




## Scheme of Work: Football



Key Stage: 3	YEAR: 7	DURATION: 6 LESSONS
<p><b>Unit Aims:</b> In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in football. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p>		
<p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Learnt the basic principles of attack and defence.</li> <li>➤ Worked in small teams to plan how to play</li> <li>➤ Taken different roles in some games, including attacker and defender</li> <li>➤ Used and kept rules and conventions for games</li> </ul>	<p style="text-align: center;"><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to football.</p> <p><i>E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball &amp; following through.</i></p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Footballs</li> <li>➤ Bibs</li> <li>➤ Cones</li> <li>➤ Ladders</li> </ul>
<p><b>Key Concepts and Processes:</b></p>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Developing Physical &amp; Mental Capacity</b></p> <p>Develop ability to perform sustained physical movements as part of a warm up and games activities. Use football concepts to develop observation skills on peer performances, skills and techniques. To develop an understanding of the basic rules and roles during a game situation.</p>	<p style="text-align: center;"><b>Development &amp; Replication of Skills</b></p> <p>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 against expected learning outcomes.</p>
<p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to play a variety of roles within small groups will develop communication and decision making skills (defender, attacker, and referee).</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>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 components that football players need to perform at a high level.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>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 &amp; targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p>
<p><b>Scan these QR codes for information</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Dribbling</b></p> </div> <div style="text-align: center;">  <p><b>Passing and Angles</b></p> </div> <div style="text-align: center;">  <p><b>Small Sided Games</b></p> </div> </div>		

<b>Progress &amp; Assessment by Outcomes – Expected Learning Outcomes of the unit</b>	
<p>1.Movement with and without the ball.</p> <p>All pupils will: Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations.</p> <p>Most pupils will: Perform the necessary dribbling skills to suit the situation. Use different parts of the foot to maneuver/manipulate the ball into open spaces.</p> <p>Some pupils will: Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played.</p>	<p>2.Execution of core skills (Dribbling, Passing, Shooting)</p> <p>All pupils will: Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify the differences between their performances and others.</p> <p>Most pupils will: Pass using different variations covering longer and shorter distances. Accurately replicate core skills consistently and as a result plays a main role in small sided games.</p> <p>Some pupils will: Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and occasionally successful.</p>
<p>3.Outwitting Opponents in a competitive game situation</p> <p>All pupils will: Show a basic tactical awareness and react to opponent's pressure in a small sided game.</p> <p>Most pupils will: Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending;</p> <p>Some pupils will: Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.</p>	<p>4. Developing Physical Literacy. (run, jump, kicking, control)</p> <p>All pupils will: Demonstrate basic movements including running, jumping and kicking techniques applied with some coordination and control.</p> <p>Most pupils will: Perform the necessary fundamental movement &amp; football skills that allow them to read their environment and make appropriate decisions. The manipulation of this techniques are performed at a greater speed.</p> <p>Some pupils will: Control the ball and move with speed and agility. Core football skills are consistently performed quicker in response to opposition pressure in a game.</p>
<p><b>Other Links:</b> Physical Literacy Skills (Agility, Balance, Coordination, Motivation, Movement competence and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p><b>Personal, Learning and Thinking Skills (PLTS):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative thinkers</li> <li><input type="checkbox"/> Reflective learners</li> <li><input type="checkbox"/> Team workers</li> <li><input type="checkbox"/> Effective participants</li> </ul>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<p><b>Movement with the ball – Dribbling, Receiving &amp; Turning</b></p> <p>To be able to perform the basic dribbling movements 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 territory.</p>	<p>Pulse raiser – football movements in a small 10m grid. Dynamic stretches (i.e. lunge, touch instep of foot) 1 ball each or 1 between 2. Dribbling relays. Progress to in and out of cones. Move into small 5m grids – Pairs with 1 ball - Teaching points: Take weight out of ball. Use side of foot, get ball out of feet. Always turn into space (Scan and check shoulder). Conditioned competitive games (See Small Sided Games QR Code) – 2 goals at each end to encourage decision making based on defenders position.</p>	<p>Adapt the number of touches/size of practice area or size of target in SSG. Mid-lesson plenaries check – technical points to movement with the ball? Why is check shoulder important? Why is decision making in SSG vital to attacking?</p>
2	<p><b>Passing and movement off the ball.</b></p> <p>To be able to replicate passes in a space with changing environment. To understand the importance of width and playing into space in order to attack and outwit opponents. To identify the type of information you might provide team mates when off the ball.</p>	<p>Pairs warm up - Count to 3. Replace 1, 2 &amp; 3 with jump, side step and jog backward and then forwards. In 25 x 25m grid, pupils to pass and move as a pair. Move as a 'unit' to the empty corners or space. Introduce cone gates in the working area. Pass must go through it. Highlight communication skills (use prior learning shoulder checks) Conditioned Game – 3 passes before you can score. Teaching points: Use of space to keep possession. Show movement to support player with the ball (not always forward!).</p>	<p>Decrease speed of movement or increase size of working grid for those needing help. Mid-lesson plenaries check – How might the player without the ball assist the ball carrier? Which role is more important? Identify information can they provide?</p>
3	<p><b>Passing Variations</b></p> <p>To be able to accurately replicate the core skills of passing and receiving. To understand and develop the knowledge of the type of pass needed and when. To be able to outwit opponents with a variety of passes in a competitive small sided game.</p>	<p>Split group into 2. One with ball + other without (10 x 20m grid) Dribbling and move with ball or jog around in area. Add football movements both with and without ball. 3's – Pass and move around 30mx30m grid. Avoid other 3's (Spatial awareness) – use side Foot, outside, dominant, non-dominant. – TP's – balance, coordination, weight of pass dependant on distance. 4 v 4 Competitive Game - Condition - 4 Passes then can shoot on goal.</p>	<p>Provide warm up movement variations for those finding them difficult. Decrease/increase pace of passing in grids. Mid-lesson plenaries check – How might spatial awareness be used in a game? Identify variations in passes–Discuss use throughout.</p>
4	<p><b>Shooting</b></p> <p>To demonstrate a controlled shooting motion on a goal. To develop an understanding of how to create space to shoot. To understand how to adjust shot selection based on opponents positioning &amp; environment.</p>	<p>20m x 20m grid – warm up movements in outlined space. Intro 1 ball per 3's (recap prior learning) 3's Shoot at a goal – roles – GK, feeder, shooter. T.Ps' - Strike through ball, lock ankle, balanced body, concentrate on accuracy not power. Low and into the corners = harder for opponents to stop. Progression – feeder becomes defender to create 1 vs 1. Conditioned game – coned area in the corner of goals = 2 points.</p>	<p>Make defender passive to allow success, build up level of pressure applied. Increase/decrease size of target. Mid-lesson plenaries check – Demo successful &amp; unsuccessful shot – identify reasoning. Teaching points checklist.</p>
5	<p><b>Attack/outwitting an opponents</b></p> <p>To develop a knowledge of how to outwit an opponent using the core football skills. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful.</p>	<p>Pairs warm up – leader performs movements, follower copies. 3 vs 1 in a grid passing to corners only (see passing and angles QR code) Progress to 4v2 attack end line of a channel. Change roles after 4 attempts. Encourage overload of attacks to encourage success. Teaching points; Always at pace, with support, Use width, Move the ball quickly. 4 vs 4 conditioned game. Shot must come from within a specific area.</p>	<p>Pair individuals up according to ability/fitness level. Limit touches of successful 4's. Mid-lesson plenaries check – highlight why possession is key. Discuss how knowledge has improved and what pupils know now that they didn't appreciate before.</p>
6	<p><b>Attack/outwitting an opponents</b></p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.</p>	<p>Select 4/5 individuals to lead a small 2 min warm up. Pulse raise and dynamic stretches. Set up 1 v 1 channel – pairs to beat opposition. Move onto 'dribbling QR Code' outline above. Conditioned 5 vs 5 competitive game – Mark only 1 player (man to man) track ball and man is a multi-functional skill. Why is it important? Teaching points – Scan and 'read' the flow of the game. Defending position sideways on, low, keep at arm's length without committing until time is right.</p>	<p>Slow 1 vs 1 drill down or open/reduce the space. Mid-lesson plenaries check – discuss ways to beat a defender, which ones were successful? Reinforce defending stance and why scanning is vital? How many times should players scan? (3 minimum)</p>