

### Links to PE National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

### Key Vocabulary

**Inside foot pass**

**Possession**

**Interception**

**Pass back/1-2**

**Touch line**

**Pass & move**

**Resilience**

**Communication**

### Key skills

#### Physical

- Dribbling
- Kicking
- Catching
- Passing
- Shooting
- Tackling

#### Social & Emotional

- Sportsmanship and fair play
- Communication
- Collaboration

#### Thinking

- Decision making
- Pass selection

### Key Principles of invasion games

Attacking	Defending
<ul style="list-style-type: none"> <li>• <b>Scoring</b></li> <li>• <b>Maintain possession</b></li> <li>• <b>Creating space</b></li> <li>• <b>Move the ball towards the goal</b></li> <li>• <b>Creating attacking play</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gaining possession</b></li> <li>• <b>Stopping goals</b></li> <li>• <b>Defending space</b></li> </ul>

### Key rules

#### Hand ball

If an outfield player touches the ball with anywhere between their hand and elbow it is deemed a **'handball'** and the opposition receive a free kick or penalty

#### Foul

Examples:

- Handball
- Rough/dangerous play (e.g. dangerous contact)

If close to your opponents goal, you will receive a penalty, if further away you will receive a free kick.

#### Throw/kick in

If the ball exits the side of the pitch, the opposition receive possession by either overhead throwing or passing the ball back into play.

### Glossary

#### Inside foot pass

Passing using the inside of our foot.

Generally used to pass with control along the floor.

#### Possession

When a team has the ball, they are in possession

#### Intercept

When a defender blocks a pass made by an opposition player

### Key questions

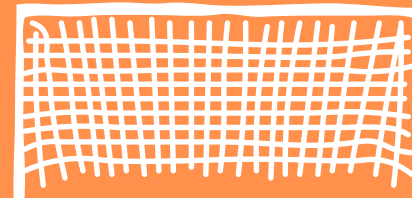
1. After passing a ball, what do we want to see?
2. What are examples of fouls in football?
3. Can we explain/display the techniques of our inside foot pass?

### By the end of the unit I should...

- Develop a basic understanding of rules
- Develop our understanding of supporting others in attack
- Start to play small sided, skill based games



# Learning Journey – Y3 Football



Whole child criteria: **Head** | **Hand** | **Heart**

## Year 2 (invasion games)

- I can follow simple rules to play games fairly
- I understand and can describe different skills and techniques
- I can demonstrate different throwing and striking/kicking techniques with some accuracy
- I can combine throwing and striking skills in games
- I can dribble in different directions using my feet/hands
- I can receive a pass using hands/feet
- I can demonstrate agility, balance and coordination in my actions consistently
- I can work collaboratively with others
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise

## Year 3

- I understand when I am successful
- I can use basic attacking principles, such as movement off the ball
- Pupils can start to display basic decision making skills against opposition, (often shown physically through pass selection)
- I can dribble in a range of directions
- I can display a range of passes and can start to apply into activities under some pressure
- I can identify useful space, and travel to it to support teammates
- I know how to keep and win back possession in a game
- I can show resilience and effort when completing tasks and games
- Pupils can communicate with teammates to complete games and tasks

## Year 4

- Pupils can identify simple attacking and defending strategies, and why these might help us in a game
- Pupils are starting to develop decision making skills against opposition, and can choose when to pass, run or shoot
- I can identify good practice and areas of improvement in myself
- Pupils can dribble with increased control and fluency
- Pupils can pass and receive with control and consistency
- Pupils can start to target and attack space when in possession
- I can follow display fair play and sportsmanship with others when playing competitive games
- I will develop my communication skills and explore verbal and non-verbal communication

## Other prior learning units (with similar transferrable skills)

- Fundamental movement skills
- Target games
- Ball skills
- Invasion games

## Progression of physical skills

### Year 2

- Running (M)
- Galloping (M)
- Side stepping (M)
- Jumping (M)
- Hopping (M)
- Rolling a ball (M)
- Throwing a ball (M)
- Kicking a ball (M)
- Catching skills (M)
- Dribbling skills
- Starting to strike/ball a moving ball
- Evasion skills



### Year 3

- Develop dribbling skills
- Developing passing, receiving and scoring skills
- Developing evasion skills
- Developing attacking and defending skills
- Developing movement off the ball
- Mastering most, if not all fundamental movement skills from KS1 including running, jumping, sidestepping, throwing and catching



### Year 4

- Dribble with greater control
- Developing passing, receiving and scoring techniques
- Developing evasion and defensive skills
- Developing attacking skills in uneven and even small sided games
- Developing movement off the ball (using space/width)