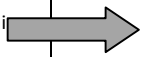


Initial Assessment

Expectations	
LEVEL Below	<p><i>Some children will not have made so much progress.</i> <i>They will be able to:</i></p> <ul style="list-style-type: none"> ✓ Make an effective contribution to parts of competitive games played. ✓ Understand and contribute to team strategies, demonstrate increased cardiovascular fitness leading to sustained activity. ✓ Use explosive bursts of speed consistently to gain advantage over the opposition. ✓ Taking on a specific role. ✓ React to situations in games using a small range of recognised responses. ✓ Cooperate with their teams in carrying out the programmes designed and sometimes make suggestions about what should be in them. ✓ Recognise strengths and weaknesses in performance and have some suggestions about what to do to improve it. ✓ Assist others in planning and leading short practice and training sessions ✓ Use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance.
Average	<p><i>Most children will be able to:</i></p> <ul style="list-style-type: none"> ✓ Make a positive contribution to team play in competitive games, playing in various positions. ✓ Use a range of techniques/tactics and adapt game plans as the games develop and situations change. ✓ Show a good level of cardiovascular fitness and good use of explosive speed to outplay the opposition. ✓ Read the game and take good decisions to affect it. ✓ Work confidently and collaboratively in groups/teams to design, implement and monitor programmes, helping to improve the quality of play. ✓ Evaluate the quality of their own and others' individual and team play and prioritise action that leads to improvement. ✓ Performs with determination and has the mental agility to cope when things do not work out in their favour. ✓ Take a number of roles in a team and show some sound planning and leadership skills. ✓ Know and understand how invasion games can contribute to an active lifestyle.
Above	<p><i>Some children will have progressed further.</i> <i>They will be able to:</i></p> <ul style="list-style-type: none"> ✓ Have a wide repertoire of advanced techniques, tactics and strategies, which they draw upon with flair and originality. ✓ Play competitive games with speed, precision and a variety of responses to changing situations, using their high level of cardiovascular fitness to sustain physical output through a game. ✓ Showing a high degree of awareness and anticipation of what is happening. ✓ Have clear ideas about what to do to improve, prioritising action and implementing effective ideas that improve their own and others' performance. ✓ Have the knowledge and understanding to give them the confidence to lead and direct others, both in formal practice and training sessions, and during competitive games. ✓ Always performs with determination and has the mental agility to cope in most situations.



Making informed choices about healthy, active lifestyles	<ul style="list-style-type: none"> ✓ Monitor exercise and fitness levels for themselves and/or others, related to performance, in the game. ✓ Devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising. ✓ Recognise and evaluate the impact fitness has on performance, and activity has on fitness 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Evaluating & Improving	<ul style="list-style-type: none"> ✓ Improve their analytical skills and develop either their own or others' performance as a result of the analysis. ✓ Develop leadership and more advanced collaborative skills 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Developing physical and mental capacity	<ul style="list-style-type: none"> ✓ Apply secure knowledge of training methods to improve their own cardiovascular fitness and speed, demonstrating its impact on personal performance and enabling them to support others in their own training. ✓ Perform with sustained determination whilst coping with success and disappointment, using clear strategies to ensure they and others perform at their best. 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Making and applying decisions	<ul style="list-style-type: none"> ✓ Use principles of play to plan for and implement advanced strategies and tactics, and then adapt them as needed. 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Developing skills in physical activity	<ul style="list-style-type: none"> ✓ Plan for and make use of advanced techniques 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit

Colour code the learning outcome boxes at the start and end of the unit

Red = 90% not achieved

Amber = 50% achieved

Green = 90% achieved

Range and Content

Making informed choices about healthy, active lifestyles	Evaluating and improving	Developing physical and mental capacity
Learning objectives		
<p>Suggest any Football clubs within the community and suggest coaching or refereeing awards. Develop a deeper understanding of stretches for all major muscle groups and those specific to Football. Discuss the negative effects of dehydration and the importance of diet to a Football player. Discuss the types of training a football player will use to improve fitness. Discuss the benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</p>	<p>Pupils will further develop mental capacity & creative thinking when devising new tactics. Use football to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Development of coaching role and leading part of the session to gain vital communication and leadership skills.</p>
Teaching activities		
<ul style="list-style-type: none"> • Teach pupils to evaluate fitness and exercise levels. Help them to devise programmes that will condition them for their chosen invasion game, based upon the demands of the game and their own fitness. Get them to focus on speed, reaction, power, strength and stamina. • Teach pupils the principles of safe exercising, what safe exercising is, and how they can apply the principles of safe exercising to their own and others' work. • Teach pupils how to use information from monitoring to develop and improve their programmes. • Listen to pupils talk about their understanding of the principles of training. 	<ul style="list-style-type: none"> • Teach pupils how to evaluate how well they play the game and how well they play in different roles and positions. Help them to collect data on their team and individual performance. Teach them how to analyse and interpret it, and how to go about improving performance. Ask them to set short-term individual targets for improvement and to monitor whether they have achieved them. • Help pupils refine their ability to analyse the most effective parts of their play and that of others. Help them to think while they are playing and find ways of becoming more effective. • Listen to pupils' ideas about how to develop and improve work. 	<ul style="list-style-type: none"> • Help pupils to apply their knowledge of cardiovascular fitness and speed training to secure improved personal performance and support others in their own training • Provide opportunities for pupils to use a range of strategies to manage success and disappointment in invasion type activities

Making and applying decisions	Developing skills in physical activity
Learning objectives	
<p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p>Pupils will develop advanced principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, control, heading defensive will be developed through small sided games and conditional situations. Pupils will demonstrate high quality performances and accurate replication throughout.</p>
Teaching activities	
<ul style="list-style-type: none"> • Teach pupils about the different ways in which tactics may be adapted for different situations, e.g. playing into or with the wind, defending deep or high, swapping players' roles in an attack. • Teach pupils to extend their ability to read the game, e.g. anticipation, positioning for interception, when to delay or channel an opponent to buy time for their team. • Listen to pupils discuss how players know when an attack has failed and how to reposition the ball for the next attack. • Help pupils to use their knowledge of successful tactics in a variety of invasion games, e.g. the use of screening, running off the ball. • Teach pupils how to coach a team in small- sided games. 	<ul style="list-style-type: none"> • Help pupils refine their ability to send, receive and travel with the ball. Give them time to practise speed of control and thought, in semi-opposed or opposed situations. • Help pupils consolidate their understanding of the skills needed in different roles and positions within a team. • Teach pupils new skills by devising, organising and overseeing competitive practices and drills, designed to improve specific aspects of technique or game play.

Activity specific scheme of work

Learning objectives	Task examples
<p>The Defensive Role To be able to perform defensive skills. i.e. jockeying, closing down and channeling play, and getting goal-side. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.</p>	<p>i) Warm Up. ii) Jockeying an opponent. iii) Run the Guantlet in groups of 3-5 In 4's Defending against an overlap. The pupils dribble towards one defender while the other overlaps them. The defenders mustreact to situation, use of 'fake' overlap. iv) Game situations. v) Cool Down.</p>
<p>The Attacking Role To be able to outwit opponents using dummies & fakes at speed and with accuracy. To understand the importance of width and playing into space in order to attack. To understand the need to commit defender and use options available. To develop and implement strategic and tactical play.</p>	<p>i) Warm Up. ii) Keeping possession and support play in 4's. Overlap and wide play. Use small grids 3 vs 1. keep ball iii) Shooting. iv) Game situations. Use channel along pitch where only 1 attacker from each team may enter. v) Cool Down</p>
<p>The Use of Wide Play To understand and perform attacking principles and strategies found in Football e.g. the use of width and speed. To be able to perform angled runs to create opportunity to outwit opponents. To appreciate the tactical benefits of using space and providing a chance to analyse performances.</p>	<p>i) Warm Up. ii) Chip and Drive passing into areas where attackers can move onto the ball and advance the team. iii) Delivering the ball from wide areas for players to attack. iv) Conditioned Games – 3 touch max. encourage vision and alertness.</p>
<p>Defending and Attacking Corners To perform necessary skills and techniques to attack from set plays and corners and outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies.</p>	<p>i) Warm Up. ii) In Groups of 3-5 pupils plan and perform attacking and defending corners. iii) Games</p>
<p>Set Pieces – Direct and Indirect Free Kicks To perform crosses using varying height, speed and positioning. To develop creativity in developing new strategies from set plays in attack. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics.</p>	<p>i) Warm Up. ii) In Groups of 3-5 pupils plan and perform attacking and defending Set Pieces. Create signaling and refine skills of crossing to enable accurate delivery. iii) Conditioned Games.</p>
<p>The Role of the Referee To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.</p>	<p>i) Warm Up. ii) Pupils organise small sided games. Games are officiated by a pupil to develop there leadership skills through game situations. Pupils understand the importance of fair play. Appropriate decisions given.</p>
<p>The Defensive Role To be able to perform defensive skills. i.e. jockeying, closing down and channeling play, and getting goal-side. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.</p>	<p>i) Warm Up. ii) Jockeying an opponent. iii) Run the Guantlet in groups of 3-5 In 4's Defending against an overlap. The pupils dribble towards one defender while the other overlaps them. The defenders mustreact to situation, use of 'fake' overlap. iv) Game situations. v) Cool Down.</p>
<p>Task Working in groups, pupils prepare as a team to form competitive matches or tournaments in the game they focus on, taking on different roles in their group, e.g. trainer, manager, coach. As a class, they decide how they are going to organise their competition and what type of competition they want to take part in. They decide which elements should be full-sided and which small-sided, and ensure that they have a fixture list, officials to referee or umpire, etc. They prepare their team for the competitions, focusing on skills, techniques, body fitness and conditioning, and team organisation. They decide team positions and shape, and devise a range of set plays and restarts that they can use. Pupils monitor the progress of their preparation programme and their performances, as a team and individuals in the competitions, and adapt their programmes to improve their skills, team organisation and fitness between competitions.</p>	<p>Adaptations and variations on the task</p> <ul style="list-style-type: none"> • Play one specific game or more, e.g. water polo, hockey, football, netball. • Play on different size pitches or courts, e.g. short and wide, long and thin. • Play with more than one goal at each end. • Play with adjusted equipment. • Play conditioned games. • Change the size and nature of the goals. • Team members should play different roles at each one of the competitions or festivals.

Unit notes

Lesson 1	Lesson 2	Lesson 3
Lesson 4	Lesson 5	Lesson 6

<p>Unit aim: Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a football game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.</p>		
<p>Prior learning It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experience in setting up and organising practices in groups ➤ Applied and adapted the principles of attack and defence in small-sided games ➤ Warmed up and cooled down safely ➤ Experienced a variety of invasion games ➤ Learnt about specific techniques for the games played 	<p>Language for learning Through the activities in this unit pupils will be able to understand and use word relating to football. Example principles of attack and defence, marking, covering and following through. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together</p>	<p>Resources</p> <ul style="list-style-type: none"> ➤ Footballs ➤ Bibs ➤ Cones ➤ Access to information through ICT ➤ Information on local clubs
<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • Practise skills at breaks and lunchtimes and at home • Take part in school sport, either competitively or socially • Join clubs in the community and/or use local facilities • Watch live and recorded matches to appreciate high-quality performance • Search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk 	<p>Additional notes</p>	
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Assessment matrix

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Passing (2.1)	I can pass the ball with some accuracy, but more often than not, my position is wrong.	I can pass the ball with some accuracy in a non-competitive situation.	I can pass the ball with accuracy using more than one type of pass.	I can pass the ball accurately using a variety of passes. I have some success with my weaker foot.	I can pass the ball accurately whilst under pressure. I have increasing success with my weaker foot.	I can pass the ball accurately whilst under pressure, using either foot.
Controlling (2.1)	I can sometimes control the ball, but more often than not, it runs away from me.	I can control the ball on a few occasions when not under pressure.	I can control the ball while under some pressure.	I can control the ball with more than two parts of the body while under some pressure.	I can control the ball with more than two parts of the body while under some pressure (as for level 6).	More often than not, I can control the ball with one touch while under pressure.
Rules (2.2)	I know the basic rules.	I know the basic rules (as for level 3).	I know the rules but find it difficult to apply them as a referee.	I can apply the rules in a game situation.	I know the rules and rarely make mistakes. I might be able to referee a game.	I know the rules and could referee a small game.
Playing positions (2.2)	I have some idea of the different playing positions. I can play only one or two of the playing positions.	I have some idea of the different playing positions. I can play only one or two of the playing positions (as for level 3).	I have a good understanding of playing in one position.	I know the role of, and can play in, more than one position.	I have a good understanding of at least two playing positions and can play them effectively.	I can play effectively in most positions and understand the role they play within a game.
Physical capacity (2.3)	I am developing the physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	I have limited physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	One area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	More than one area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is sufficient to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is sufficient to cope with the demands of the activity (as for level 7).
Mental capacity (2.3)	I have the confidence to have a go, but I avoid challenging situations.	I have the confidence to have a go and I can face challenging situations with help.	I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions.	I am determined to succeed, I keep going in most challenging situations, and I can deal with my emotions most of the time.	I am determined to succeed, I keep going in challenging situations, I can deal with my emotions, and I can sometimes help others succeed as well.	I am determined to succeed, I keep going in challenging situations, I can deal with my emotions, and I am good at helping others succeed as well.
Strengths and weaknesses (2.4)	I need help in correcting faults.	I can sometimes correct faults.	I can recognise that something is wrong, but I do not always know what it is. I can identify others' strengths and weaknesses.	I know when I or others have done something wrong and I can usually put it right.	I can correct most faults in performance, using correct vocabulary. I am good enough to play in the school team.	I can help to improve a team performance. I am good enough to attend town/city/district/county training.
Warming up and cooling down (2.5)	I can follow instructions for a warm-up and cool-down safely.	I can follow instructions for a warm-up and cool-down safely, and could probably do this myself.	I can design and lead a warm-up and cool-down session for a small group of people, suitable for football.	I am able to lead a safe warm-up and cool-down, stretching the correct areas of the body for football.	I know which of the major muscles to stretch for football. I am responsible enough to do this for myself. I understand why we warm up/cool down.	I can design and lead warm-ups and cool-downs suitable for football for a group. I can lead skills sessions.
Healthy lifestyle (2.5)	I know that exercise is important for a healthy lifestyle, but have difficulty understanding why.	I understand the importance of exercise for a healthy lifestyle.	I can explain why exercise is important to my health and fitness.	I understand how football can benefit a person's health and fitness.	I can describe how football benefits health and fitness and can share this information with a small group.	I understand how football benefits health and fitness and can share this information with a group of any size. I can lead groups to improve their skills and fitness in a lesson.

