



FA Skills Programme - Medium Term Plan



School:		No of lessons:	7	Time:	50mins	Year:	KS1
Prior Learning:	All students have experienced NCPE with PE teachers or private coaches. Some play football in teams and local clubs. Some children have limited experience.						
Medium Term Learning Focus:	To develop the participants ability to utilize a variety of key individual attacking principles (Dribbling)						
Objectives	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)			
	Players will learn: <ul style="list-style-type: none"> How to effectively travel and move with the ball How to change direction with and without the ball How to move at different speeds with and without the ball How to dribble effectively How to beat an opponent in 1v1 scenarios How to attack as an individual How to receive into space 	Players will: <ul style="list-style-type: none"> Practice FUNdamental movements Clear how to control changes of speed and direction Link movements into game scenarios Develop spatial awareness Gain an understanding of health and well being 	Players will learn how to: <ul style="list-style-type: none"> Solve problems Cope with competition Recognize and enjoy success Make correct decisions in an out of possession 	Players will learn how to: <ul style="list-style-type: none"> Work individually and in groups Use communication skills effectively Show sportsmanship, respect for others and fair play Give feedback and discuss performances with others 			
Learning Activities:							
	<ul style="list-style-type: none"> Small Sided Games Varied and Random Practices Opposed Practices Unopposed Ball mastery 1v1 practices Travelling games 	<ul style="list-style-type: none"> Tag games Playground games Multi directional practices 	<ul style="list-style-type: none"> Observations Pair/group discussions Trial and error Question and Answer Guided discovery 1v1 games Team games 	<ul style="list-style-type: none"> Discussions Observations Setting up of activities Providing feedback to peers Problem solving 			
Questions & Challenges							
	<p>*I can select the correct surface to receive the ball depending on the speed it is travelling</p> <p>- Use a variation of surfaces (Inside, outside, laces, sole)</p> <p>- Try to receive using larger parts of your feet</p> <p>- Why did you choose the surface you did?</p> <p>- Can you use minimal touch to move into space</p> <p>*I can add disguise when receiving the ball</p> <p>- Try to use disguise when receiving</p> <p>- What type of disguise did you use? What</p>	<p>* I can combine movements and speeds, to move into space</p> <p>- Try to use quick movements to create space</p> <p>- What movements helped you create space?</p> <p>- How did speed help you move into space?</p> <p>- How else can you make space?</p> <p>* Develop fundamental movement skills to receive into space</p> <p>Can you create space to receive the ball in?</p> <p>- What movements helped you receive the ball?</p>	<p>*I can recognise space to improve both team and individual performance</p> <p>- Try to gain awareness as the ball moves</p> <p>- Do you have a clear 'picture' before the ball arrives?</p> <p>How does this influence your decision when receiving?</p> <p>*I can make good decisions to influence my performance</p> <p>- When would you use 1 touch?</p> <p>- Why would this be?</p> <p>*Recognise space to support the ball</p> <p>- Can you supply good support and angles to</p>	<p>*Discuss how my performance can improve</p> <p>- Is there anything that you would/could do differently?</p> <p>- Are you pleased with your performance?</p> <p>* Discuss how your team can increase the amount of success</p> <p>- How can your team utilize dribbling more effectively and often?</p> <p>* Provide positive feedback to others</p> <p>- How can you provide feedback to others?</p> <p>- What impact does your feedback have on their learning and understanding?</p>			



impact did this have?	* I can combine movements and skills to	your teammates?	
<p>* I can dribble to attack</p> <ul style="list-style-type: none"> - Try to use dribbling appropriately to attack the opposition - What did you do to attack? - What dribbling techniques did you use? <p>* I can control the ball upon receiving</p> <ul style="list-style-type: none"> - How did you control the ball? -Where did your first touch take you? - What part of the foot did you use? 	<p>attack as an individual</p> <ul style="list-style-type: none"> - Try to receive with and show a positive attitude - Once you received, could you attack with dribbling? 		
<p>Where next?</p> <p>Develop combination play within units or small teams to assist an attack</p>	<p>Develop fundamental movement skills further to enhance combination of movements and techniques within opposed practices</p>	<p>Make positive decisions to impact the attack and support teammates.</p>	<p>Actively take part in-group discussions to influence performance or self and others.</p>

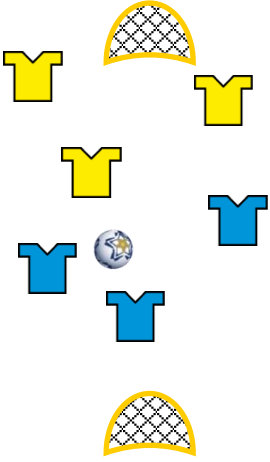
FA Skills Programme – Short Term Plan

School:		Date:		Time:	50 mins	Year:	KS1	Lesson no:	1
Prior Learning:	All pupils will have experience of NCPE relative to their age (this may be limited). All pupils have small amount of experience of games activities. Unaware of knowledge / understanding of games principles.								
Pre Lesson Info:	Work Area	Vocabulary		Responsibilities of additional staff			Notes		
	<ul style="list-style-type: none"> - Big School Field - Mixed Abilities - Weather dependant - Large school field - Small hall inside 	<ul style="list-style-type: none"> - Spatial awareness - Close control - Dribbling - Different movements - Creativity and imagination - Change of direction - Teamwork 		<ul style="list-style-type: none"> - To monitor children - Give assistance to lead coach - To actively participate in session via feedback, discussion and practically (if they wish) - To support pupils learning 			<ul style="list-style-type: none"> - Mixed group - Differentiation - Consider each individual - Use variety of coaching methods - Encourage ownership 		
Learning Focus:	Individual Possession – To refine and improve players ability to understand simple game principles.								
Learning Outcomes	Technical (Doing)		Physical (Doing)		Psychological (Thinking & Doing)			Social (Discussing & Doing)	
	<ul style="list-style-type: none"> - To improve basic rule understanding. - To improve players ability to move with the ball. - To improve players ability to be creativity and imaginative. 		<ul style="list-style-type: none"> - To improve players ability to use different movements to create space - To improve pupils ability to use different speeds to create space - To improve players ability to explore fundamental movements 		<ul style="list-style-type: none"> - To improve player’s ability to make good decisions that will allow them to create space. 			<ul style="list-style-type: none"> - To improve players ability to be able to identify what playing safely inside an area means and ability to complete this when active. - To improve players understanding of the rules of a football match and be able to adhere to them when playing. 	
Lesson Review									
What Went Well:									
Even Better If:									
Changes for Next Time:									

Key



Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - Introduction – Expectation – Learning Outcomes - Warm Up Activity: Stuck in the mud - Using 1-2 of the 3 pitches marked out, players begin to get used to the area being worked in. - 4 catchers are picked, everyone else has to avoid being caught. Once tagged, players must stand with their arm out and wait to be set free. Other attacking players must run under the arm of attacker to release them. - Progression: Footballs are now added. Players hold footballs above their head when taggers touch their ball. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: If we are all in the same area, what might happen? - Q2: How can you stop his from happening? - Q3: Why is it good to find space? 	<ul style="list-style-type: none"> - Players begin to experience the Fundamentals of movement. 	<ul style="list-style-type: none"> - Pupils begin to learn about the importance of safe play, space and spatial awareness.
Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as above. Footballs are now added. - 4 catchers are picked; everyone else has to avoid being caught. Once tagged, players must hold footballs above their head when taggers touch their ball. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: How can you create space to attack? - Q2: What can you do with your head to see the space? 	<ul style="list-style-type: none"> - Players begin to display different movements to get into space. 	<ul style="list-style-type: none"> - Players to show spatial awareness in order to find space.

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - Small Sided Games - Players will divide themselves in 6 equal teams and play a game 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges <ul style="list-style-type: none"> - Q1: How does playing in a football match make you feel? - Q2: What was the best way you found to create space? 	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Players will begin to experience game play - Players will learn how to find space in match play. 	<ul style="list-style-type: none"> - Players will begin to use fundamental movements effectively to create space. 	<ul style="list-style-type: none"> - Players will begin to learn to work as a team.



FA Skills Programme – Short Term Plan



School:		Date:		Time:	50 mins	Year:	KS1	Lesson no:	2
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Prior Learning: Individual Possession – To refine and improve players ability to understand simple game principles.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Big School Field - Mixed Abilities - Playground if required 	<ul style="list-style-type: none"> - Spatial awareness - Close control - Dribbling - Different movements - Creativity and imagination - Change of direction - Teamwork 	<ul style="list-style-type: none"> - To monitor children - Give assistance to lead coach - To actively participate in session via feedback, discussion and practically (if they wish) - To support pupils learning 	<ul style="list-style-type: none"> - Mixed group - Differentiation - Consider each individual - Use variety of coaching methods - Encourage ownership

Learning Focus: Individual Possession - To improve players ability to be spatially aware, whilst also improving players ability when creating and utilising space.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve player knowledge surrounding organisation, session structure, rules and boundaries. - To improve players awareness of space and others. 	<ul style="list-style-type: none"> - To improve players ability to use movements to create space. - To improve players ability to use different speeds to create space. - To allow players to explore fundamental movements. 	<ul style="list-style-type: none"> - To improve players ability when making key decisions with regards to space utilisation. 	<ul style="list-style-type: none"> - To improve players ability when identifying what playing safely inside an area means and be able to do this when active. - To allow players to gain an understanding of the rules of a football match and be able to follow them when playing.

Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



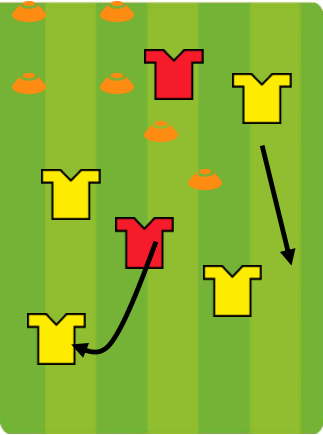
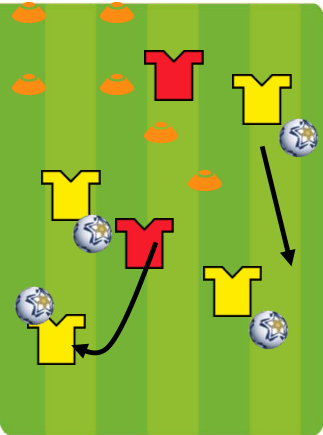
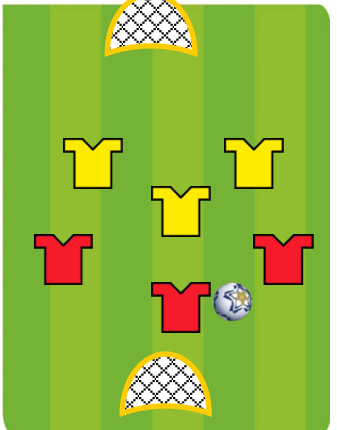
Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - Recap Previous Session – Expectations – Learning Focus - Warm Up: Pirates and Sailors - 4 Pirates (taggers) are chosen. The rest of the group remain as sailors. Each sailor tucks a bib into his or her shorts. Pirates try to steal the bibs from the sailors, throwing the bibs into the pirate ship. To regain their bib, sailors must walk the plank using a variety of fundamental movements. Sailors regain their bibs and continue avoiding the pirates. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: Can you tell me what a warm up is? Why is a warm up important? - Q2: How can you move into space to stay away from the pirates? 	<ul style="list-style-type: none"> - Players will undertake a range of fundamental movements. 	<ul style="list-style-type: none"> - Players will understand the importance of safe play, space and spatial awareness.
Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as previous, sailors swap their bibs for footballs. - 4 Pirates (taggers) are chosen. The rest of the group remain as sailors. Each sailor has a football. Pirates try to steal the balls from the sailors, dribbling the balls into the pirate ship. To regain their ball, sailors must walk the plank using a variety of fundamental movements. Sailors regain their balls and continue avoiding the pirates. 	Technical (Doing)	Psychological (Thinking & Doing)
Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)	
<ul style="list-style-type: none"> - Q1: What part of your foot can you touch the football with move the football? - Q2: What sort of touch sizes could you do? - Q3: How do you know were the space is? 			

Diagram	Organisation	Differentiation – AFL – Inclusion	
		Technical (Doing) <ul style="list-style-type: none"> - Players will begin to experience game play. - Players will learn how to find space in match play. 	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: How does playing in a football match make you feel? - Q2: What was the best way you found to create space? 	<ul style="list-style-type: none"> - Players will begin to use fundamental movements effectively to create space. 	<ul style="list-style-type: none"> - Players will begin to learn to work as a team.



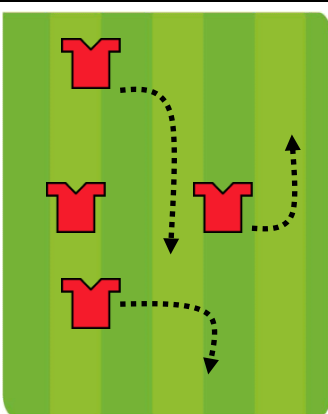
FA Skills Programme – Short Term Plan



School:		Date:		Time:		Year:	KS1	Lesson no:	3
Prior Learning:	Individual Possession - To improve player's ability to be spatially aware, whilst also improving players ability when creating and utilising space.								
Pre Lesson Info:	Work Area	Vocabulary	Responsibilities of additional staff			Notes			
	<ul style="list-style-type: none"> - Big School Field - Mixed Abilities - Playground if required 	<ul style="list-style-type: none"> - Spatial awareness - Close control - Dribbling - Different movements - Creativity and imagination - Change of direction - Teamwork 	<ul style="list-style-type: none"> - To monitor children - Give assistance to lead coach - To actively participate in session via feedback, discussion and practically (if they wish) - To support pupils learning 			<ul style="list-style-type: none"> - Mixed group - Differentiation - Consider each individual - Use variety of coaching methods - Encourage ownership 			
Learning Focus:	Individual Possession – To improve player's ability to move at speed, be spatially aware whilst keeping the ball under control.								
Learning Outcomes	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)			Social (Discussing & Doing)			
	<ul style="list-style-type: none"> - To improve a players ability to travel with the ball, at varying speeds and directions. - To improve the players ability to retain the ball, even when faced with an opposition. - To produce innovative solutions. - To display confidence and control during play. 	<ul style="list-style-type: none"> - Players to evaluate their personal performance, against others. - Players to understand the feelings relating to individual possession e.g. raised heart rate when moving quickly. 	<ul style="list-style-type: none"> - To display the correct technique to meet the situational needs. - To make an informed decision regarding space, speed, opposition and team mates. 			<ul style="list-style-type: none"> - To understand and explain the benefits or warming up and cooling down. - To understand and explain the types of food that would be beneficial prior to exercise. 			
Lesson Review									
What Went Well:									
Even Better If:									
Changes for Next Time:									

Key





- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Traffic Lights
- Players begin to move within the outlined area. Players are asked to respond to three different coloured cones (Green – GO, Yellow – Change Direction, Red – Stop). Players are asked to vary their movements (Running, hopping, jumping).
- The coach calls out the action and holds up the colour.
- Progression: Coach only calls out the colour.
- Progression: Coach only holds up the coloured cone.

Technical (Doing)

Psychological (Thinking & Doing)

Questions & Challenges

Physical (Doing)

Social (Discussing & Doing)

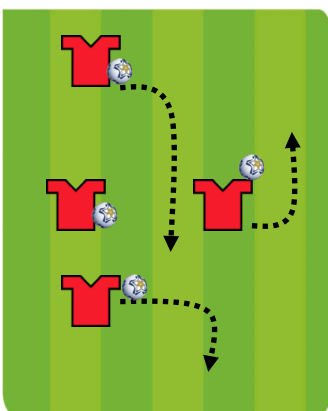
- Q1: What are the benefits to warming up?
- Q2: What kind of food should be eaten prior to exercise?
- Challenge: Can you keep your head up and look for space and the cones?

- Players can describe the importance of warming up.
- Players can show good nutritional knowledge.

Diagram

Organisation

Differentiation – AFL – Inclusion



- In the same setup as previous, players have a ball each.
- Players begin to move within the outlined area with a ball each. Players are asked to respond to three different coloured cones (Green – GO, Yellow – Change Direction, Red – Stop). Players are challenged to use a variety of touches when moving through each gate. E.g. inside, outside, sole etc.
- The coach calls out the action and holds up the colour.
- Progression: Coach only calls out the colour.
- Progression: Coach only holds up the coloured cone.

Technical (Doing)

Psychological (Thinking & Doing)

- Players can use a variety of speeds and directional changes to move into space.

- Players can make correct decisions to avoid others.

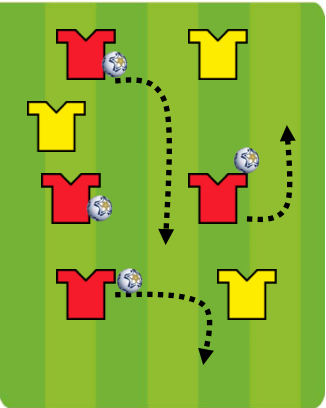
Questions & Challenges

Physical (Doing)

Social (Discussing & Doing)

- Q1: Can you scan for available spaces or open gates?
- Q2: How did you gain success?

- Players can discuss how they solved problems.

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as previous, a game of tag is outlined. - Players begin to move within the outlined area with a ball each. Once tagged, the attacker gives up their ball and becomes a tagger. Players are asked to play the game of tag and ALSO respond to three different coloured cones (Green – GO, Yellow – Change Direction, Red – Stop). Players are challenged to use a variety of touches when moving through each gate. E.g. inside, outside, sole etc. - The coach calls out the action and holds up the colour. - Progression: Coach only calls out the colour. - Progression: Coach only holds up the coloured cone. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: What did you feel you did well? - Q2: What do you need to improve on? 	<ul style="list-style-type: none"> - Players can examine their performance and point out potential improvements. 	<ul style="list-style-type: none"> - Players can discuss both strengths and weaknesses within groups.



FA Skills Programme – Short Term Plan



School:	Date:	Time:	Year: KS1	Lesson no: 4
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Prior Learning: Individual Possession - To improve player's ability to be spatially aware, whilst also improving players ability when creating and utilising space.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large School Field - Mixed abilities - Small hall (inside) 	<ul style="list-style-type: none"> - Speed - acceleration/deceleration - Spatial awareness - Sharp movements - Changes of direction 	<ul style="list-style-type: none"> - Assistance with behaviour management - To actively participate in session via feedback, discussion and practically 	<ul style="list-style-type: none"> - Consider different learning styles - Use varied coaching methods - Differentiation

Learning Focus: Individual Possession – To improve players ability to accelerate away from defenders and run at pace with the ball.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve players ability to run with the ball. - To improve players ability to use a variety of touches and touch sizes. - To encourage players to be creative and to be confident. 	<ul style="list-style-type: none"> - To provide players with opportunities to experience a variety of FUNdamental movements such as running, jumping, hopping etc. - To link these movements in to real match play. 		<ul style="list-style-type: none"> - To improve players abilities in discussing performance and giving feedback.

Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



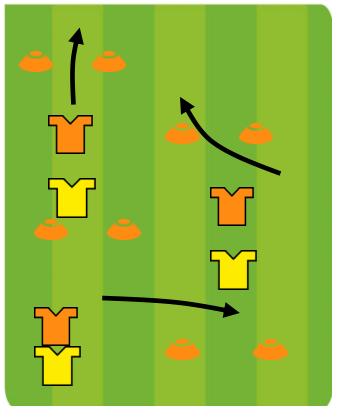
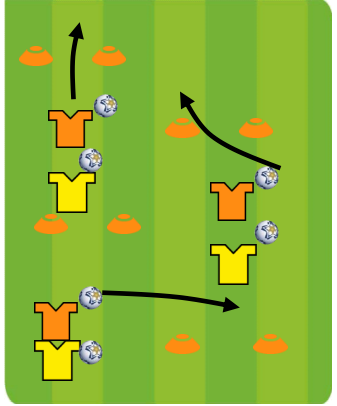
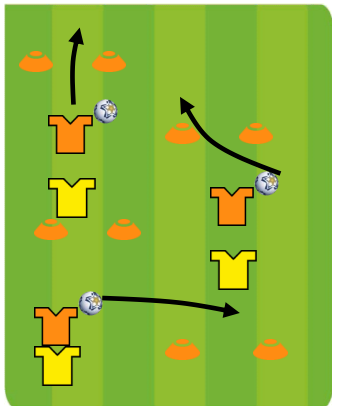
Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - Recap Previous Session – Expectations – Learning Focus - Warm Up: The Shadow Game - Players are put into pairs. Players have to run through as many gates as possible with their partner mirroring their movements. After 5 completed gates, partners swap roles. Players can now use a range of movements to try and escape their partner 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: What type of food should you eat before exercise? - Q2: How can you escape your partner? 	<ul style="list-style-type: none"> - Players can link Fundamental movements to game moments. 	<ul style="list-style-type: none"> - Players can discuss appropriate pre-exercise meals.
Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as before, players now have a ball each. With one player mirroring the other, players move through the gates. After 5 completed gates, roles are swapped. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: Can you use different speeds to move with the ball? - Q2: Can you use a variety of touches to trick your partner? 		

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as previous, players now have one ball between two. The attacking player must score by dribbling through the gates. The defending player must touch the ball to score a point. The first to 5 wins. The roles are then reversed. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
<ul style="list-style-type: none"> - Q1: Can you accelerate from the defender? - Q2: How can you keep the ball away from the defender? - Challenge: Q3: Defenders: Can you tell your partner one thing they did well and also could improve on? 	<ul style="list-style-type: none"> - Players can accelerate away from defenders. 	<ul style="list-style-type: none"> - Players can give feedback and discuss performance. 	



FA Skills Programme – Short Term Plan



School:		Date:		Time:		Year:	KS1	Lesson no:	5
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Prior Learning: Individual Possession – To improve players ability to accelerate away from defenders and run at pace with the ball.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large School Field - Mixed abilities - Small hall (inside) 	<ul style="list-style-type: none"> - Speed - acceleration/deceleration - Spatial awareness - Sharp movements - Changes of direction - Stopping and Starting 	<ul style="list-style-type: none"> - Assistance with behaviour management - To actively participate in session via feedback, discussion and practically 	<ul style="list-style-type: none"> - Differentiation - Use varied coaching methods - Consider different learning styles - Encourage ownership and responsibility - Consider individuals needs - Encourage innovation and creativity

Learning Focus: Individual possession – To improve a players ability to stop and start in a controlled manner.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve a players ability to quickly stop and start. - To improve a players ability to accelerate and decelerate. 	<ul style="list-style-type: none"> - To improve a players ability to speed up and slow down efficiently and in a controlled manner. 	<ul style="list-style-type: none"> - To improve players decision making skills. 	<ul style="list-style-type: none"> - To improve players ability to link healthy lifestyle and exercise.

Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



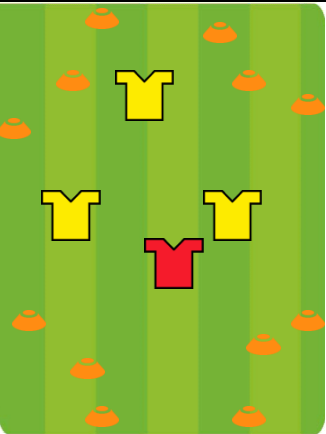
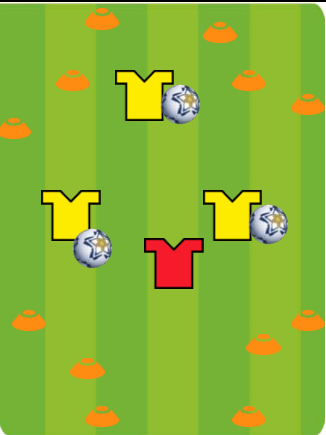
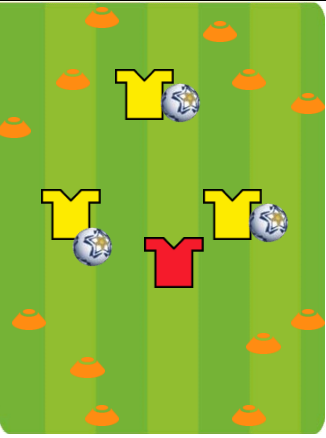
<p>Diagram</p> 	<p>Organisation</p> <ul style="list-style-type: none"> - Recap Previous Session – Expectations – Learning Focus - Warm Up: Kings and Prisoners - 4 players are selected as Kings or Queens (Taggers). If a player is tagged, players must quickly go and stand in a prison. Only one prisoner per prison. Once another prisoner comes in, the other may continue. <p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: Why is it important to exercise? - Q2: Can you decelerate when approaching the prison? 	<p>Differentiation – AFL – Inclusion</p> <table border="1"> <tr> <td data-bbox="1243 0 1736 327"> <p>Technical (Doing)</p> </td> <td data-bbox="1736 0 2217 327"> <p>Psychological (Thinking & Doing)</p> </td> </tr> <tr> <td data-bbox="1243 327 1736 603"> <p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players can decelerate when entering prison. - Players can accelerate when leaving prison. </td> <td data-bbox="1736 327 2217 603"> <p>Social (Discussing & Doing)</p> <ul style="list-style-type: none"> - Players to be able to link exercise to good health. </td> </tr> </table>		<p>Technical (Doing)</p>	<p>Psychological (Thinking & Doing)</p>	<p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players can decelerate when entering prison. - Players can accelerate when leaving prison. 	<p>Social (Discussing & Doing)</p> <ul style="list-style-type: none"> - Players to be able to link exercise to good health.
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<p>Diagram</p> 	<p>Organisation</p> <ul style="list-style-type: none"> - In the same setup as previous. - Attackers all have football, Kings and Queens don't. Attackers dribble around the area. Taggers touch the attackers ball. Once touched, attackers then dribble into the prison and await release. <p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: Can you dribble to the prison as quick as possible? - Q2: Can you keep the ball under control when approaching the prison? 	<p>Differentiation – AFL – Inclusion</p> <table border="1"> <tr> <td data-bbox="1243 603 1736 898"> <p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players can keep the ball under control when approaching the prison. </td> <td data-bbox="1736 603 2217 898"> <p>Psychological (Thinking & Doing)</p> <ul style="list-style-type: none"> - Players can make the correct decision with regards to control when approaching the prison. </td> </tr> <tr> <td data-bbox="1243 898 1736 1556"> <p>Physical (Doing)</p> </td> <td data-bbox="1736 898 2217 1556"> <p>Social (Discussing & Doing)</p> </td> </tr> </table>		<p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players can keep the ball under control when approaching the prison. 	<p>Psychological (Thinking & Doing)</p> <ul style="list-style-type: none"> - Players can make the correct decision with regards to control when approaching the prison. 	<p>Physical (Doing)</p>	<p>Social (Discussing & Doing)</p>
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<p>Physical (Doing)</p>	<p>Social (Discussing & Doing)</p>						

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<p>In the same setup as previous. Players are now allowed to keep the ball they touch. Once the Attacker loses their ball, they have to go and steal someone else's.</p>	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	<p>Players to use stopping an starting efficiently to avoid capture.</p>	<p>Players to make excellent decisions to avoid capture.</p>
<p>How can you start and stop quickly to allow you to keep your ball?</p>	Physical (Doing)	Social (Discussing & Doing)	



FA Skills Programme – Short Term Plan



School:	Date:	Time:	Year: KS1	Lesson no: 6
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Prior Learning: Individual possession – To improve a players ability to stop and start in a controlled manner.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large School Field - Mixed abilities - Small hall (inside) 	<ul style="list-style-type: none"> - Speed - acceleration/deceleration - Spatial awareness - Sharp movements - Changes of direction - Creativity - Imagination - Confidence 	<ul style="list-style-type: none"> - Assistance with behaviour management - To actively participate in session via feedback, discussion and practically - Lesson observation - Support pupils learning 	<ul style="list-style-type: none"> - Differentiation - Use a variety of coaching methods - Include all learning styles - Encourage creativity and positivity - Encourage positivity and confidence

Learning Focus: Individual Possession - To improve players ability to beat an opponent in a 1v1 scenario.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve the players ability to beat a defender in a 1v1 scenario. - To improve players ability to display creativity and disguise when traveling at speeds. - To refine players ability to be confident when taking on defenders. 	<ul style="list-style-type: none"> - To improve player ability to be able to link FUNdamental movements to real game scenarios. - To improve players ability to consider personal strengths and weaknesses. - To refine players ability to provide personal assessment and peer assessments. 	<ul style="list-style-type: none"> - To improve players ability to choose correct techniques for the scenarios. - To improve the players ability to choose and use simple tactics and strategies to gain success. 	<ul style="list-style-type: none"> - To improve players ability to discuss various ways of gaining success in 1v1 scenarios.

Lesson Review

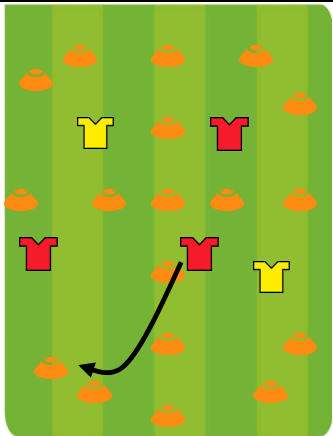
What Went Well:

Even Better If:

Changes for Next Time:

Key





- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Gate Goals Galore
- Pitch is split into quarters. 1 goal is placed in each quarter. 1 defender is placed in 2 of the corners (2). All Attackers have bibs tucked into their shorts. Attackers can move all over the pitch. Add further gates for Attackers to score in. Players must move different movements in every quarter they go in. Defenders try to steal the Attackers bibs. Once stolen the bibs are placed in their goal.
- This is progressed to 3 defenders and 4.
- A further progression, once a defender steals a bib the defender becomes an attacker, the attacker becomes a defender.

Questions & Challenges

- Q1: What sort of food and fluids should you intake after exercise?
- Q2: How many different movements can you link together?

Technical (Doing)

Physical (Doing)

- Players can master FUNDamental movements and perform them comfortably.
- Players can link movements to match play.

Psychological (Thinking & Doing)

- Players can make good decisions regarding appropriate movements in the correct order.

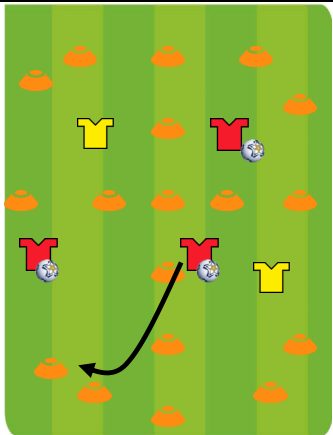
Social (Discussing & Doing)

- Players can discuss appropriate nutrition for post exercise.

Diagram

Organisation

Differentiation – AFL – Inclusion



- In the same setup as previous, bibs are now swapped for footballs.
- Attackers dribble through the area and defenders try to steal their footballs. When the defender steals their footballs, the defender dribbles the ball into their goal. The attacker retrieves the ball and continues.
- This is progressed to 3 defenders and 4 (1 in each corner).
- A further progression, once a defender steals a ball the defender becomes an attacker, the attacker becomes a defender.

Questions & Challenges

- Q1: How can you be aware of others?
- Q2: Can you be positive when in possession? How can you do this?

Technical (Doing)

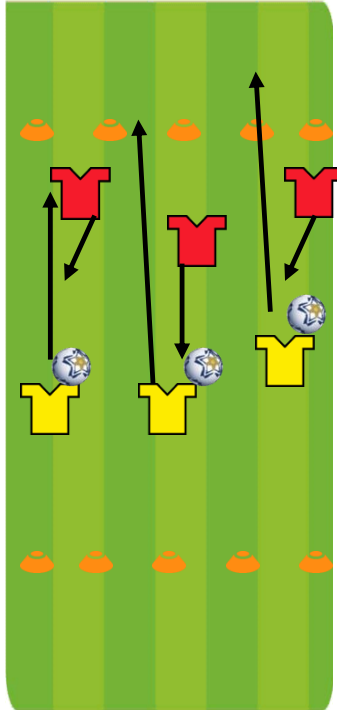
Physical (Doing)

- Players can be aware of others, defenders and the space around them.

Psychological (Thinking & Doing)

- Players to show confidence when in possession.

Social (Discussing & Doing)

Diagram**Organisation**

- Players are put into pairs. With 1 ball per pair. Players play 1v1, stopping the ball in an end zone to score a goal. Attackers, defenders and partners are regularly rotated.

Questions & Challenges

- Q1: Can you use disguise and changes in speed to get past your defender?
- Q2: Can you tell your partner something they did well?

Differentiation – AFL – Inclusion**Technical (Doing)**

- Players can accelerate and decelerate to get past an opponent.

Psychological (Thinking & Doing)**Physical (Doing)****Social (Discussing & Doing)**

- Players can provide feedback for each other with regards to performance, strengths and weaknesses.



FA Skills Programme – Short Term Plan



School:	Date:	Time:	Year: KS1	Lesson no: 7
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Individual Possession - To improve players ability to beat an opponent in a 1v1 scenario.

Prior Learning:

Pre Lesson Info:

Work Area

- Weather dependant
- School yard or small hall optional
- Small area to work in if not on grass

Vocabulary

- Running with the ball
- Close control
- Individual possession
- Creativity
- Imagination
- Speed – acceleration/deceleration
- Changes of direction
- Spatial awareness

Responsibilities of additional staff

- Lesson Observation
- Behaviour management assistance
- Support pupils learning where necessary

Notes

- Individual needs
- Variety of coaching/teaching methods
- Think of the different learning styles
- Encourage self discovery and ownership

Learning Focus:

Individual Possession – To refine and improve the player’s ability to deploy ball manipulation techniques when semi opposed and opposed.

Technical (Doing)

- To improve all the technical aspects surrounding individual possession.
- To show case, individuality, creative flair and imagination.
- To improve the players ability to move with the ball at various speeds and directions, whilst identifying spaces in the playing area.
- To improve the players ability to perform technical competent control, whilst also displaying confidence and purpose.
- To refine a players ability to retain possession under different pressures.

Physical (Doing)

- To improve players understanding of how, when and where techniques used may be deployed within a game.
- To improve players ability to discuss where they feel their strengths and weakness lie.

Psychological (Thinking & Doing)

- Correct decision-making by the player when choosing the skill or technique to meet the needs of the circumstance.
- Players to be able to deal with the changing pictures of a football match.
- To refine a players ability when choosing strategies to gain an advantage over their opposition.
- Players to display confidence throughout the session.

Social (Discussing & Doing)

- To improve players understanding between the combination of healthy lifestyle and exercise.

Learning Outcomes

Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:


Key 

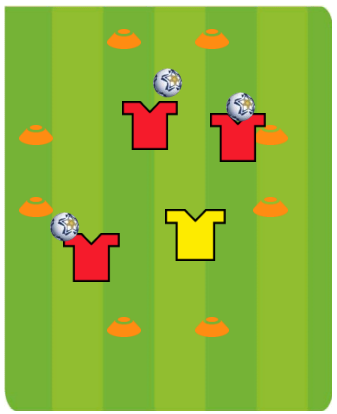
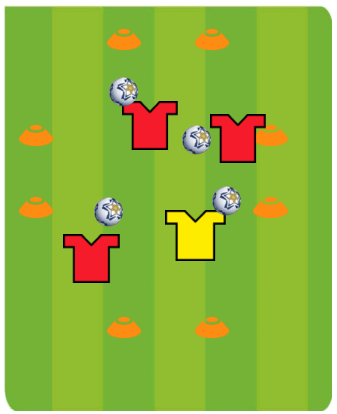
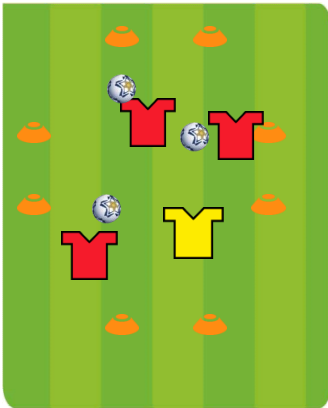
Diagram	Organisation	Differentiation – AFL – Inclusion	
		Technical (Doing)	Psychological (Thinking & Doing)
	<ul style="list-style-type: none"> - Recap Previous Session – Expectations – Learning Focus - Warm Up: 4 Goals Square - A mini pitch is marked out with 4 goals on each side. Players begin inside the area with a ball each. Players dribble around the area and when they see fit, players move through the goal with encouragement to perform a turn of their choice. Players are awarded points for every turn they make, however lose points for every time the ball leaves the marked area. 	<ul style="list-style-type: none"> - Players can recall the technical detailed covered in last week’s session (Dribbling – speeds/varied touches/spatial awareness). 	
	<p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: What was discussed last week? - Q2: How can football aid a healthy lifestyle? 	<p>Physical (Doing)</p>	<p>Social (Discussing & Doing)</p> <ul style="list-style-type: none"> - Players can link health to football and discuss the benefits.
	<ul style="list-style-type: none"> - In the same setup as previous, 3 players are now selected as taggers. These players hold coloured bibs. Players continue to move around the area, scoring points in the goals, however a tagger is now a further opposition. If a player is tagged, the attacking player takes the yellow bib and is now the tagger - To increase the difficulty, more taggers can be added. 	<ul style="list-style-type: none"> - Players can use skill or clever play to get past a tagger. - Players can dribble with their head up to increase their spatial awareness. 	
	<p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: How can you be aware of the taggers? - Q2: Can you use a bit of skill or technique to get past a tagger? 	<p>Physical (Doing)</p>	<p>Social (Discussing & Doing)</p>

Diagram	Organisation	Differentiation – AFL – Inclusion	
 <p>The diagram shows a green football field with vertical stripes. There are several orange cones scattered across the field. Five players are represented by colored shapes: two red, one yellow, and two blue. Two soccer balls are positioned near the red players.</p>	<ul style="list-style-type: none"> - In the same format as above, the taggers now have their balls removed. Instead of tagging the attackers, defenders now touch the attackers ball to gain possession 	<p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players can move at speed whilst being in control of the football. - Players can use a change of direction efficiently to get past a defender. 	<p>Psychological (Thinking & Doing)</p> <ul style="list-style-type: none"> - Players can make a good decision to get past a defender.
	<p>Questions & Challenges</p>	<p>Physical (Doing)</p>	<p>Social (Discussing & Doing)</p>
	<ul style="list-style-type: none"> - Q1: How can you use your movement when travelling with the ball to get past a defender. 		