

Scheme of Work	Football
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Phase	Objective	Activities	Testing / Competition
Intro. to Football - Inside of the foot pass - Dribbling	To be able to confidently perform with accuracy, the basic Football skills of passing, receiving, and dribbling To be able to confidently perform with accuracy, these in a small sided games, and to understand and know the basic laws of the game <i>i.e. Centres, Free kicks, Throws-ins (roll ins)</i> To develop the variety of skills they use for moving with the ball To understand and know where passing is used in football.	In 3's - Dribbling relays (and then use passing to partners) Dribble to a cone 10m away and dribble around it. Then dribble back Dribbling in and out of cones using trap control to control the ball 3 cones 5 m apart from each other (over 15m) A dribbles to middle cone and drops shoulder to go one way then dribble to next cone In 3's pass the ball to partner over 5m In groups – pass and follow In groups, split in two groups opposite and pass and follow using two or three touches	In threes, A passes to B through a gate who lays off the ball to A who is moving off the ball then passes to C through another set of gates. 5 attempts. 1 pt per gate 3 v 3 GAME
	Assessment	Theoretical PE	Resilience
	<input checked="" type="checkbox"/> Pupils state, identify and reflect on the strength and weaknesses of passing and performances. <input type="checkbox"/> Assess the weak passes <input type="checkbox"/> Assess the accuracy of the passing <input type="checkbox"/> Assess the hand and eye co-ordination when performing a pass <input type="checkbox"/> Assess the mistakes made when passing and receiving on the move <input type="checkbox"/> Assess the mistakes made when passing	Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities. Musculoskeletal system; Structure of the skeleton; Students performing or observing skill look at how the skeletal system allows movement at a joint and identify the types of joints used when passing the ball with the inside of the foot. <i>i.e.</i> ball and socket joint at the hip to turn the leg out to show instep of the foot. Students look at the shape of bone determine the amount of movement (short bones enable finer controlled movements / long bones enable gross movement) Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities. <ul style="list-style-type: none"> • allowing the body to recover • the removal of lactic acid/CO2/waste products prevent (delayed onset of) muscle soreness/ DOMS.	What are the positives to using the weaker foot How do you bounce back from a poor attempt? Students believe in others ability

Maths	Rectangles within a Pitch
English	Share issues about secondary school transition.
Science	Fuels
Equipment	Balls, Cones, Bibs, Stopwatch, Whistle, Peer evaluation sheets