

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

Lead	Strategy	Player marking	Support
Positioning	Concede	Flowing	Transition

Key skills

Physical

- Dribbling
- Kicking
- Passing
- Shooting
- Tackling
- Marking
- Evading



Key Principles of invasion games

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

Social & Emotional

- Sportsmanship and fair play
- Leadership and inclusivity
- Cooperative & competitive

Thinking

- Selecting and applying tactics
- Decision making

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

Player marking

Defending a specific opposition player.

This is opposed to spatial marking where players are responsible for an area of the court

Positioning

Where pupils stand within a game to either receive the ball in attack or regain possession in defence (or at least **delay** opposition attack)

Transition

When pupils lose possession of the ball, we want to encourage quick **transition** from attack to defence to try and regain possession

Key questions

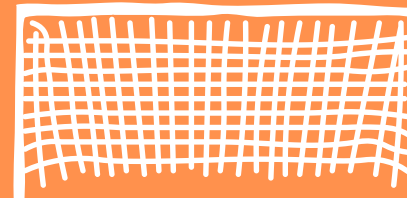
1. What defensive tactics can we use to regain possession?
2. What do we mean by transition in football?
3. How can I contribute towards a flowing attack?

By the end of the unit I should...

- Be able to contribute towards a team in attack and defence
- Be able to better position myself on a pitch to affect the game in attack and defence
- Be able to manage, and self-officiate our own small sided matches fairly



Learning Journey – Y6 Football



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

Year 5

- I can make the correct decisions to support teammates in a game
- I can choose the best tactics for attacking and defending
- I can develop my dribbling to link with other skills i.e. evasion and passing
- I have mastered passes in isolation and can select and apply the correct pass in game situations
- I can identify, explain and sometimes apply attacking and defending strategies to retain and win back possession i.e. 'player marking'
- I have developed a basic understanding of attacking and defending space
- I can contribute towards self-officiated games, following rules fairly
- I can display fair play and sportsmanship when playing games
- I can communicate effectively in a range of ways with others in games

Year 6

- 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 or run
- I can identify good practice and areas of improvement in myself
- I can choose the best pass to use in a game situation and link a range of skills together with fluency i.e. passing and receiving the ball on the move
- I am showing confidence and consistency in my dribbling and can negotiate space and change of direction with some consistency in a game
- I can contribute towards a variety of attacking and defending strategies to retain and win back possession i.e. 'player marking'
- I have further developed my dodging/evasion skills and can explain the importance of movement off the ball
- I have developed a good understanding of attacking and defending space
- I can apply communication in combination with attacking and defending strategies and tactics
- I can display fair play and sportsmanship when playing games
- I can contribute towards self-officiated games, following rules fairly

KS3

Other prior learning units (with similar transferrable skills)

- Tag rugby
- Netball
- Basketball
- Football
- Hockey

Progression of physical skills

Year 5

- Dribble with greater control in a range of directions
- Master basic passing and receiving techniques
- Develop maintaining and regaining possession
- Exploring different defensive tactics (marking & delay)
- Developing movement off the ball (using space/width)



Year 6

- Dribble with greater control and consistency in a range of directions under pressure
- Apply passing and receiving into competitive games with greater consistency
- Develop understanding of tactics for retaining and regaining possession
- Understand & apply defensive strategy (marking and delay)
- Be able to better position ourselves in a competitive game to better support teammates in attack and defence



KS3