

## Scheme of Work: Football

| Key Stage: 4  | YEAR: 11  | DURATION: 6 LESSONS   |  |   |  |  |                                       |  |
|---|---|---|--|---|--|--|---------------------------------------|--|
| <p><b>Unit Aims:</b> In this unit pupils will focus on developing more advanced core skills and replicate them in game situations in order to outwit opponents. 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 the physical capacity of pupils with exercises related to football.</p>  |   |   |  |   |  |  |                                       |  |
| <p><b>Expected Learning Outcomes of the unit:</b><br/> <b>All:</b> Show a basic ability to control the ball and pass in reaction to pressure in a competitive small sided game.<br/> <b>Most:</b> Work effectively in a small team to attack and defend in adapted and refine game situations. Use core skills with some competence.<br/> <b>Some:</b> Shows a sound level of tactical awareness and can easily adapt core skills and techniques to a changing environment.</p> |   |   |  |   |  |  |                                       |  |
| <p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>➤ Experienced a range of core skills and techniques in isolation and under increasing pressure.</li> <li>➤ Experienced different roles within a team including coach and official.</li> <li>➤ Played competitive games with refined rules to suit the ability of pupils.</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. set plays, formations, team tactics, pulse raisers, cool down, officiating, principles of play, outwitting an opponent, counter attacking and switching the 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> <li>➤ Poles/agility sticks</li> </ul>   |  |   |  |  |                                       |  |
| <b>Key Concepts and Processes:</b>  |   |   |  |   |  |  |                                       |  |
| <p style="text-align: center;"><b>Outwitting an opponent</b></p> <p>Pupils will further develop the ability to outwit opponents with varying degrees of pressure. Pupils will advance their understanding of how to combine and perform more advanced football skills consistently with a greater accuracy and speed. Continual development and refinement of the learnt skills will contribute to producing an improved performance will frequent success.</p>                 | <p style="text-align: center;"><b>Developing Physical &amp; Mental Capacity</b></p> <p>Pupils will continue to develop mental capacity &amp; creative thinking when devising new tactics. Activities will focus on developing and stretching pupil's physical capacity. Continued development of the ability to take on a coaching role and leading part of a session should be provided in the right climate to challenge pupil's leadership skills.</p> | <p style="text-align: center;"><b>Development &amp; Replication of Skills</b></p> <p>Pupils will develop advanced principles of play when performing and refining tactics for defending and attacking. Passing, shooting, control, heading, defensive and attacking movements will be developed through conditioned and competitive small sided games. The execution of these core skills will be challenged with pressurised situations.</p>                               |  |   |  |  |                                       |  |
| <p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>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 continue to be offered.</p>              | <p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Suggest any Football clubs within the community and highlight coaching or refereeing awards that are open to young people post 16. Develop a deeper understanding of football specific exercises and experience them. Discuss the importance of a balanced diet and that it meets the needs of the body.</p>   | <p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Pupils should evaluate performances giving constructive feedback and develop the ability to become a reflective learner. To improve analytical skills and to develop either their own or others performance (self and peer assessment). To develop leadership skills and confidence amongst peers.</p>  |  |   |  |  |                                       |  |
| <p><b>Scan these QR codes for information</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Set and Move</b></p> </div> <div style="text-align: center;">  <p><b>Shooting</b></p> </div> </div>  |   | <p><b>Personal, Learning and Thinking Skills (PLTS):</b></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    | <b>Keeping Possession</b><br>To be able to perform basic skills to retain ball possession. To understand the benefits of strategic and tactical approaches to outwit the opponent. To appreciate the need to make adjustments and adaptations when performing in order to beat the opposition. | Discuss the importance of a warm up – SAQ ladders work. Incorporate use of a ball after ladder run. Pupils to understand and apply tactics for keeping possession and good support play. 3v2 directional play towards a goal/target. Highlight the use of a dummy run, fake, feint or overlapping runs. 5 vs 5 conditioned games - 3 touches maximum then not overhead height.  | Progressively increase/decrease speed of work through ladders. Mid-lesson plenaries check – How did you get past a defender? What tactics work best to produce a shot on target?                                    |
| 2    | <b>Attack/Beating an opponent</b><br>To be able to outwit opponents in a pressured situation. To understand the use of width and space in order to attack. To improve decision making and skill execution in response to opposition.   | Set and Move warm up – 6's (See QR code). Pass and move to another grid to find another one touch pass. Use channels to experiment with 2 vs 1. Attackers to use fakes, step-overs, protect the ball with body. Conditioned competitive games – 2 goals at each end to encourage 'switching of play' – discuss what this means (moving the ball to other side of pitch to use the width to attack). Teaching points; Use a quick turn and short passing to switch play. | Increase/decrease speed of movement. Match 3's appropriately in terms of ability. Mid-lesson plenaries check – How have you developed a strategy of attack? How has width helped this?                              |
| 3    | <b>Ball control</b><br>To be able to replicate control technique in isolation and under pressure. To understand how to use these core skills to advance a team forward.  | Warm Up – pairs strength/resistance work. Shoulder press, arm raises, leg press against partner. 3's - Keep ball in the air using variety of body parts. Use small grids 4 vs 2. Keep ball and focus on close control. Progress to small sided games (5 vs 5) – use conditions – can only score with header/volley, keeping possession condition – referees to time possession each team has – evaluate the team to have the highest time of possession and why?        | Decrease/increase pace/speed of work for each pair. Mid-lesson plenaries check – Why is control important to being successful? Why possession is important to a team and what does a higher % possession time mean? |
| 4    | <b>Shooting</b><br>To perform angled shots to outwit opponents and disguise attacking strategies. To understand and replicate attacking principles and evaluate the success rates.   | Warm up 4 v 4 possession game in grid area. Recap Shooting technique in 6's – (See Shooting QR code) Pupil's to experiment with different variation of shot – placement, power, curl. 5 vs 5 competitive games. Condition - use 'magic man' who plays for the team in possession. Use of extra attacker? Discuss how to use effectively.  | Increase/decrease size of working area. Mid-lesson plenaries check – Demo successful & unsuccessful shots – identify reasoning. Teaching points checklist. Why is magic man a key role?                             |
| 5    | <b>Organising a Small Sided Tournament</b><br>To create and run small sided games in a tournament format. To encourage decision making skills and develop reflective learners.   | Warm up – in and out of cones. Dynamic stretches with the ball – trunk twists, lunges. Pupils to organise themselves into even teams, time-keep and officiate their own games. Pupils develop leadership skills and the understanding and application of fair play. All teams to play each other and form a knock out phase. Results to be record and collated.   | Individuals could lead the warm up or could be paired. Mid-lesson plenaries check – what roles are typically required in a tournament setting? Why are these necessary?   |
| 6    | <b>Organising a Small Sided Tournament</b><br>To create and run small sided games in a tournament format. To encourage decision making skills and develop reflective learners.   | Warm Up – 3's shuttle work, side steps, agility turns, small sprints. Pupils to organise themselves into even teams, time-keep and officiate their own games. Pupils develop leadership skills and the understanding and application of fair play. All teams to play each other and form a knock out phase. Results to be record and collated.  | Individuals could lead the warm up or could be paired. Mid-lesson plenaries check – what roles are typically required in a tournament setting? Why are these necessary?   |