****Year 7**

**Football Scheme of Work**

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| **Aim:** 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 game’s activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. |

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| **Motor Competence**  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. | **Rules, Strategies & Tactics**  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. | **Healthy Participation**  Pupils will be told 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. |

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| **Cross-Curricular Links**  English (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**  Kick – Mitch Johnson  You are a Champion – Marcus Rashford |

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**Football Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

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| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked (WHAT)** |
| 1 | Core Task/Dribbling | To perform dribbling in a practice situation and a game situation showing good accuracy and control. | **Dribbling**   1. Use of the top of foot or inside of foot. 2. Head up – in order to see where you’re going and opponents 3. Soft touches – Keeping close control of football. | 1. Trailers and Truckers. Students in pairs, 1 follow the other and put the skill of dribbling under pressure. 2. Stuck in the Mud 3. 3v3 end zone games 4. Traffic game. | **Retrieval:**  This is the students 1st lesson.  **Things NEED to Know:**  What are the 3 teaching points of dribbling?  When is it best to dribble in a game?  Why do we dribble? |
| 2 | Short Passing | To perform passing in a practice situation and a game situation showing good accuracy and control. | **Passing**   1. Ankle locked, turning foot sideways at an angle 2. Look up to establish eye contact 3. Connect with the middle of the ball just before the instep 4. Follow through (in the direction you want the ball to go in) | 1. 3v1 keep ball exercise 2. Dice passing. Student to pass in order of their numbers. 3. Sweat Box exercise. 4. SSG | **Retrieval:**  What are the 3 teaching points of dribbling?  Where might I use dribbling in a game?  **Things NEED to Know:**  What I do with my body when passing?  What is a passing lane? |
| 3 | Shooting | To perform shooting in a practice situation and a game situation showing good accuracy and control. | **Shooting**   1. Plant your non-kicking foot alongside the ball 2. Keep you knee over the ball in order to keep your shot down 3. Use laces for power – inside of the foot for accuracy | 1. Alamo drill. Two lines of students and both teams take turns to shoot towards a goal. 2. Use of cones to restrict the target area. | **Retrieval:**  What are the teaching points of passing?  How can a passing lane help me perform a pass?  **Things NEED to Know:**  What are the teaching points of shooting?  What part of the foot we use to shoot? |
| 4 | Throw Ins | To perform throwing in a practice situation and a game situation showing good accuracy and control. | **Throw Ins**   1. Both feet to be planted on the floor 2. Two hands to throw the ball 3. Ball must be released from behind your head. |  | **Retrieval:**  What are the teaching points of shooting?  What part of the foot we use to shoot?  **Things NEED to Know:**  What are the rules of throw ins?  What I must do with my body when taking a throw in? |
| 5 | Core Task or Receiving and Control | To perform receiving/control in a practice situation and a game situation showing good accuracy and control. | **Receiving/Control**   1. Get in line with the ball 2. Soft touches to caress the ball 3. Move the ball into the direction you are going next | 1. Sweat box drill. 2. Timed control drill. 3. SSG situations. | **Retrieval:**  What are the rules of throw ins?  **Things NEED to Know:**  What are the teaching points of receiving?  Where my body has to be when receiving a ball? |
| 6 | Core Task or Tackling | To perform tackling in a practice situation and a game situation showing good accuracy and control. | **Tackling (4S’s)**   1. Slow towards opponent 2. Side on 3. Show 4. Showdown (tackle) | 1. 1v1 and 2v2 game situations. 2. SSG situations | **Retrieval:**  What are the teaching points of receiving?  Where my body has to be when receiving a ball?  **Things NEED to Know:**  What are the 4 S’s of defending?  What we do with out bodies to tackle legally? |
| 7 | Core Task or Creating Space | To know how to create space in a small sided game. | **Creating Space:**   1. Making the pitch/space wide and tall to maximise area 2. Decision: 1 – move to make space for yourself 2 – make space for someone else. | 1. 1v1 and 2v2 game situations. 2. SSG situations | **Retrieval:**  What are the 4 S’s of defending?  **Things NEED to Know:**  What two things we do to make space on a football pitch?  What fat and tall relate to in creating space. |
| 8 | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** |  | **Retrieval:**  What two things we do to make space on a football pitch?  What fat and tall relate to in creating space.  **Things NEED to Know:** |