




## Scheme of Work: Football

Key Stage: 3	YEAR: 9	DURATION: 6 LESSONS
<p><b>Unit Aims:</b> In this unit pupils will focus on implementing and refining core skills as a team and as individuals to outwit opponents. Teams will be expected to plan strategies and implement them in competitive games. In all games activities, the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Pupils will be given the opportunity to officiate and coach small groups and understand the importance of teamwork.</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>➤ Experienced setting up and organising football practices in groups</li> <li>➤ Applied and adapted the principles of attack and defence in small sided games</li> <li>➤ Begun to lead small parts of a warm up or cool down.</li> <li>➤ Learnt about specific core skills to Football.</li> <li>➤ Used and applied football rules correctly.</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. starts, restarts, set plays, team strategy, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play</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>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will work on the ability to outwit opponents with varying degrees of pressure. Pupils will learn to combine and perform more advanced football skills consistently with a greater accuracy and tempo. Continual development and refinement of the learnt 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>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. To use the understanding of rules and terminology used for football to trial different roles within the game.</p>	<p style="text-align: center;"><b>Development &amp; Replication of Skills</b></p> <p>Pupils will further develop the fundamental principles of play using and replicating core skills and movement needed including; passing, shooting, control and movement off the ball. Demonstrating high quality performances and accurate replication will be assessed with reference to learning outcomes.</p>
<p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>Pupils will be encouraged to use more advanced strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Further opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Pupils will learn to prepare for and recover from exercise safely. Develop a deeper understanding of stretches for all major muscle groups and those specific to Football. Discuss the negative effects of dehydration to a Football player. Highlight the long term health benefits gained from taking part in Football based activities suggesting clubs both within the school timetable and outside.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of attack and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils.</p>
<p><b>Scan these QR codes for information</b></p>		
		
<b>Movement Patterns</b>	<b>3 Team Attack</b>	<b>Small Side Game</b>

**Progress & Assessment by Outcomes – Expected Learning Outcomes of the unit**

<p>1. Possession and attack development</p> <p>All pupils will: Play the games, replicating a sound range of specific techniques consistently and effectively with reasonable speed and precision.</p> <p>Most pupils will: Consistently use a range of specific techniques in competitive games played, showing more precision when they have time and space and can play a supporting role for others.</p> <p>Some pupils will: Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games played with speed and precision. Forms game plans in a range of situations, making a significant contribution to team’s effectiveness. Identifies space for themselves and others and uses this to advance the team.</p>	<p>2.Replication of advanced skills (Passing variations, Shooting with curl)</p> <p>All pupils will: Use simple techniques in situations with limited pressure and will attempt passing and shot variations.</p> <p>Most pupils will: Pass using complex variations in distance, height and curl. Accurately replicates core fundamental skills consistently even under pressure and is beginning to become influential.</p> <p>Some pupils will: Identify the type of core skills needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and makes a significant impact on the games played.</p>
<p>3.Understanding of set plays and ways to create scoring opportunities</p> <p>All pupils will: Show knowledge of a set play and recognise why these are used. Play a limited role in the execution of such movements.</p> <p>Most pupils will: Understand how a set play can be set up and will play a role in the movement of the ball to a shooting opportunity.</p> <p>Some pupils will: Help to create suitable set plays from different areas. Make speedy decisions when facing an opposition and can use a range of core skills effectively to present goal scoring opportunities.</p>	<p>4.Developing Reflective learners/Creative thinkers/Self managers</p> <p>All pupils will: Recognise a need for strategies and creative thinking and can add to a group discussion.</p> <p>Most pupils will: Show creativity in planning ways to outwit opponents and execute the skills needed to complete this. Can critically evaluate a plan to attack and adapted this idea to suit the needs of individuals.</p> <p>Some pupils will: Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved.</p>
<p><b>Other Links:</b> Physical Literacy Skills (Developing football fundamentals, Agility, Coordination, Speed 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> <li><input type="checkbox"/> Self managers</li> <li><input type="checkbox"/> Independent enquirers</li> </ul>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<b>Passing, Control &amp; Turning</b> To understand variations in passes and where different types of passes should be used. To be able to use the different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes.	Movement patterns – 4's (See QR code). Develop to a 3 vs 1 in the same space. Passing for Accuracy / Distance / Possession. Use variations to match the variables of the situation. Pass and move into space to keep ball (drive pass, lofted, non-dominant foot). Conditioned SSG – Keep Ball with No Goals or 5/10 Passes = a goal. Highlight control from a throw in. Get ball down as soon as possible. Conditioned competitive games (SSG QR code)-2 goals at each end.	Progressively reduce/enlarge space to work in. Mid-lesson plenaries check – How many variations in a pass can you suggest? What tactics work best to maintain possession of the ball? How can control effective the team? Positive/negatives?
2	<b>Heading</b> To develop their understanding and knowledge of how to head the ball correctly and safely. To perform the different types of heading in different situation e.g. Defensive & Attacking. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.	All pairs in a grid: serve the ball underarm and head back to partner using correct part of head. Find another partner to return header to. Paired competition – how many successful completions in 1 minute. Introduce throw, head, catch sequence. Teaching points: watch ball, use forehead, control flight of ball. Can pairs perform this while moving in the grid? Experiment different types of heading (head up = defensive & head down = attacking). Condition game – headed goals worth 2 points.	Increase/decrease speed of movement. Mid-lesson plenaries check – teaching points checklist for heading? How can a header be controlled or directed?
3	<b>Shooting</b> To replicate a variety of shooting techniques on goal. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.	Warm up 4 v 4 light intensity possession game in grid area. Build up pace of play slowly. Recap Shooting technique in small groups. One touch out of feet and drive low. Experiment with low drive, chip and volley. Develop to small crosses or set ups from different positions. Attack vs Defence on one small goal. (3 vs 2). Use of extra attack? Discuss how to use effectively. Small sided condition game – use 'magic man' who plays for the team in possession.	Decrease/increase pace/speed of working in each of the grids. Mid-lesson plenaries check – How can chips and low drives be produced? How might space dictate choice of shot?
4	<b>Attack/Beating an opponent</b> 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 basic strategic and tactical play.	Warm up - paired heading race from goal line to halfway. The pairs must throw the ball, jump, head, and catch whilst moving. Use channels to try and beat defender using different methods i.e. fakes, step-over, nutmeg. 4s in grids – 3 vs 1. How many passes in given time without interception. Small sided condition game – 3 Team Attack – See QR code. Teaching points; How to break down a defence, develop strategy of attacking wide.	Make defender passive to allow success, build up level of pressure applied. Increase/decrease size of target. Mid-lesson plenaries check – Demo successful & unsuccessful shot – identify reasoning. Teaching points checklist.
5	<b>Defensive Tactics</b> To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation. To understand and appreciate the need to make decisions about choice of defensive strategy.	Select 4/5 individuals to lead a small 2 min warm up. Pulse raise and dynamic stretches. Working in small groups - channel drill. 3 vs 2. Identify weak side of opponent + use jockeying, staying goal side, closing down & poke tackling. Conditional games - introduce formations and discuss the benefits (4-4-2, 4-3-3 + 4-5-1). Trial versions of these formations during 5 vs 5 competitive games. Teaching points; Defenders must 'pushing up' and use of offside	Individuals leading the warm up could be paired according to ability/fitness level. Mid-lesson plenaries check – what formations have you learnt/found out about today? Discuss defensive terms highlighted?
6	<b>Set Plays</b> To develop creativity in developing new strategies from set plays in attack and defence. To incorporate corner kicks, goal kicks, defending and attacking strategies in small games.	Select 4/5 individuals to lead a small 2 min warm up. Pulse raise and dynamic stretches. Experiment with attacking set plays. Teaching points; Communication and organisation skills, Pupils develop tactics in groups of 6 – split into attacker and defenders. 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. Use small sided games to allow pupils to adapted and refine.	Individuals leading the warm up could be paired according to ability/fitness level. Mid-lesson plenaries check – discuss set plays used and there success rates. Why set up a strategy for attack from a set plays?