



Scheme of Work: Football

Key Stage: 4	YEAR: 10	DURATION: 6 LESSONS						
<p>Unit Aims: In this unit pupils will be given the opportunity to officiate and coach small groups and understand the importance of teamwork and decision making. Core skills will be further developed & refined and use to outwit opponents in competitive games. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. To develop a deeper understanding about healthy lifestyles.</p>								
<p>Expected Learning Outcomes of the unit: All: Show a basic tactical awareness and react to opponent's pressure in a small sided game. Most: Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to attack and defend with confidence. Some: 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 style="text-align: center;">Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced a range of core skills and techniques in isolation and under pressure. ➤ Experienced different roles within a team ➤ Played competitive games with adapted rules. 	<p style="text-align: center;">Language for learning</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. set plays, team strategies, preparation, recovery, fitness, exercise, officiating, principles of play, attack, defence, outwitting an opponent, countering a play</i></p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Footballs ➤ Bibs ➤ Cones ➤ Ladders ➤ Poles/agility sticks 						
<p>Key Concepts and Processes:</p>								
<p style="text-align: center;">Outwitting an opponent</p> <p>Pupils will further develop the ability to outwit opponents and teams using advancing tactics. Pupils will perform and replicate the core skills necessary in response to a changing environment. Able to identify space for themselves and others and will use this to advance a team forward.</p>	<p style="text-align: center;">Developing Physical & Mental Capacity</p> <p>Pupils will further develop mental capacity & creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Development of coaching role and leading part of the session to gain communication and leadership skills.</p>	<p style="text-align: center;">Development & Replication of Skills</p> <p>Pupils will develop and replicate the core skills needed including; passing, shooting, heading, control and movement patterns through the use of small sided games and conditional situations. Pupils will develop advanced principles of play by applying tactics for defending and attacking.</p>						
<p style="text-align: center;">Problem Solving, Challenges & Making Decisions</p> <p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Develop a deeper understanding of dynamic stretches for all major muscle groups. Discuss the negative effects of dehydration and the importance of diet. Experience the type of training a football player will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils should begin to develop the capacity to self-assess and observe others' performances. Reflect on the core skills used and potential improvements in the use of tactics. Pupils will be encouraged to evaluate tactical decisions based on movement of the ball into space and choice of skill execution.</p>						
<p>Scan these QR codes for information</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  3 Team Attack </div> <div style="text-align: center;">  SAQ circuit warm up </div> </div>		<p>Personal, Learning and Thinking Skills (PLTS):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Creative thinkers</td> <td><input type="checkbox"/> Effective participants</td> </tr> <tr> <td><input type="checkbox"/> Reflective learners</td> <td><input type="checkbox"/> Self managers</td> </tr> <tr> <td><input type="checkbox"/> Team workers</td> <td><input type="checkbox"/> Independent enquirers</td> </tr> </table>	<input type="checkbox"/> Creative thinkers	<input type="checkbox"/> Effective participants	<input type="checkbox"/> Reflective learners	<input type="checkbox"/> Self managers	<input type="checkbox"/> Team workers	<input type="checkbox"/> Independent enquirers
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Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	The Use of Width To understand and replicate attacking principles through the use of width and speed. To be able to perform angled runs to create opportunities to outwit opponents. To analyse the tactical benefits of using space.	Pulse raiser - agility work using cones and poles. 4's per grid – 3 vs 1. 4's – set up defender, 2 attackers and GK. Use space and width + move ball into areas where attackers can move onto the ball and are presented with a goal scoring chance. Set up 5 vs 5 SSG – Work on delivering the ball from wide areas for players to run on to. Conditioned games – 3 touch max. Encourage vision and composure on the ball.	Progressively reduce/enlarge space to work in. Mid-lesson plenaries check – How can 2 attackers beat a defender? What techniques were successful? SSG-What advantage did the use of space and width provide?
2	Attacking as a unit/team To be able to outwit opponents using dummies & fakes. To understand the importance of width and playing into space in order to attack. To understand how to commit defender and implement strategic and tactical play.	Discuss the effects of training on footballers and importance – Complete small interval training taster session – periods of work followed by a rest or recovery run (i.e. sprint 15m, walk back to start) 4's – 3 vs 1 keep possession drill in a grid. SSG – focus on overlapping runs and wide play - Use channel along pitch where only 1 attacker from each team may enter. Use time outs to allow pupils to plan and create new attacking strategies and tactics to improve their performance.	Increase/decrease speed of movement during warm up or grid drill. Mid-lesson plenaries check – question understanding on the concept of movement to maintain possession. How can width/wide play assist an attack?
3	Defending and defensive roles To be able to replicate defensive skills. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.	Warm Up – See SAQ circuit warm up QR code. Set up 1 vs 1 in a channel. Discuss defending terms and meanings. <i>i.e. jockeying, closing down and channeling play, and goal-side.</i> Experiment with 'Jockey' an opponent/delay them from attacking. Progress to 'Run the Guantlet' in groups of 4. 2 vs 2 Defending against an overlap. The pupils dribble towards one defender while the other overlaps them. The defenders must react to situation, use of 'fake' overlap. Defenders can 'Show' the attackers where they want them to go. Small sided games – call half time during games to allow pupils to implement strategies and assess effectiveness of formations.	Decrease/increase pace/speed of working in each of the channels. Mid-lesson plenaries check – Recap/test understanding of defending terms. What information can you gain from the attackers before they approach and how will it inform you + team?
4	Formations + roles in a team To develop their understanding and knowledge of how to stop attack effectively using different formations. To develop basic strategic and tactical play with a range of roles.	Warm Up – football movement in a grid. Dynamic stretches + dribbling recap. Groups of 9 – 3 Team Attack (See QR code) – first group attack one end and once goal is scored or defending team intercept they attack the other 3 at the other end. (see QR code) Conditional games - discuss formations and the benefits (4-4-2, 4-3-3 + 4-5-1). Trial these formations during 5 vs 5 competitive games. Make sure all pupils play a different role with a formation. Highlight each of the player's roles.	Increase/decrease the pacer of the warm up to suit individuals. Appropriate skill levels matched. Mid-lesson plenaries check – what formations have worked well? What roles are there to play and what is their primary job?
5	Corners, Free kicks and strategies To perform necessary skills and techniques to attack from set plays and corners to outwit an opposition. To be able to evaluate how well it has been achieved and find ways to improve strategies.	Warm Up – 8 mins fartlek training. Pupils to run around the outside of a square, every time they hit a corner they must change the pace/intensity. In Groups of 3-5 pupils plan and perform a set play from a corner. Discuss positioning of attackers and defenders – use mini whiteboards. Small sided games – pause for set plays and use of a mini half time talk as a unit.	Individuals should be paired according to ability/understanding of the game. Mid-lesson plenaries check – Discuss successful set plays and ask why they worked.
6	The Role of the Referee To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.	Warm Up – movement around a small grid, show turns, speed of turn and 5 yard sprint to accelerate into space. Pupils to organise small sided games in a Round Robin tournament. Games are officiated by a pupil to develop their leadership skills through game situations. Pupils to understand the importance of fair play, decision making and sportsmanship.	Use appropriate pace to warm up and provide complex variations for those who are able. Mid-lesson plenaries check – Have the games been officiated well? What are the common problems faced?