

# Beaufort Community School Physical Education Department

## Scheme of Work for Football

Key Stage: 3	YEAR: 7	DURATION: 4 LESSONS
<p><b>AIM:</b> In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</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>➤ Learnt the basic principles of attack and defence.</li> <li>➤ Worked in small teams to plan how to play</li> <li>➤ Taken different roles in some games, including attacker and defender</li> </ul> <p>Used and kept rules and conventions for games</p>	<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 spell correctly word relating to football. Example principles of attack and defence, marking, covering and following through.</p> <p>Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation &amp; working together</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>➤ Access to information through ICT</li> </ul> <p>Information on local clubs</p>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Continual development, adaptation and refinement of skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></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. To develop understand of all rules during a game situation.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. 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;"><b>Making and Applying Decisions</b></p> <p>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;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and 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;"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos &amp; targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

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<p><b>Extension &amp; Enrichment</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• practise skills at home</li> <li>• take part in school sport, either competitively or socially</li> <li>• join clubs in the community and/or use local facilities</li> <li>• watch live and recorded matches, to appreciate high-quality performance</li> <li>• make up games that focus on improving technique and fitness</li> <li>• read rule books and sports reports in newspapers and magazines</li> </ul>	<p><b>Expectations</b></p> <p><b>After carrying out the activities and core tasks in this unit.</b></p> <p><b>Most pupils will:</b> choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved</p> <p><b>Some pupils will not have made so much progress and will:</b> choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance</p> <p><b>Some pupils will have progressed further and will:</b> choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance</p>
<p><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i></li> <li>• preparation, <i>eg warming up, cooling down</i></li> <li>• assessment, <i>eg collecting and analysing data</i></li> </ul> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> <li>• collaborate with others to share information and ideas, and solve problems</li> </ul>	
<p><b>By the end of this unit a pupil will reach level:</b></p>	
<p><b>3</b> Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.</p>	
<p><b>4</b> Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.</p>	
<p><b>5</b> Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	

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<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
1	<p><b>Intro Passing – Side Foot</b> To be able to perform the basic Football skills of passing and receiving. 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 passes.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching.</p> <p>Side Foot – TP’s – 3’s – Circles 5 Metre Game – Channel 3 v 3 Game Condition on Game – 5 Passes = a goal Teaching points: Follow through, Standing foot position, Weight and accuracy</p>	<p>All lessons start with football related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p>
2	<p><b>Intro Dribbling, Control &amp; Turning</b> To be able to perform the basic dribbling with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition.</p>	<p>Dribbling relays. Progress to in and out of cones. Demo and pair work - 3 Touch - Turns - Drag Back, Outside Foot Condition on Game – 2 goals at each end – Score change Ends – Turn Teaching points: Take weight out of ball. Use side of foot, get ball out of feet. Always turn into space.</p>	<p>Give opportunities to plan tactics</p> <p>Research rules on internet</p>
	<p><b>Passing and movement off the ball.</b> To be able to outwit opponents using learnt skills and techniques. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play in football.</p>	<p>3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Conditioned Game – 3 passes before you can score Teaching points: Use of space to keep possession. Shows movement to support player with the ball.</p>	<p>Video to analyse performance</p> <p>Tasks set to cater for levels of ability:</p>
3	<p><b>Intro Shooting</b> To understand and know the benefits of types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning.</p>	<p>3’s Shoot at a goal – from either side – Concentrate on accuracy not power. Low and into the corners = harder for opponents to stop. Condition – Number game shoot on site, coned area in the corner of goals = 2 points. Teaching points: Head over ball. Aim for corners with accuracy. Strike through ball, lock ankle. Body balance</p>	<p>Number of touches</p> <p>Distance from target</p> <p>Size of practice area</p>
	<p><b>Attack/outwitting an opponent</b> To develop their understanding and knowledge of how to outwit an opponent using the skills learnt. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p>	<p>4v2 attack end line Condition – Channel Game or Defence vs Attack – Uneven Numbers Teaching points Always at pace, with support, Use width, Move the ball quickly, limit touches</p>	<p>Size of target</p>

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4	<p><b>Defensive/tackling techniques</b></p> <p>To be able to perform basic defensive skills i.e Tackling To understand when to defend and how to stop opponents from advancing. Pupils recognize the need identify strengths and weaknesses when playing small sided games.</p>	<p>1 v 1, 2 v 1 Defensive Heading during game Condition – Mark only 1 player 6v6 game Teaching points Man on man, Low and side on body position, Arms length, without committing.</p>	
	<p><b>Assessment</b></p> <p>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. Further development - Inter house/form Football comp.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Groups of 5 or 6 - 5 v 5, 6 v 6 Differentiated on Ability Pupils Grade Themselves – Winners up / Losers down Teacher grades against NC levels</p>	