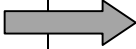


Initial Assessment

| | | Expectations | |
|-------|---------|--|--|
| | | LEVEL | |
| LEVEL | Below | <p>Some children will not have made so much progress. They will be able to:</p> <ul style="list-style-type: none"> ✓ Consistently use a small range of specific techniques in the games played, showing more precision when they have time and space ✓ Play a supporting role in the planned starts and restarts organised by the groups they work in. ✓ Contribute to group planning, making sound observations and suggestions about how to improve the quality of play. ✓ Recognise how explosive bursts of speed can help gain advantage over an opponent. ✓ Warm up and cool down safely drawing on ideas given to them. ✓ Understand the benefits of increased cardiovascular fitness in invasion games. ✓ Plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving. ✓ Demonstrate a determination to improve and succeed. ✓ Employ with assistance coping strategies to help manage success or failure. | |
| | Average | <p>Most children will be able to:</p> <ul style="list-style-type: none"> ✓ Play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision. ✓ Suggest ways of developing explosive bursts of speed to gain advantage over opponents. ✓ Put into operation the principles of attack and defence, recognising patterns of play, and say how they need to be adapted to increase the chances of success. ✓ Carry out a specific role in a team effectively. ✓ Warm up and cool down safely and effectively using their own ideas. ✓ Suggest ways of improving cardiovascular fitness which leads to sustained activity. ✓ Plan and lead short sessions with others showing a sound understanding of what is needed for the games played ✓ Use a range of coping strategies to help manage challenging competitive situations, demonstrating resilience as a team player. | |
| | Above | <p>Some children will have progressed further. They will be able to:</p> <ul style="list-style-type: none"> ✓ Select from a wide range of more advanced techniques, applying them efficiently and effectively in games played with speed and precision. ✓ Plan, implement and adapt tactics and form game plans in a range of situations and games, making a significant contribution to team effectiveness in a variety of roles. ✓ Demonstrate increased cardiovascular fitness leading to a high level of sustained activity. ✓ Have a good understanding of the need to warm up and cool down using a good range of ideas and carrying them out thoroughly. ✓ Use explosive bursts of speed consistently to gain advantage over the opposition. ✓ Take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play. ✓ Analyse individual and team play, describing the impact of each clearly and accurately ✓ Use effectively a range of coping strategies to manage challenging competitive situations, showing leadership and perseverance. |  |

| | | |
|--|---|---|
| <i>Making informed choices about healthy, active lifestyles</i> | <ul style="list-style-type: none"> ✓ Continue to improve their personal fitness in and through games. ✓ Understand why regular exercise has a positive effect on their own health, fitness and social wellbeing. ✓ Where and how to become involved in health- enhancing physical activity | [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> |
| <i>Evaluating & Improving</i> | <ul style="list-style-type: none"> ✓ Use information gained from analysis of a performance to influence and improve their own play ✓ Take initiative and decide how to develop and improve their own progress and that of others | [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> |
| <i>Developing physical and mental capacity</i> | <ul style="list-style-type: none"> ✓ Improve cardiovascular fitness and demonstrate its impact on performance in a range of games situations. ✓ Use speed effectively to outperform others and understand how to improve personal performance through the use of explosive bursts of speed in competitive games. ✓ Manage success and failure and use appropriate coping strategies to persevere and progress as a team in competitive situations. | [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> |
| <i>Making and applying decisions</i> | <ul style="list-style-type: none"> ✓ Use principles of performance in planning tactics and strategies for the tasks and challenges. ✓ Adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations. | [] <i>Start of unit</i> [] <i>End of unit</i> [] <i>Start of unit</i> [] <i>End of unit</i> |
| <i>Developing skills in physical activity</i> | <ul style="list-style-type: none"> ✓ Apply techniques specific to the game effectively, safely and efficiently | [] <i>Start of unit</i> [] <i>End of unit</i> |

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 | | |
| Develop a deeper understanding of stretches for all major muscle group and those specific to Football. Discuss the negative effects of dehydration to a Football player. Suggest any Football clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle. | 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. | 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 as well as observing the use of tactics. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. |
| Teaching activities | | |
| <ul style="list-style-type: none"> • Listen to pupils talk about their understanding of fitness and investigate how invasion games can help improve fitness. • Help pupils devise a training regime that encourages fitness for invasion games. • Teach pupils ways in which invasion games can be used as part of a balanced programme of health-related activities. • Help pupils find the confidence to play games out of school and talk to pupils about the range of contacts in the community. Introduce pupils to people who can help them become involved in invasion games beyond the school day. | <ul style="list-style-type: none"> • Teach pupils how to observe the similarities and differences in performance of technique or the execution of tactics in small-sided games. • Talk to pupils about the key factors that influence successful tactical outcomes in invasion games and help them to prioritise areas for improvement. • Ask pupils to monitor improvements in performance, e.g. playing in a game, officiating, coaching, organising, and discuss the impact of practice. • Help pupils refine their ability to set individual and team targets, so that any improvement can be measured against previous performance. | <ul style="list-style-type: none"> • Provide opportunities for pupils to develop cardiovascular fitness through challenging games situations • Help pupils to use appropriate bursts of speed in various positions to outperform others in both attack and defence • Help pupils develop robust coping strategies leading to consistent effort and perseverance and ensuring individual and team success |

| Making and applying decisions | Developing skills in physical activity |
|--|--|
| Learning objectives | |
| 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. | Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. 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 simple game plans, e.g. find successful combinations of tactics. • Teach pupils a range of set plays from starts and restarts. Encourage the pupils to adapt and vary set plays. Ensure the pupils know how to defend at starts, restarts and the set plays. • Help pupils extend the range of attacking, e.g. creating overlaps, attacking the 'seams' of a zone, and defensive tactics, e.g. the benefits of man-to-man, zone, or combinations of man- to-man and zone. • Teach pupils different ways of organising for defending and to solve and explore defensive solutions to these problems, e.g. overload, switching the point of attack, running lines. • Help pupils refine the speed at which decisions are made in game situations. | <ul style="list-style-type: none"> • Help all pupils to demonstrate their ability to play in small-sided games as individuals and teams. • Help pupils investigate the skills needed in a number of different positions within a team. • Teach pupils new techniques, and give them time to practise and improve upon areas of weakness. • Help pupils design practices and drills that improve technique or selected aspects of teamwork, e.g. a semi-opposed game to improve the timing of a pass. |

Activity specific scheme of work

| Learning objectives | | Task examples |
|--|--|---|
| <p>Passing To understand the benefits of passing and where different types of passes should be used i.e. Over defensive line. . To be able to outwit opponents with a variety of passes. To be able to perform these passes in a small sided game.</p> | | <p>Warm up – Student led, progressive jogging and dynamic stretching. Pairs; passing ball over set distance (drive pass, lofted, non-dominant foot). Teaching points: Passing for Accuracy / Distance / Possession, Pass and move into space (use varying types of passes). 3vs1 in small square (progressively reduce space to work in). Condition – Keep Ball – No Goals or 5/10 Passes = a goal. Small sided game</p> |
| <p>Control & Turning To be able to use the different parts of the body to control the ball. To perform and replicate different types of dribbling with control, speed and fluency in a pressured situation. To outwit opponents with the combination of advanced turns and dribbles making decisions about how best to advance on opposition.</p> | | <p>Recap Control / Under Pressure 2 v 1, 3 v 1 / Circles / Develop ways of beating a player. Teaching points; Control under pressure, Turning out to create space, Maintain possession Develop from throw ins, and game play. Play conditioned games – must dribble ball through gate to score. Small Sided games</p> |
| <p>Attack/Beating an opponent To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play.</p> | | <p>In channels with a tackler try to beat using various means fake, step-over, nutmeg. 3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Use of space to keep possession. Teaching points; How to break down a defence, develop strategy of attacking wide. Attack from basic set pieces. Small sided - condition game – Free corner areas to encourage wide play or must try to beat an opponent by dribbling before passing or shooting.</p> |
| <p>Shooting To perform a variety of shooting techniques on goal. i.e. low drive, chip and volley. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. success criteria. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.</p> | | <p>Recap Shooting technique in small groups. One touch out of feet and drive low. Develop to small crosses or set ups from different positions. Attack vs Defence on one small goal. (2 vs 2 moving onto 3 vs 2). Use of extra pupil? Discuss how to use effectively. Teaching points: Head over ball. Aim for corners with accuracy. Strike through ball, lock ankle. Focus on pupil’s percentage of shots on target. Above 50%? Why important? Conditional games</p> |
| <p>Defensive Tactics To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling. To understand and appreciate the need to make decisions about choice of defensive strategy.</p> | | <p>Introduce formations and the benefits. Intro 4 / 4 / 2 – 5 / 3 / 2 – Role of defence checks. Working in small groups - channel drill. 3 vs 2. Identify weak side of opponent. Teaching points; Pushing up, using offside, Sweeping, Team Defence / Pushing Up / Sweeper Conditional games.</p> |
| <p>Set Plays To perform crosses using varying height, speed and positioning. To develop creativity in developing new strategies from corner kicks in attack and defence. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics. To incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.</p> | | <p>Develop attacking at set plays. Small groups – split into attacker and defenders. Experiment with use of head / chest / knee / feet / volley to outwit opponents.Teaching points; Communication and organisation skills, Pupils develop tactics in groups of 6. Corners / Free Kicks / Throw Ins. 5 DEF VS 5 ATT with 1 GK and 1 corner taker. 3 goes each. The pupils work on set plays and signals from corner kicks. Small sided games – Starting games from corners, throw – ins, and goalkeeper.</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. Demonstrate knowledge of health and diet.</p> | | <p>Warm up – Student led, progressive jogging and dynamic stretching. Groups of 5 or 6 - 5 v 5, 6 v 6, Allow pupils to demonstrate ability to replicate skills and outwit opponents using skill learnt Differentiated small games. Teacher grades against NC levels</p> |
| <p>Task 1 Pupils play full-sided (or nearly full-sided) games applying rules, conventions and structures. They devise plans, strategies and team plays to ensure effective teamwork. Pupils work in groups of five or six, design and implement set plays from starts and restarts, e.g. free kicks/hits/passes/throw; corners; centres; penalties; scrums, etc. They put them into operation, analyse their effectiveness, and adapt them as needed.</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>Adaptations and variations on the tasks</p> <ul style="list-style-type: none"> • Adapt the space and pitch sizes pupils work in to suit their physical and skill ability. • Pupils could test their work out against token opposition or teams with fewer players, to make it easier. • Adjust the pressure put on the practice. • Set up tournaments with ‘handicaps’ and differential scoring systems to make them ‘fair’. • Use different groupings including mixed-ability and ability-matched groups. • Let pupils demonstrate knowledge and understanding in different ways and roles. |

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. |

