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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Football | **Year:** 6 |
| **Composite: To apply and develop fundamental skills learnt in Years 3, 4 and 5 in a football specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies.** | |

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| **What should they already know?** | **Assessment Criteria** |
| * Be able to identify sports that are invasion games. * Be able to demonstrate and explain the importance of space and position. * Be able to play a variety of invasion games and work as a team. * It is important to work as a team to achieve the desired outcome. * Understand the concept of ‘attack’ and ‘defence’. * How to evaluate team performance and suggest ways to improve. | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know the correct technique of dribbling and passing. * I know how to vary power or change direction when passing. * I know the basic rules of football. * I know why formation is important and why it varies. | * I can dribble and pass using the correct technique. * I can vary power or change direction when passing. * I can play a small sided game of football in line with the rules. * I can hold my position in a game and understand my purpose. |

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| **Key Vocabulary** | **Life Skills** |
| **Passing:** The ball travels between two members of the same team.  **Dribbling:** To move the ball along by a rapid succession of short pushes / kicks.  **Accuracy:** The ability to pass or dribble the ball in the required direction with control.  **Control:** To be able to alter the power or direction of an object.  **Strategy:** A method for obtaining a specific result.  **‘Drawing’ the defender:** When the person with the ball encourages the defender to come towards them, which then creates space to offload the ball to another team member.  **Communication:** The exchange of thoughts between team members i.e. calling out, signalling with the body.  **Spatial awareness:** To be aware of where the space is on the pitch. The ability to move into or pass into the space. | Following rules is an important part of playing games.  Respecting teammates and opposition is essential in sports.  Evaluation is a key skill in improving performance. |

**Year 6 Football S.O.W**

***Composite:*** *To apply and develop fundamental skills learnt in Years 3 and 4 in a football specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies.*

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| **Stage** | **Focus** | **Learning Objectives** | **Lesson** |
| A | MOVEMENT WITH THE BALL | Understand importance and structure of the warm-up.  Acquire and develop skills to control the ball whilst on the move. | Introduction and expectations.  Pulse raiser warm-up; Traffic light cones (Red, Yellow and Green) – different speeds, different movements.  Ball control: In pairs (A&B) one dribbles whilst the other observes and coaches. Toe taps, knee taps, head taps.  Travelling through Gates: Use cones for gates. One works, one coaches and counts.  \*How many gates can you travel through? \*What’s your strategy \*How could you improve your score?  Plenary |
| B | PASSING A | Continue to develop skills of dribbling whilst understanding why it’s important to keep your head up.  Be able to receive the ball with control and pass the ball with accuracy. | Pulse raiser warm up: teacher led (to lead stretches so technically correct)  Ball control: In pairs. Partner A dribbles, B follows. Partner A dribbles whilst following B (encourage head up). A follows B, on whistle B moves into space to receive the ball from A.  Basic passing in 2’s: talk about 3 touch, 2 touch and 1 touch for the more able.  In pairs, passing through a gate: move further apart.  How many controlled passes can you do in 30 seconds? If the ball goes wide or gets lost, they need to start from 0. Intro strategy. |
| C | PASSING B | Develop passing skills to be effectively able to make both short and long passes.  Understand what you need to consider to make the ‘right’ decision under pressure. | Warm Up: In Pairs (A leads PR and B leads stretches)  Passing recap: Gates game. Give pairs a colour that matches the coloured gates they are allowed through. Differentiate colours and size of gates.  What’s the difference technically between a long pass and short pass?  In 4’s; 2 feeders. 2 workers. One feeder feeds short pass, and the other the long pass. The workers receive one pass and then switch place to receive the other. Focus on; technique, timing, communication.  Square grid (4 cones). 3 workers, 1 coach. Always a square option to pass to. 4th person is coach, then defender. Use point system. |
| D | SHOOTING | Develop the skills to shoot on target and with power.  Understand how you can be effective in shooting by making an informed decision depending on the position of defenders and GK. | Warm Up: In 4s. 2 do 20 passes whilst the other 2 jog (or movement patterns). Rotate. Whilst two pass on the move, the other two do squats. Stretches.  Shooting: What will help us be successful? Technique, drawing defenders, creating space, power, aim for corners.  In 4’s. set up goals. 1 GK, 1 worker, 1 feeder, 1 official. (See plan in book). Rotate. Then 2 v 1. How can attackers be successful?  Games: each team has a choice of two goals two score in. What influences the decision of which goal to shoot in? |
| E | ATTACKING AND OUTWITTING OPPONENTS A | Apply dribbling, passing and decision making skills under pressure.  Evaluate strategies used and reflect on how you can be more effective ‘next time’. | Warm up: Split class in to 3 groups. Each group has someone to lead a pulse-raiser, someone to lead the stretches.  3 v 1 plus GK. 3 channels (3 attackers). Ball starts in the middle. They have an option of to keep the ball or to pass the ball. Should always be 2 options of passing; square or run the diagonal to receive a straight ball. Depends on position of defender.  4 v 4 games (focus of short, sharp passing) |
| F | ATTACKING AND OUTWITTING OPPONENTS B | Apply all skills in game situations.  Focus on team work and co-operation.  Be able to evaluate and improve individual and team performances. | Warm up: SAQ warm up.  Mini Tournament. Captains, Referees, Lines-people.  Use of team strategies?  Successful team work?  Evaluation of Module. |