

Scheme of Work: Football

| Key Stage: 3 | YEAR: 8 | DURATION: 7 LESSONS |
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| <p>AIM: Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.</p> | | |
| <p style="text-align: center;">PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Played a variety of conditioned football games ➤ Worked independently in small groups ➤ Used and applied football rules ➤ Some knowledge of tactics and team organization in football ➤ Developed basic football skills | <p style="text-align: center;">LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to football. Example principles of attack and defence, marking, covering and following through. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together</p> | <p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> ➤ Balls ➤ Bibs ➤ Cones ➤ Access to information through ICT <p>Information on local clubs</p> |
| <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 strategies and tactics. Pupils will learn to combine and perform further developed football skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques.</p> | <p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Pupils will be encouraged to evaluate games and how they outwit opponents and reasons for this. Use football to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics.</p> | <p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. 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.</p> |
| <p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils should be encouraged to devise new strategies to beat and outwit opponents. Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement 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 develop communication and decision making skills.</p> | <p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any football clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level.</p> | <p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Peer observation and evaluation. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Provide opportunities for pupils to assessment own performance.</p> |
| <p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p> | | <p>Assessment: Q & A, Formative and summative assessment.</p> |

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- strategies and tactics, eg *principles of attack and defence, keeping possession and making progression, dispossessing an opponent, covering, intercepting, marking, tackling, width and depth in attack*

Speaking and listening – through the activities pupils could:

- ask questions to gain clarification and further information (*why, how, what then*)
- collaborate with others to share information and ideas, and solve problems

Expectations

After carrying out the activities and core tasks in this unit

most pupils will: use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work cooperatively in their groups, taking on a variety of roles within the group and the games played; recognise the similarities between the games played, applying and adapting tactics and skills effectively; identify what they need to do to improve, carry out and adapt ideas and suggestions given to them.

some pupils will not have made so much progress and will: use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; cooperate with others and participate in the activities in specific roles; carry out practices and ideas given to them by others to help improve their play.

some pupils will have progressed further and will: take on a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas; take the lead and be careful to involve others; make good connections between ideas and structures in different games; respond quickly to new and changing situations and contexts; devise and develop practices to improve their own and others' play.

| WEEK | LEARNING OBJECTIVES | TASK EXAMPLES | POINTS TO NOTE/ DIFFERENTIATION |
|------|---|---|--|
| 1 | Develop Passing To be able to perform a pass using inside and outside of foot and understand the importance of receiving correctly. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents with a variety of passes. | Warm up – Student led, progressive jogging and dynamic stretching. Simple pass and follow. Experiment with inside & outside of foot. Pass with opposite foot. Recap side foot, Intro the chip, lofted and drive Teaching points: Accuracy and power, Pass and move into space (use varying types of passes) Condition – 5-8 passes = a goal - Small sided game (7 v 7) | All lessons start with football related warm-up and re-cap work of previous lesson. |
| 2 | Dribbling, Turns and Outwitting a defender To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns and dribbling. To be able to perform techniques in a small sided game making decisions about how best to advance on opposition | Pair work - Pupils dribble to the line and perform turn (2 to 3 touch max)- Turns; Drag Back, Outside Foot, cruyff turn (Decision making) Allow pupils to experiment ways of beating a player 1 vs 1. Drop of the shoulder go the other way, step over & use of speed. Add pressure onto player who must dribble ball through two gates. Pupils attempt to maintain possession of their ball. Develop from throw ins, and game play. Play conditioned games – must dribble ball through gate to score | Make learning as active as possible Give opportunities to plan tactics |
| 3 | Develop Attack To be able to outwit opponents using learnt skills and techniques at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play. | 3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Use of space to keep possession. Shows movement to support player with the ball. Teaching points: Pupils develop crossing, shooting and volleying. Small sided - condition game – Free corner areas to encourage wide play, attackers only. Conditioned Game – 5 passes before you can score | Research rules on internet Video to analyse performance |
| 4 | Develop Shooting To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. across 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. | 3's Shoot at a goal. Low and into the corners = harder for opponents to stop. Develop onto small drill where ball played into team mate, return, control and shoot on target. Dribble in / out of cones and shoot. Teaching points: Head over ball. Aim for corners with accuracy. Strike through ball, lock ankle. Conditional game – coned area in the corner of goals = 3 points. 1 for the middle of the goal. Small sided games. Focus on pupil's percentage of shots on target. Above 50%? Why important? | Tasks set to cater for levels of ability: Number of touches Distance from target |
| 5 | Heading 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. | Pairs: serve the ball underarm and head back to partner using correct part of head. Small competition – how many successful completions in 1 minute. Throw, head, catch sequence. Pairs competition within small square. Development to heading race from goal line to halfway. The pairs must throw the ball, jump, head, and catch whilst moving. Teaching points: watch ball, use forehead, control weight of ball. Experiment different types of heading (head up = defensive). Condition game – headed goals worth 2 points. | Size of practice area Size of target |
| 6 | Defensive strategies/tactics To be able to perform and develop defensive strategies i.e Tackling, jockeying, forcing onto weaker foot. To understand when to defend and how to stop opponents from advancing. | 1 v 1, 2 v 1 – 'run the gauntlet' Attacker to beat defender. Defender to prevent attacker from advancing. Encourage pupils to jockey until they feel they can intercept of steal ball. Conditioned game. Number of touches, smaller playing area. | |
| 7 | Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in football. | Warm up – Student led, progressive jogging and dynamic stretching. Groups of 5 or 6 - 5 v 5, 6 v 6 Differentiated small games Winner up / Loser down – students rank themselves A – E Teacher grades against NC levels | |