

**Area of Learning: Understanding physical development, health and wellbeing**  
**Scheme of Work: Football**



Key Stage: 2	YEAR: 6	DURATION: 6 LESSONS
<p><b>AIM:</b> Pupils will focus on improving and applying basic skills for football. In all games activities, pupils will think about how to use tactics and strategies to outwit the opposition. They will learn to plan basic principles of attack and make informed decisions during small sided games. To understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.</p>		
<p align="center"><b>Prior Learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Explored and used a variety of balls, beanbags and quoits and developed single action skills.</li> <li>➤ Observed some basic principles of attack (<i>i.e. use of space to avoid others</i>).</li> <li>➤ Worked in small teams in a variety of roles.</li> <li>➤ Used and kept basic rules for games activities.</li> </ul>	<p align="center"><b>Language for Learning</b></p> <p>Through the activities in this unit pupils will be able to understand and use words relating to: Rebound, aiming, speed, direction, passing, controlling, shooting &amp; scoring.</p> <hr/> <p align="center"><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Move with ease and show control in a range of physical contexts</li> <li>➤ Generate &amp; implement ideas and strategies to solve problems</li> <li>➤ Communicate clearly and cooperatively with others.</li> </ul>	<p align="center"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Footballs</li> <li>➤ Bibs</li> <li>➤ Cones</li> <li>➤ Information on local clubs</li> </ul>
<p align="center"><b>Curriculum Key Concepts and Processes:</b></p>		
<p align="center"><b>Outwitting an opponent</b></p> <p>To be able to choose and perform basic football skills with control and accuracy. To begin to explore ways of using space and develop an understanding about how to outwit opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p>	<p align="center"><b>Developing Physical and Mental Capacity/ Creative Problem Solving</b></p> <p>To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during a game situation. Use football to develop observation skills on peer performances and techniques.</p>	<p align="center"><b>Developing Accurate Replication of Skills/Performances/Actions</b></p> <p>Pupils will develop the skills necessary to outwit opponents. Passing, shooting, throwing and control will be developed through small sided games and conditional situations. Pupils should begin to combine skills and develop anticipation. Accurate replication of techniques and application in game situations will be assessed.</p>
<p align="center"><b>Making and Applying Decisions</b></p> <p>Pupils will need to implement tactical decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a partner (<i>i.e. what a team is, how it is made up and the different roles in it</i>). Opportunities to referee/coach pupils or small groups will develop knowledge of the rules and enhance communication skills.</p>	<p align="center"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the health and enjoyment benefits from taking part in Football related activities and discuss the need to stay active. To understand that physical activity can be good and the need to eat sensibly. Appreciate hygiene is important to well being. Suggest any Football clubs within the schools timetable and promote community links.</p>	<p align="center"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e. what is happening, what others are doing and copy how others act and work</i>).</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Numeracy (scoring), PSHE (Need for rules, sportsmanship &amp; promoting good interpersonal relationships)</p>		<p><b>Assessment opportunities:</b> Question &amp; Answer, formative and summative assessment.</p>

Week	Learning objectives	Task examples	Assessing Progress
1	<b>Dribbling and control.</b> To be able to perform basic dribbling skills with some control. Begin 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.	Warm up – “Ball pick up” ( <a href="#">see task card</a> ). Pupil/teacher led stretches. Paired dribbling relays to cone and back. Progress to in and out of a set of cones. Teaching points: soft touch on the ball, use side of foot, keep ball out in front of feet. Control more important than speed. Small sided games - 4 per team. Goals made with small cones. Conditioned game = must dribble over the line to score a goal. Progress to shooting at goal.	Beginning: <ul style="list-style-type: none"> <li>Will receive, dribble and stop a ball with no pressure.</li> <li>Will be able to manipulate the ball to travel towards a target area.</li> </ul>
2	<b>Passing – Side Foot</b> To be able to replicate the basic core football skills of passing and receiving. To understand that control and accuracy are vital to good player. To be able to get around an opponent with the use of passing. To be able to perform these in a small sided game when under pressure.	Warm up – “Traffic lights” ( <a href="#">see task card</a> ). Pupil/teacher led stretches. Side foot passing – 3’s – in a circle. Teaching points: Contact is with side of foot, follow through, standing foot position is by the ball, weight and accuracy. Differentiation = Use of non-dominant foot. 4 v 4 Small sided game. Condition – 5 consecutive passes equates to a goal. Discussion- how did you get around the opposition? What was most effective?	<ul style="list-style-type: none"> <li>Will understand why space is key but will not always exploit it.</li> <li>Will show a basic understanding of a warm up and follow a leader.</li> </ul>
3	<b>Passing and movement off the ball.</b> To be able to outwit opponents passing skills. To understand the importance of width and explore the use of space in order to attack. To develop and plan attacking concepts ( <i>how will you get around the defence?</i> ). To understand the importance of health and fitness to a footballer.	Warm up in a small grid. Use 4 different speeds. Walk, jog, ¾ jog & sprint. Mix up the calls. Discuss what is happening to heart rate? What does good fitness mean to a footballer? Pupil/teacher led stretches. 3s or 4s in coned grid. Pass and move to the empty corner. How many successful passes in given time? Highlight the use of space to keep possession. Show movement to support player with the ball. Use of communication and hand signals. 4 v 4 small sided game. Conditioned game – 5 passes before you can score	Developing: <ul style="list-style-type: none"> <li>Will execute a range of passing, and dribbling skills whilst on the move.</li> <li>Will use a range of techniques to outwit an opponent in order to attack.</li> <li>Will show an ability to shoot at a target with reasonable control and accuracy.</li> <li>Will explain the components of a warm up and lead a partner through the process.</li> </ul>
4	<b>Attacking/outwitting an opponent</b> To develop their understanding and knowledge of how to outwit an opponent using core skills. To understand and appreciate the need to make decisions about choice of strategy and refining ideas when unsuccessful. To develop knowledge of rules and to enhance communication skills.	Warm up – “Move in 2’s” ( <a href="#">see task card</a> ). Pupil/teacher led stretches. “Pass and move” – Explore a 2 vs 1 scenario in a channel. Discuss and demonstrate the ideas on the task cards. Pupil can explore their own ideas. Teaching points: emphasis on timing, width and space and accurate ball movement. 4 v 4 small sided game. 1 pupil to officiate each match.	<ul style="list-style-type: none"> <li>Will explain the components of a warm up and lead a partner through the process.</li> </ul>
5	<b>Shooting</b> To develop an understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning. To peer evaluate technique and suggest ways to improve their performance.	Warm up – “Move in 2’s” ( <a href="#">see task card</a> ). Pupil/teacher led stretches. Demonstrate shooting technique. Teaching points: Head over ball, strike through ball, lock ankle, body balance. Start with side of foot & progress to laces. 3’s – 1 goalie, pass and shoot at a goal – Concentrate on accuracy not power. Low = harder for goalkeeper to stop. Peer coaching opportunity. Do they shoot smoothly? Accurate? 4 v 4 small sided game.	Exceeding: <ul style="list-style-type: none"> <li>Will dribble, pass and receive while under pressure from opposition without losing the ball.</li> <li>Will use all available space and take advantage of areas of the pitch that are not covered.</li> <li>Will show significant influence on game situations to achieve successful outcomes.</li> <li>Will lead a small group through a short warm up.</li> </ul>
6	<b>Assessment</b> To demonstrate the ability replicate core football skills and to outwit an opponent in a game situation. To demonstrate develop their knowledge and understanding of the rules in football. Further development – Inter class football competition	Warm up in a small grid. Use 4 different speeds. Walk, jog, ¾ jog & sprint. Mix up the calls. Pupil/teacher led stretches. Passing in 3’s to warm up core skills. Progress to 2 vs 1 in a small coned grid, keep possession of ball. If defender intercepts = change roles. Mixed teams of 5. Mini tournament. Differentiated on ability. Pupil progress to be assessed.	<ul style="list-style-type: none"> <li>Will lead a small group through a short warm up.</li> </ul>