



FA Skills Programme - Medium Term Plan



School:		No of lessons:	7	Time:	50 mins	Year:	KS2
Prior Learning:	All students have experienced NCPE with PE teachers of 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							
	*I can select the correct surface to receive the ball depending on the speed it is travelling - Use a variation of surfaces (Inside, outside, laces, sole) - Try to receive using larger parts of your feet - Why did you choose the surface you did? - Can you use minimal touch to move into space *I can add disguise when receiving the ball - Try to use disguise when receiving - What type of disguise did you use? What	*I can combine movements and speeds, to move into space - Try to use quick movements to create space - What movements helped you create space? - How did speed help you move into space? - How else can you make space? * Develop fundamental movement skills to receive into space Can you create space to receive the ball in? - What movements helped you receive the ball?	*I can recognise space to improve both team and individual performance - Try to gain awareness as the ball moves - Do you have a clear 'picture' before the ball arrives? How does this influence your decision when receiving? *I can make good decisions to influence my performance - When would you use 1 touch? - Why would this be? *Recognise space to support the ball - Can you supply good support and angles to	*Discuss how my performance can improve - Is there anything that you would/could do differently? - Are you pleased with your performance? * Discuss how your team can increase the amount of success - How can your team utilize dribbling more effectively and often? * Provide positive feedback to others - How can you provide feedback to others? - What impact does your feedback have on their learning and understanding?			



impact did this have?

*** I can combine movements and skills to**

your teammates?

* I can dribble to attack
- Try to use dribbling appropriately to attack the opposition
- What did you do to attack?
- What dribbling techniques did you use?
* I can control the ball upon receiving
- How did you control the ball?
- Where did your first touch take you?
- What part of the foot did you use?

attack as an individual
- Try to receive with and show a positive attitude
- Once you received, could you attack with dribbling?

Where next?

Develop combination play within units or small teams to assist an attack

Develop fundamental movement skills further to enhance combination of movements and techniques within opposed practices

Make positive decisions to impact the attack and support teammates.

Actively take part in-group discussions to influence performance or self and others.

FA Skills Programme – Short Term Plan

School:		Date:		Time:	50 mins	Year:	KS2	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:									

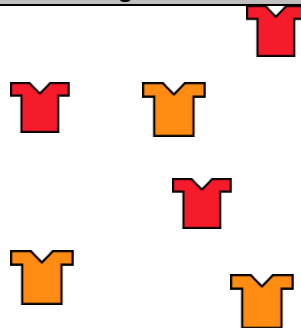
Key



Diagram

Organisation

Differentiation – AFL – Inclusion



- 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)

- Q1: If we are all in the same area, what might happen?
- Q2: How can you stop this from happening?
- Q3: Why is it good to find space?

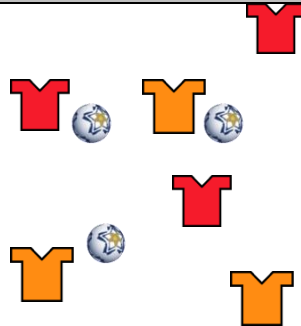
- Players begin to experience the Fundamentals of movement.

- Pupils begin to learn about the importance of safe play, space and spatial awareness.

Diagram

Organisation

Differentiation – AFL – Inclusion



- 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

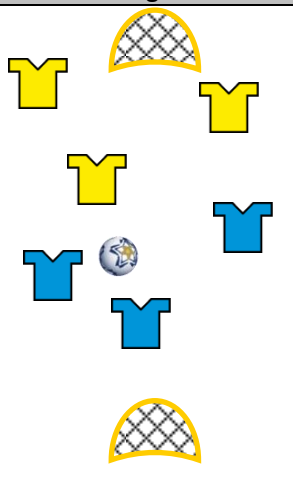
Physical (Doing)

Social (Discussing & Doing)

- Q1: How can you create space to attack?
- Q2: What can you do with your head to see the space?

- Players begin to display different movements to get into space.

- 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) <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.



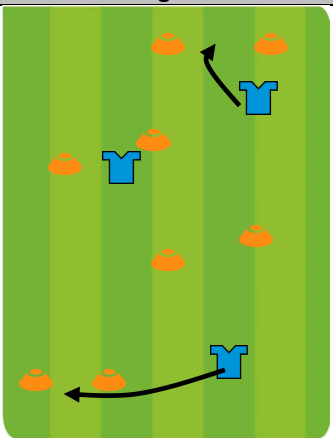
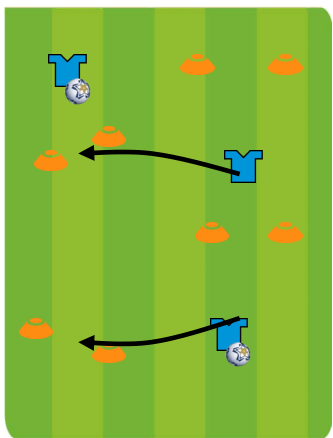
FA Skills Programme – Short Term Plan

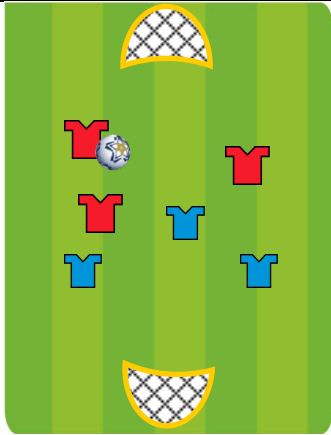


School:		Date:		Time:	50mins	Year:	KS2	Lesson no:	2
Prior Learning:	Individual Possession – To refine and improve the student’s game understanding, organisation and structure.								
Pre Lesson Info:	Work Area	Vocabulary	Responsibilities of additional staff				Notes		
	<ul style="list-style-type: none"> Outside Large Grassed Area School playground /small hall if required 	<ul style="list-style-type: none"> Create Space Check off Find areas to receive the ball in Disguised runs Spatial awareness Scanning Pictures Dribbling Running with the ball 	<ul style="list-style-type: none"> Lesson observation Assisting with behaviour management Support pupils learning 				<ul style="list-style-type: none"> Low to medium ability group Encourage good behaviour Use variation of coaching methods and intervention strategies 		
Learning Focus:	Individual Possession - To improve the players spatial awareness in addition to the ability to create space to receive and dribble								
Learning Outcomes	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)				Social (Discussing & Doing)		
	<ul style="list-style-type: none"> To improve players ability to change speed to create space. To improve players ability to use different movements to create space. To encourage players to be confident in possession. 	<ul style="list-style-type: none"> To improve players ability to use variations of speeds/movements to create space. 	<ul style="list-style-type: none"> To improve players ability to be confident in possession. 				<ul style="list-style-type: none"> To discuss and understand how movement can provide an advantage when in possession. 		
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"> - Introduction – Expectations – Learning Outcomes - Working on 1 pitch, players try to move between gates that are free. - Variation of movements - Variation of speeds - Changes of direction <p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: How can you see the spare gates? - Q2: Why is creating space important in football? - Q3: What does space allow you to do? 	<p>Differentiation – AFL – Inclusion</p> <table border="1"> <tr> <td data-bbox="1245 0 1733 231"> <p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players to show spatial awareness by scanning the area. </td> <td data-bbox="1733 0 2217 231"> <p>Psychological (Thinking & Doing)</p> <ul style="list-style-type: none"> - Players to show confidence to move into open space quickly. </td> </tr> <tr> <td data-bbox="1245 231 1733 531"> <p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players to experience a variety of movements – Skipping, running, jumping, hopping. </td> <td data-bbox="1733 231 2217 531"> <p>Social (Discussing & Doing)</p> </td> </tr> </table>		<p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players to show spatial awareness by scanning the area. 	<p>Psychological (Thinking & Doing)</p> <ul style="list-style-type: none"> - Players to show confidence to move into open space quickly. 	<p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players to experience a variety of movements – Skipping, running, jumping, hopping. 	<p>Social (Discussing & Doing)</p>
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<p>Diagram</p> 	<p>Organisation</p> <p>In the same setup as previous, players now receive a ball. Players use a variation of touches to move the ball Players use a variation of touch sizes to move the ball</p> <p>Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: What type of touch allows you to run at speed? - Q2: What do you need to think about when moving through a gate? 	<p>Differentiation – AFL – Inclusion</p> <table border="1"> <tr> <td data-bbox="1245 531 1733 766"> <p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players to display a variety of touches when in possession. - Players to use a variety of surfaces to move the ball. </td> <td data-bbox="1733 531 2217 766"> <p>Psychological (Thinking & Doing)</p> </td> </tr> <tr> <td data-bbox="1245 766 1733 1520"> <p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players to display a range of different speeds. - Players to display efficient changing direction movements. </td> <td data-bbox="1733 766 2217 1520"> <p>Social (Discussing & Doing)</p> <ul style="list-style-type: none"> - Players to show awareness of others and space. </td> </tr> </table>		<p>Technical (Doing)</p> <ul style="list-style-type: none"> - Players to display a variety of touches when in possession. - Players to use a variety of surfaces to move the ball. 	<p>Psychological (Thinking & Doing)</p>	<p>Physical (Doing)</p> <ul style="list-style-type: none"> - Players to display a range of different speeds. - Players to display efficient changing direction movements. 	<p>Social (Discussing & Doing)</p> <ul style="list-style-type: none"> - Players to show awareness of others and space.
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<p>Diagram</p>	<p>Organisation</p>	<p>Differentiation – AFL – Inclusion</p>					



- 3 v 3 Small Sided Games

Questions & Challenges

- Q1: What type of touch can you use to beat your opponent?
- Q2: What type of foot surface is the best and why?

Technical (Doing)

Psychological (Thinking & Doing)

- Players to show confidence in possession.

Physical (Doing)

Social (Discussing & Doing)

- Players to display efficient changes of direction to beat a defender.
- Players to display efficient changes of speed to beat a defender.

- Players to show awareness of the space to beat a defender.



FA Skills Programme – Short Term Plan



School:	Date:	Time: 50 mins	Year: KS2	Lesson no: 3
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Prior Learning: Individual Possession - To improve the players spatial awareness in addition to the ability to create space to receive and dribble

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - School yard or small hall optional - Small area to work in if not on grass 	<ul style="list-style-type: none"> - Running with the ball - Close control - Individual possession - Creativity - Imagination - Speed – acceleration/deceleration - Changes of direction - Spatial awareness 	<ul style="list-style-type: none"> - Lesson Observation - Behaviour management assistance - Support pupils learning where necessary 	<ul style="list-style-type: none"> - Individual needs - Variety of coaching/teaching methods - Think of the different learning styles - Encourage self discovery and ownership

Learning Focus: Individual possession – To improve individual ball techniques, identifying and completing successful passages of play.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve ball manipulation (dribbling, running with the ball.). - To refine players ability to move and travel with the ball with consideration given to change of speed, direction and spatial awareness. - To encourage creativity and imagination when completing and undertaking techniques. 	<ul style="list-style-type: none"> - Players to make a connection to the type of technique undertaken and the various physical impacts the technique has on the body e.g. running fast with the ball – bigger touches. 	<ul style="list-style-type: none"> - Players to understand why to use a certain dribbling technique in certain areas. - Players to be aware of the ever changing picture that is a football match. 	<ul style="list-style-type: none"> - Players to understand how individual possession can benefit others during game play. - Players to understand changes to the body during game play e.g. raised heart rate, sweating.

Lesson Review

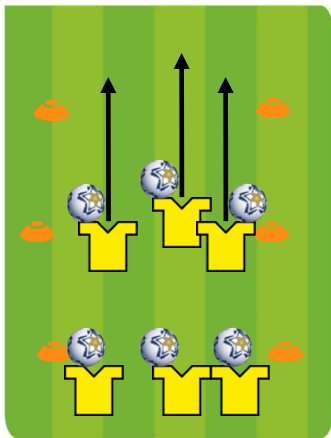
What Went Well:

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 Activity: Skills Corridor - Players line up in 3 lines at the start of the corridor. Players work up the corridor then return to the beginning via the outside. Without a ball, players: straight-line jog, forwards, sideways and backwards, changes of speed, zig zag motion. Players are encouraged to try new movements every time they move down the corridor. Players are asked to try to achieve three different movements working up the corridor. Players must avoid other player contact 	Technical (Doing)	Psychological (Thinking & Doing)
	<p style="text-align: center;">Questions & Challenges</p> <ul style="list-style-type: none"> - Q1: How do these movements relate to football? - Q2: How does your heart rate feel? 	Physical (Doing)	Social (Discussing & Doing)
<p style="text-align: center;">Diagram</p>	<p style="text-align: center;">Organisation</p> <ul style="list-style-type: none"> - In the same setup as the warm up, players now each have a ball. - Players are asked to count how many times they touch the ball going through the corridor. Coach lets players find their own success. - Progression: Players are asked to use as many different parts of the foot as they can move smoothly through the corridor. Players asked to react to varying space and to vary their speed accordingly. - Challenge: Players are challenged to achieve 20-30 touches whilst moving through the corridor. 	Differentiation – AFL – Inclusion	
		Technical (Doing)	Psychological (Thinking & Doing)
Questions & Challenges		Physical (Doing)	Social (Discussing & Doing)



- Q1: Can you use close control, manipulating the ball using different parts of the foot (small)
- Q2: Can you be creative to produce solutions to problems?
- Q3: Can you use stop-start movements to avoid collisions?
- Q4: Can you keep your head up and scan for spaces?

- Players to understand and explain why/how/when/why they produced the piece of skill/speed etc they did.

Organisation

Differentiation – AFL – Inclusion

Technical (Doing)

Psychological (Thinking & Doing)

- In the same setup as the previous two practices, players are now competing against each other.
- Every time they successfully get through the corridor without touching another players football, they get a point.
- To increase difficulty players can approach the corridor from each end.
- There are 3 lines of players at each end of the corridor this time
- To increase difficulty, players can be asked to pass across the corridor – dribbling players lose 5 points if they get hit with a ball from the passing players

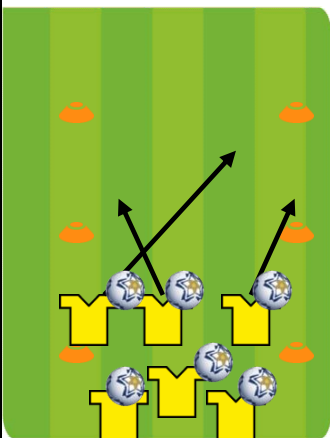
- Players to decide when to travel with the ball and when to use stop-start and acceleration to avoid others.
- Players can show good decision-making skills to gain success.

Questions & Challenges

Physical (Doing)

Social (Discussing & Doing)

- Limited coach input.
- Players encouraged to self learn and overcome issues by thinking of solutions by themselves.





FA Skills Programme – Short Term Plan



School:	Date:	Time: 50 mins	Year: KS2	Lesson no: 4
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Prior Learning: Individual possession – To improve individual ball techniques, identifying and completing successful passages of play.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - School yard or small hall optional - Small area to work in if not on grass 	<ul style="list-style-type: none"> - Running with the ball - Close control - Individual possession - Creativity - Imagination - Speed – acceleration/deceleration - Changes of direction - Spatial awareness 	<ul style="list-style-type: none"> - Lesson Observation - Behaviour management assistance - Support pupils learning where necessary 	<ul style="list-style-type: none"> - 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 players ability to deploy ball manipulation techniques when semi opposed and opposed

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Players to understand and explain how, when and where the techniques used may be deployed within a game. - Players to discuss where they feel their strengths and weakness lie. 	<ul style="list-style-type: none"> - 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. - The deployment of confidence throughout the session. 	<ul style="list-style-type: none"> - The players to understand between a healthy lifestyle and exercise.

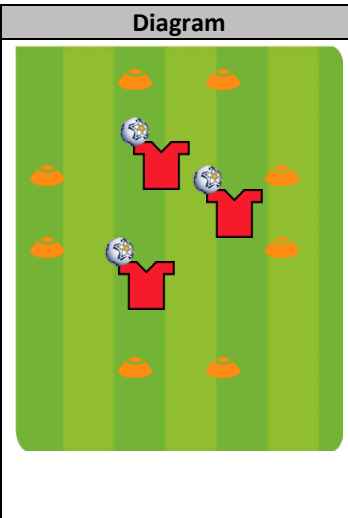
Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



Organisation

- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Go for Gates
- 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

Questions & Challenges

- Q1: What was discussed last week?
- Q2: How can football aid a healthy lifestyle?

Differentiation – AFL – Inclusion

Technical (Doing)

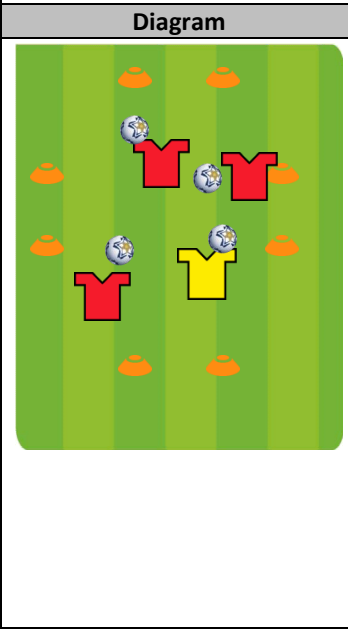
- Players can recall the technical detailed covered in last week’s session (Dribbling – speeds/varied touches/spatial awareness).

Physical (Doing)

Psychological (Thinking & Doing)

Social (Discussing & Doing)

- Players can link health to football and discuss the benefits.



Organisation

- In the same set up, 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
- Progression: To increase the difficulty, more taggers can be added.

Questions & Challenges

- Q1: How can you be aware of the taggers?
- Q2: Can you use a bit of skill or technique to get past a tagger?

Differentiation – AFL – Inclusion

Technical (Doing)


- Players can use a bit of skill or clever play to get past a tagger.
- Players can dribble with their head up to increase their spatial awareness.

Physical (Doing)

Psychological (Thinking & Doing)

Social (Discussing & Doing)

- Players to display spatial awareness to evade taggers.

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<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. 	Technical (Doing) <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. 	Psychological (Thinking & Doing) <ul style="list-style-type: none"> - Players can make good decisions to get past a defender.
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Q1: How can you use your movement when travelling with the ball to get past a defender? 		



FA Skills Programme – Short Term Plan



School:	Date:	Time:	Year: KS2	Lesson no: 5
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Prior Learning: To improve individual ball techniques when faced with both semi opposed and full opposed practices including the efficient optimisation of individual possession techniques

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large field - Small Hall if inside 	<ul style="list-style-type: none"> - Confidence - Dribbling/running with the ball - Skills - Turns - Creativity - Speed variation – acceleration/deceleration - Scanning – Head Up 	<ul style="list-style-type: none"> - Lesson observation - Behaviour management assistance - Support pupils learning 	<ul style="list-style-type: none"> - Consideration of individual needs - Use a variety of teaching methods - Encourage ownership - Encourage innovation

Learning Focus: Individual Possession - To improve the players ability to beat or escape a defender, performing individual possession techniques with efficiency.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<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 when faced with challenging scenarios e.g. 1v1 against a defender. - 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.

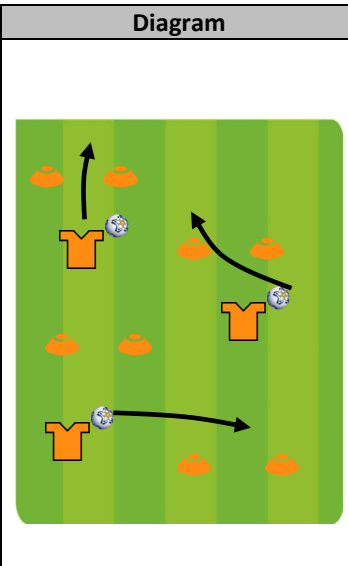
Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



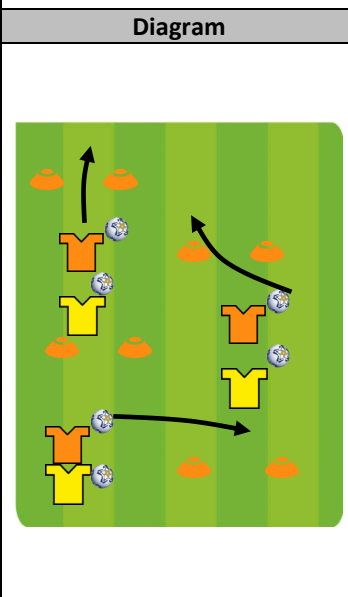
Organisation

- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Get Through The Gates.
- A number of gates are placed throughout the playing area. Players begin to move within the outlined area with a ball each. Players are asked to move through as many gates as possible, whilst keeping the ball under control. Players are then challenged to use a variety of touches when moving through each gate. E.g. inside, outside, sole etc.

Questions & Challenges

- Q1: What are the benefits to warming up?
- Q2: What kind of food should be eaten prior to exercise?
- Challenge: Can you show me a piece of skill, a clever turn or change of direction when moving through the gates.

Differentiation – AFL – Inclusion	
Technical (Doing)	Psychological (Thinking & Doing)
Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Players can describe the importance of warming up. - Players can show good nutritional knowledge.



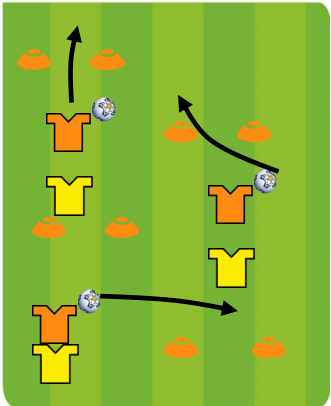
Organisation

- In the same setup as previous, however in pairs, players have a ball each.
- One player is the attacker and the other is the defender. The attackers goal is to dribble through as many goals as possible before getting tagged. The defenders aim is to tag the attacker. Once tagged the attacker and defenders roles immediately swap roles. Players play for a set time to see who scores the most goals. Players swap partners to experience new challenges.

Questions & Challenges

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

Differentiation – AFL – Inclusion	
Technical (Doing)	Psychological (Thinking & Doing)
<ul style="list-style-type: none"> - Players can use a variety of speeds and directional changes to escape defenders. 	<ul style="list-style-type: none"> - Players can make correct decisions to escape defenders.
Physical (Doing)	Social (Discussing & Doing)
	<ul style="list-style-type: none"> - Players can discuss how they solved problems to score points.

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - In the same setup as previous, however only one ball is now used (still in pairs). - Attackers try to dribble through (scoring) as many gates as possible. Defenders try to stop them. When a defender touches the ball, the defender becomes the attacker. Partners keep swapping in order to provide different challenges. 	Technical (Doing)	Psychological (Thinking & Doing)
	Questions & Challenges	Physical (Doing)	Social (Discussing & Doing)
<ul style="list-style-type: none"> - Q1: What did your partner do well? - Q2: What did you feel you did well? - Q3: 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: KS2	Lesson no: 6
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Prior Learning: Individual Possession - To improve the players ability to beat or escape a defender, performing individual possession techniques with efficiency.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large grass field - School hall (Small) 	<ul style="list-style-type: none"> - Close control - Ball manipulation - Attacking - 1v1 - Positivity - Creativity and innovation - Change of direction - Disguise - Confidence 	<ul style="list-style-type: none"> - Lesson observation - Behaviour management assistance - Support pupils learning 	<ul style="list-style-type: none"> - Differentiation - Use a range of coaching methods - Consider all learning styles - Encourage creativity and ownership

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 display creativity and disguise when traveling at speeds. - To show confidence when taking on defenders. 	<ul style="list-style-type: none"> - To be able to link real game scenarios to training ground practices. - To consider personal strengths and weaknesses. - To provide personal assessment and peer assessments. 	<ul style="list-style-type: none"> - To display the correct technique for the scenario. - To improve the ability to choose and use simple tactics and strategies to gain success. 	<ul style="list-style-type: none"> - To discuss various ways of gaining success in 1v1 scenarios.

Lesson Review

What Went Well:

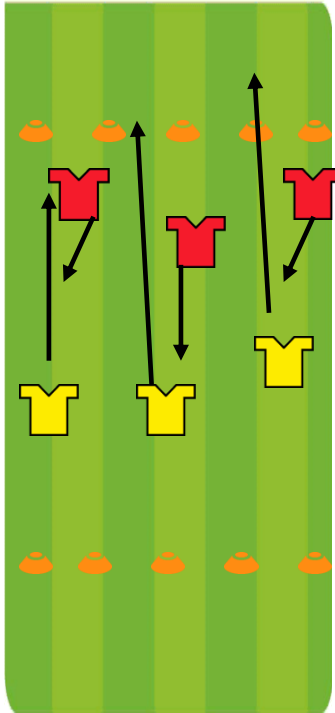
Even Better If:

Changes for Next Time:

Key



Diagram



Organisation

- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Attack Your Defender
- Players are immediately split into pairs. Attackers tuck a bib into their shorts. Attackers must try to reach the end zone without the defenders stealing their bib. A point is scored every time an attacker reaches the end zone. When the defender gains the bib, the roles are reversed.
- Progression: Attackers are now given a football to replace the bib. Attackers try to dribble the ball into the end zone, defenders try to touch the ball. Same scoring as previous.

Differentiation – AFL – Inclusion

Technical (Doing)

Psychological (Thinking & Doing)

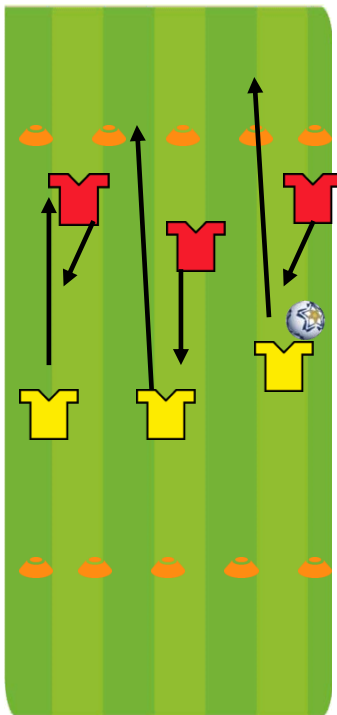
- Players can use changes of direction and speeds to get away from defenders.
- Players can use innovation and disguise to beat defenders.

Questions & Challenges

Physical (Doing)

Social (Discussing & Doing)

- Q1: How many different ways can you beat your partner?
- Q2: How can you see where the space is?
- Q3: Can you attack with purpose?

Diagram	Organisation	Differentiation – AFL – Inclusion	
	<ul style="list-style-type: none"> - The group is split in half – ½ attackers/ ½ defenders. - The Attackers aim is to score in the end zones. Defenders can now go anywhere and defender anyone. Once a defender touches an attackers ball, they swap roles. 	Technical (Doing) <ul style="list-style-type: none"> - Players can show good spatial awareness by scanning the area. - Players can attack the vacant space by using various speeds. 	Psychological (Thinking & Doing) <ul style="list-style-type: none"> - Players can make good decisions to exploit space.
	Questions & Challenges <ul style="list-style-type: none"> - Q1: Can you show awareness of defenders? - Q2: Can you exploit space quickly to score a point? 	Physical (Doing)	Social (Discussing & Doing) <ul style="list-style-type: none"> - Players can suggest various ways to beat defenders successfully.



FA Skills Programme – Short Term Plan



School:	Date:	Time:	Year: KS2	Lesson no: 7
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Prior Learning: Individual Possession - To improve players ability to beat an opponent in a 1v1 scenario.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	<ul style="list-style-type: none"> - Weather dependant - Large school grass field - Small hall (inside) 	<ul style="list-style-type: none"> - Close control - Ball manipulation - Attacking 1v1 - Change of direction - Variations in speed – acceleration/deceleration - Creating space - Confidence - Innovation and creativity 	<ul style="list-style-type: none"> - Lesson observations - Behaviour management assistance - Support pupils learning 	<ul style="list-style-type: none"> - Variation of teaching methods - Variation of interventions - Consideration of learning styles - Encouragement of responsibility and ownership - Encouragement of creativity and innovation

Learning Focus: Individual Possession - To improve the players ability to execute a 1v1 in a SSG.

	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
Learning Outcomes	<ul style="list-style-type: none"> - To improve the ability to beat a defender 1 v1 in a small sided game. - To showcase control, flair, creativity, confidence and speed where necessary. 		<ul style="list-style-type: none"> - To improve a players ability to use simple tactics and strategies to gain an advantage in a SSG. - To improve players ability when choosing the correct technique or skill to meet the needs of the situation. - Players to be competent at traveling at speed with the ball, whilst displaying confidence and purpose. 	

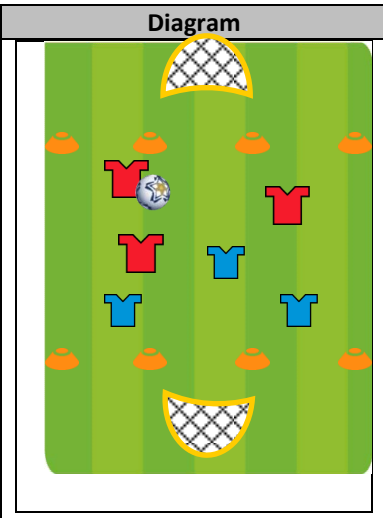
Lesson Review

What Went Well:

Even Better If:

Changes for Next Time:

Key



Organisation

- Recap Previous Session – Expectations – Learning Focus
- Warm Up: Dribble for Goals
- Players are organised into 3v3 small-sided games. The pitch is split into thirds. Players play a normal game of football.
- 1 goal for a normal goal, 1 goal for beating a player 1 v1, 1 goals for beating a player 1v1 and scoring. Goals can only be scored in the final third.

Questions & Challenges

- Q1: Can you show confidence when attacking?
- Q2: When should you use big touches?
- Q3: Can you use disguise?

Differentiation – AFL – Inclusion

Technical (Doing)

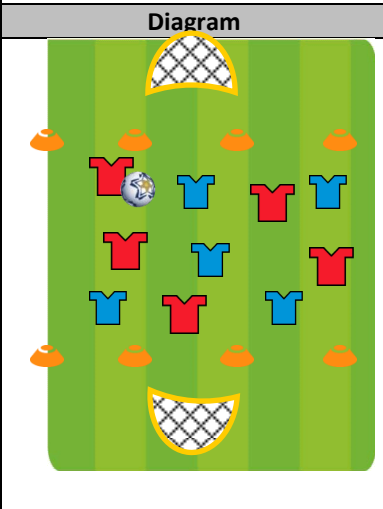
- Players can use changes of pace to escape defenders.

Psychological (Thinking & Doing)

- Players can make good decisions to beat their defenders.
- Players can choose when and if disguise is needed to do this.

Physical (Doing)

Social (Discussing & Doing)



Organisation

- In the same setup as previous, players are organised into 5v5 small-sided games.
- The pitch is split into thirds. Players play a normal game of football. 1 goal for a normal goal, 1 goal for beating a player 1 v1, 2 goals for beating a player 1v1 and scoring. Goals can only be scored in the final third.

Questions & Challenges

- Q1: Can your team come up with any strategies to gain success?

Differentiation – AFL – Inclusion

Technical (Doing)

Psychological (Thinking & Doing)

Physical (Doing)

- Players can compare their own performance to others.

Social (Discussing & Doing)

- I can discuss the differences of a 3v3 game and a 5v5.