddyn*) _____**Draw your set-up** (attackers ●, defenders ▲, ball movement →)

Rules 	Scoring 	What I changed and why <i>Representation or exaggeration?</i>
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Did it work? Evidence: 	Next time I would change...
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REFLECTION · MYFYRIO

Evidence Log and Blog 1*Cofnod Tystiolaeth a Blog 1***Session evidence (5 minutes at the end of the hall session)** | *Tystiolaeth y sesiwn*

Clip filmed? Where is it saved? <i>Clip wedi'i ffilmio?</i>	
The game I tested <i>Y gêm a brofais</i>	
What worked (evidence) <i>Beth weithiodd</i>	
What I would change <i>Beth fyddwn i'n ei newid</i>	
Year 3 vs Year 6: one change <i>Blwyddyn 3 v Blwyddyn 6</i>	

Blog 1 prompt: Invasion games (500 words) | *Blog 1: Gemau goresgyn (500 gair)*

Use one game you designed or adapted during the invasion games block. Structure your blog around three questions (Driscoll's "What? So what? Now what?"):

- **What?** What tactical problem did you see? Use evidence from your observation templates and hall footage.
- **So what?** How did you design a game to target it? Which principle did it bring out, and was it representation or exaggeration?
- **Now what?** How would you pitch the game for Year 3 and for Year 6 pupils, and what would you change next time?

Attach or link one clip and one completed page from this pack as evidence.

Key reading | *Darllen allweddol*

Bunker, D. and Thorpe, R. (1982) 'A model for the teaching of games in secondary schools', *Bulletin of Physical Education*, 18(1), pp. 5–8.

Mitchell, S.A., Oslin, J.L. and Griffin, L.L. (2021) *Teaching Sport Concepts and Skills: A Tactical Games Approach*. 4th edn. Champaign, IL: Human Kinetics.

Thorpe, R., Bunker, D. and Almond, L. (eds.) (1986) *Rethinking Games Teaching*. Loughborough: University of Technology.