

### Focus on Pillars of Progression:

<u>Pillar 1: Motor competence and fundamental motor skills.</u>	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Select and apply the appropriate kicking technique with control. Receive a ball with consideration to the next move.
<u>Pillar 2: Rules, Strategies and Tactics</u>	Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team. Use simple tactics to help their team score or gain possession. Understand the need for tactics and can identify when to use them in different situations. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
<u>Pillar 3: Healthy Participation</u>	Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone.

### Progression in Learning

<u>Links to Previous Learning:</u>	Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.
<u>Procedural Unit Knowledge (knowing how) and Declarative (knowing what):</u>	<i>Sending &amp; receiving: strike consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent. Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. Sending &amp; receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</i>
<u>Links to Future Learning:</u>	The national curriculum for physical education aims to ensure that all pupils: ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.

### Vital Vocabulary:

<u>Revisited Vocabulary:</u>	Tactics, offside, control, foul, support, pressure, obstruction, onside
<u>New Vocabulary:</u>	Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down.
<u>Supporting Resources (including focus sports person):</u>	Raheem Sterling knowledge organiser



Year 6:  
Football

Our Journey Drivers:

- Joyful Readers
- Opportunities to Build on Knowledge and Skills.
- Understanding of British and Christian Values
- Resilience and Perseverance.
- Nurture Curiosity,
- Opportunities to build upon knowledge and skills
- Your Wellbeing and Health

Lesson Structure:

- Warm Up (Review):
- Skill Development (Modelling, Present new material small steps. Guide student practice).
- Plenary (Check for student understanding).

Unit Summary:

Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.

Assessment Criteria:

- I can create and use space to help my team.*
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.*
- I can select the appropriate action for the situation and make this decision quickly.*
- I can use marking, tackling and/or interception to improve my defence.*
- I can use the rules of the game consistently to play honestly and fairly.*
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.*
- I recognise my own and others strengths and areas for development and can suggest ways to improve.*

R	Reading around the sport to develop pillars of progression.
A	A logical and sequenced progression of skills throughout, with opportunities to revisit key areas of learning.
I	Sporting icons are carefully selected to ensure that the children are allowed the opportunity to celebrate the achievements of leading British sports performers of different faiths, race and gender. Children are given the opportunity to learn the rules of games and follow them fairly.
N	Children are encouraged to be gracious in victory and learn from defeat. Children are encouraged to celebrate the achievements of others and to be critical of themselves and their peers.
B	A broad and balanced curriculum which provides the opportunity to participate and compete in a variety of different sports and games.
O	Communication in PE and games are vital. The children are encouraged to communicate with their teammates, opponents, teachers and officials in a respectful and responsible manner. Children are encouraged to use subject specific vocabulary and are given the opportunity to discuss tactics with their teammates and give reasons for the decisions they make.
W	A curriculum vision which intends to promote a love of sport and physical activity leading to lifelong participation for a secure physical and mental health and well-being.

STEP Approach to Adaptive Teaching:

- S- Space. Can you change the space given to an activity to make it easier/ more difficult?
- T- Time. Can you change time limits to make activities more challenging?
- E- Equipment. Can you use alternative equipment to make an activity more or less challenging?
- P- People. Can you change the number of people involved in the activity to make it more or less challenging. Can you group children in different ways to facilitate the learning of others?