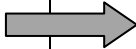
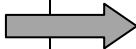


Initial Assessment

		Expectations	
LEVEL	<i>Below</i>	<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"> ✓ Recognise how to develop cardiovascular capacity. ✓ How to prepare and recover from explosive activity ✓ Use a small range of techniques with some accuracy and consistency. ✓ Make set responses with occasional variation. ✓ Cooperate with others and participate in the activities in specific roles. ✓ Carry out practices and ideas given to them by others to help improve their play. ✓ Be prepared to have a go with confidence. ✓ Learn to cope with success and failure recognizing the need to manage emotions. 	
	<i>Average</i>	<p><i>Most children will be able to:</i></p> <ul style="list-style-type: none"> ✓ Know how to develop cardiovascular capacity. ✓ How to develop specific speed. ✓ How to prepare and recover from explosive activity. ✓ Use a range of skills and techniques fluently and accurately. ✓ Devise and carry out a range of different tactics and practices. ✓ Work cooperatively in their groups. ✓ Take on a variety of roles within the group and the games played. ✓ Recognise the similarities between the games played. ✓ Applying and adapting tactics and skills effectively. ✓ Identify what they need to do to improve. ✓ Adapt ideas and suggestions given to them with determination. ✓ Cope with success and failure and manage emotions effectively.
	<i>Above</i>	<p><i>Some children will have progressed further.</i> <i>They will be able to:</i></p> <ul style="list-style-type: none"> ✓ Suggest ways to develop cardiovascular fitness. ✓ How to develop specific speed to improve performance. ✓ How to prepare and recover from explosive activity. ✓ Take on a range of different roles and always have a strong impact. ✓ Use skills with speed, accuracy and control. ✓ Devise, carry out and adapt a wide range of strategies, tactics and ideas. ✓ Take the lead and be careful to involve others. ✓ Make good connections between ideas and structures in different games. ✓ Respond quickly to new and changing situations and contexts. ✓ Devise and develop practices to improve their own and others' play. ✓ Overcome challenges with confidence. ✓ Cope with success and failure maturely and be effective in supporting others. 	

Making informed choices about healthy, active lifestyles	<ul style="list-style-type: none"> ✓ Describe what they need to do to improve their own fitness ✓ Design and carry out warm-up and cool-down routines safely and effectively ✓ Explain why these activities are important ✓ Recognise and describe how games affect their health and 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 <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Evaluating & Improving	<ul style="list-style-type: none"> ✓ Explain the range of decisions they have to make in a game ✓ Implement practices to improve their performance ✓ Identify aspects of technique that require practice and improvement ✓ Assess and comment on the ways in which they can improve, e.g. attacking and defensive tactics. 	<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 <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Developing physical and mental capacity	<ul style="list-style-type: none"> ✓ Shows cardiovascular capacity and understands how their body reacts in a demanding invasion games situation. ✓ Can demonstrate explosive speed and understands how to prepare and recover from explosive activity. ✓ Is determined to improve and succeed when faced with challenges ✓ Can cope with success and failure and keeps the emotional aspects of the game in perspective. 	<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 <input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit
Making and applying decisions	<ul style="list-style-type: none"> ✓ Organise themselves as a team to attack and defend and play in different positions. ✓ Select and use a range of tactics and strategies and apply them successfully in different games. ✓ Explain the similarities between the different invasion games played. 	<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
Developing skills in physical activity	<ul style="list-style-type: none"> ✓ Use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games. ✓ Adapt skills to different situations 	<input type="checkbox"/> Start of unit <input type="checkbox"/> End of unit <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		
Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level.	Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.	Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use football to develop observation skills on peer performances, skills and techniques. To develop understand of all rules during a game situation.
Teaching activities		
<ul style="list-style-type: none"> • Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing invasion games. • Help consolidate pupils' knowledge of warm- up and cool-down activities relevant to invasion games. • Ask pupils to refine their own warm-up routines, e.g. mobilise, raise the body temperature and stretch. • Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration. • Help pupils understand the importance of specificity in training. 	<ul style="list-style-type: none"> • Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Teach them how to 'read' a game. • Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving. • Talk to pupils about the ways they think both the games and their own play can be improved. Listen to what they think they need most help with, then invite ideas on how to adapt and vary the games. • Talk to pupils about their knowledge of rules and develop their ability to officiate small- sided games. 	<ul style="list-style-type: none"> • Enable pupils to demonstrate their understanding of the ways in which cardiovascular capacity can be improved by playing invasion games. • Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration. • Help pupils understand the importance of specificity in training and to work with determination to improve. • Help all pupils to experience success in competitive situations and to cope effectively when faced with failure.

Making and applying decisions	Developing skills in physical activity
Learning objectives	
Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement 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.	Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting, control and heading will be developed through small sided games and conditional situations Demonstrating high quality performances and accurate replication will be assessed.
Teaching activities	
<ul style="list-style-type: none"> • Talk to pupils about patterns of play in attack and defence, and teach the pupils how to make decisions about when and where to pass. • Help pupils explore the basic principles of attack, e.g. width, speed and support to keep possession and make progression, the basic principles of defence, e.g. delay, denial of space, pressure and cover to regain possession, and the skills and techniques to put the principles into operation. Help the pupils to recognise patterns of play. • Help pupils consolidate their understanding of simple tactics and explore the way these tactics can be adapted to small-sided games. • Listen to pupils say why tactics may succeed in one invasion game and fail in another. Help them to adapt their tactics to the current invasion game. • Ask pupils to explore simple game plans that increase the chances of successful outcomes in attack and defence. 	<ul style="list-style-type: none"> • Ask pupils to play small-sided versions of the selected game, keeping the rules and organising themselves into teams with positions and roles. • Help pupils consolidate the basic techniques and teach new techniques. Explore ways in which pupils anticipate the flight or movement of the ball and learn the importance of feints and acceleration when trying to outwit an opponent. • Help pupils investigate techniques employed when attacking, e.g. control and protection of the ball, progression and shot, and consolidate defensive techniques, e.g. mark, cover, intercept and tackle.

Activity specific scheme of work

Learning objectives	Task examples	
<p>Intro Passing – Side Foot To be able to perform the basic Football skills of passing and receiving. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents with passes.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Side Foot – TP’s – 3’s – Circles 5 Metre Game – Channel 3 v 3 Game Condition on Game – 5 Passes = a goal Teaching points: Follow through, Standing foot position, Weight and accuracy</p>	
<p>Intro Dribbling, Control & Turning To be able to perform the basic dribbling with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition.</p>	<p>Dribbling relays. Progress to in and out of cones. Demo and pair work - 3 Touch - Turns - Drag Back, Outside Foot Condition on Game – 2 goals at each end – Score change Ends – Turn Teaching points: Take weight out of ball. Use side of foot, get ball out of feet. Always turn into space.</p>	
<p>Passing and movement off the ball. To be able to outwit opponents using learnt skills and techniques. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play in football.</p>	<p>3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Conditioned Game – 3 passes before you can score Teaching points: Use of space to keep possession. Shows movement to support player with the ball.</p>	
<p>Intro Shooting To understand and know the benefits of types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning.</p>	<p>3’s Shoot at a goal – from either side – Concentrate on accuracy not power. Low and into the corners = harder for opponents to stop. Condition – Number game shoot on site, coned area in the corner of goals = 2 points. Teaching points: Head over ball. Aim for corners with accuracy. Strike through ball, lock ankle. Body balance</p>	
<p>Attack/outwitting an opponent To develop their understanding and knowledge of how to outwit an opponent using the skills learnt. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p>	<p>4v2 attack end line Condition – Channel Game or Defence vs Attack – Uneven Numbers Teaching points Always at pace, with support, Use width, Move the ball quickly, limit touches</p>	
<p>Defensive/tackling techniques To be able to perform basic defensive skills i.e Tackling To understand when to defend and how to stop opponents from advancing. Pupils recognize the need identify strengths and weaknesses when playing small sided games.</p>	<p>1 v 1, 2 v 1 Defensive Heading during game Condition – Mark only 1 player 6v6 game Teaching points Man on man, Low and side on body position, Arms length, without committing.</p>	
<p>Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in football. Further development - Inter house/form Football comp.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Groups of 5 or 6 - 5 v 5, 6 v 6 Differentiated on Ability Pupils Grade Themselves – Winners up / Losers down Teacher grades against NC levels</p>	
<p>Task 1 Four attackers versus two defenders (progress to 4 v 3). Attackers start with the ball from a safe exclusion zone near their own goal. They attempt to score in one of three goals. Defenders can score in one large goal, shooting from outside the exclusion zone. After each goal the attackers restart from the exclusion zone.</p>	<p>Task 2 Three attackers versus three defenders (progress to four defenders). Attackers start with the ball in their own third of the pitch and try to score in the defenders’ goal. The defenders attempt to ‘gain’ possession and score in one of two goals, wide on the wings of the pitch.</p>	<p>Task 3 In small-sided versions of the games (4 v 4, 5 v 5, 6 v 6 or 7 v 7) pupils plan for effective team play, applying tactics with an understanding of the principles of attack, defence and transpossession.</p>
<p>Adaptations and variations on the tasks</p> <ul style="list-style-type: none"> • Ensure the investigation is in different invasion games, e.g. water polo, hockey, netball, football. • Play on differently-sized pitches or courts, e.g. short and wide, long and thin, across a diamond (corner to corner). • Play with more than one goal at each end. • Play with goals on the field of play and score from any direction. • Play with adjusted equipment. • Play the game so that the ball must pass through a number of zones, before attempting to score. • Change the size and nature of the goals. • Score from either inside or outside a zone in front of a target. 		

Unit notes

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

Unit aim:

In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Prior learning

It is helpful if the pupils have:

- Played a variety of small-sided invasion games
- Worked independently in small groups
- Used and applied rules
- Some knowledge of tactics and team organisation
- Throwing, catching, kicking and striking skills

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly 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

Resources

- Footballs
- Bibs
- Cones
- Access to information through ICT
- Information on local clubs

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- 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

Additional notes

Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)

Assessment: Q & A, Formative and summative assessment.

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.