

Scheme of Work: Football

Key Stage: 3	YEAR: 9	DURATION: 7 LESSONS
<p>AIM: Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a football game. 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"> ➤ Experienced setting up and organising football practices in groups ➤ Applied and adapted the principles of attack and defence in small sided games ➤ Lead own warm up and cool down safely. ➤ Learnt about specific techniques ➤ Used and applied football rules correctly. 	<p style="text-align: center;">LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Through the activities in this unit pupils will be able to understand and use 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 <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 more advanced football skills consistently applying fluency, a greater accuracy and higher quality of technique. 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;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use football to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas.</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 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 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 stretches for all major muscle group and those specific to Football. Discuss the negative effects of dehydration to a Football player. Suggest any Football clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</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:

- the planning and playing of games, *eg starts, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play*

Speaking and listening – through the activities pupils could:

- follow an argument, demonstration, etc, making notes that are then used in another task

Expectations

After carrying out the activities and core tasks in this unit

most pupils will: play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; put into operation the principles of attack and defence, recognising patterns of play, and say how they need to be adapted to increase the chances of success; carry out a specific role in a team effectively; warm up and cool down safely and effectively using their own ideas; plan and lead short sessions with others showing a sound understanding of what is needed for the games played.

some pupils will not have made so much progress and will: consistently use a small range of specific techniques in the games played, showing more precision when they have time and space; play a supporting role in the planned starts and restarts organised by the groups they work in; contribute to group planning, making sound observations and suggestions about how to improve the quality of play; warm up and cool down safely drawing on ideas given to them; plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving.

some pupils will have progressed further and will: select from a wide range of more advanced techniques, applying them efficiently and effectively in games played with speed and precision; plan, implement and adapt tactics and form game plans in a range of situations and games, making a significant contribution to team effectiveness in a variety of roles; have a good understanding of the need to warm up and cool down using a good range of ideas and carrying them out thoroughly; take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play; analyse individual and team play, describing the impact of each clearly and accurately.

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	<p>Passing To understand the benefits of passing and where different types of passes should be used i.e. Over defensive line. . To be able to outwit opponents with a variety of passes. To be able to perform these passes in a small sided game.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Pairs; passing ball over set distance (drive pass, lofted, non-dominant foot). Teaching points: Passing for Accuracy / Distance / Possession, Pass and move into space (use varying types of passes). 3vs1 in small square (progressively reduce space to work in). Condition – Keep Ball – No Goals or 5/10 Passes = a goal. Small sided game</p>	<p>All lessons start with football related warm-up and re-cap work of previous lesson.</p>
2	<p>Control & Turning To be able to use the different parts of the body to control the ball. To perform and replicate different types of dribbling with control, speed and fluency in a pressured situation. To outwit opponents with the combination of advanced turns and dribbles making decisions about how best to advance on opposition.</p>	<p>Recap Control / Under Pressure 2 v 1, 3 v 1 / Circles / Develop ways of beating a player. Teaching points; Control under pressure, Turning out to create space, Maintain possession Develop from throw ins, and game play. Play conditioned games – must dribble ball through gate to score. Small Sided games</p>	<p>Make learning as active as possible</p> <p>Give opportunities to plan tactics</p>
3	<p>Attack/Beating an opponent 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 strategic and tactical play.</p>	<p>In channels with a tackler try to beat using various means fake, step-over, nutmeg. 3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Use of space to keep possession. Teaching points; How to break down a defence, develop strategy of attacking wide. Attack from basic set pieces. Small sided - condition game – Free corner areas to encourage wide play or must try to beat an opponent by dribbling before passing or shooting.</p>	<p>Research rules on internet</p> <p>Video to analyse performance</p>
4	<p>Shooting To perform a variety of shooting techniques on goal. i.e. low drive, chip and volley. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. success criteria. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.</p>	<p>Recap Shooting technique in small groups. One touch out of feet and drive low. Develop to small crosses or set ups from different positions. Attack vs Defence on one small goal. (2 vs 2 moving onto 3 vs 2). Use of extra pupil? Discuss how to use effectively. Teaching points: Head over ball. Aim for corners with accuracy. Strike through ball, lock ankle. Focus on pupil's percentage of shots on target. Above 50%? Why important? Conditional games</p>	<p>Tasks set to cater for levels of ability:</p> <p>Number of touches</p> <p>Distance from target</p>
5	<p>Defensive Tactics To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling. To understand and appreciate the need to make decisions about choice of defensive strategy.</p>	<p>Introduce formations and the benefits. Intro 4 / 4 / 2 – 5 / 3 / 2 – Role of defence checks. Working in small groups - channel drill. 3 vs 2. Identify weak side of opponent. Teaching points; Pushing up, using offside, Sweeping, Team Defence / Pushing Up / Sweeper Conditional games.</p>	<p>Size of practice area</p> <p>Size of target</p>
6	<p>Set Plays To perform crosses using varying height, speed and positioning. To develop creativity in developing new strategies from corner kicks in attack and defence. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics. To incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.</p>	<p>Develop attacking at set plays. Small groups – split into attacker and defenders. Experiment with use of head / chest / knee / feet / volley to outwit opponents. Teaching points; Communication and organisation skills, Pupils develop tactics in groups of 6. 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. Small sided games – Starting games from corners, throw – ins, and goalkeeper.</p>	
7	<p>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. Demonstrate knowledge of health and diet.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Groups of 5 or 6 - 5 v 5, 6 v 6, Allow pupils to demonstrate ability to replicate skills and outwit opponents using skill learnt Differentiated small games. Teacher grades against NC levels</p>	