

Scheme of Work	Football		
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Phase	Objective	Activities	Testing / Competition
Intro. to Football - Inside of the foot pass - Dribbling	<p>To be able to confidently perform with accuracy, the basic Football skills of passing, receiving, and dribbling</p> <p>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></p> <p>To develop the variety of skills they use for moving with the ball</p> <p>To understand and know where passing is used in football.</p>	<p>In 3's - Dribbling relays (and then use passing to partners)</p> <p>Dribble to a cone 10m away and dribble around it. Then dribble back</p> <p>Dribbling in and out of cones using trap control to control the ball</p> <p>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</p> <p>In 3's pass the ball to partner over 5m</p> <p>In groups – pass and follow</p> <p>In groups, split in two groups opposite and pass and follow using two or three touches</p>	<p>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</p> <p>3 v 3 GAME</p>
	Assessment	Theoretical PE	Resilience
	<p><input checked="" type="checkbox"/> Pupils state, identify and reflect on the strength and weaknesses of passing and performances.</p> <ul style="list-style-type: none"> <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 	<p>Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities.</p> <p>Musculoskeletal system;</p> <p>Structure of the skeleton;</p> <p>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.</p> <p>Students look at the shape of bone determine the amount of movement (short bones enable finer controlled movements / long bones enable gross movement)</p> <p>Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities.</p> <ul style="list-style-type: none"> • allowing the body to recover • the removal of lactic acid/CO2/waste products <p>prevent (delayed onset of) muscle soreness/ DOMS.</p>	<p>What are the positives to using the weaker foot</p> <p>How do you bounce back from a poor attempt?</p> <p>Students believe in others ability</p>

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