



Edward Peake C of E VC Middle School

PE Department Medium Term Plan

Subject: PE	Unit: Football	Term/Duration: Spring 1	Year Group: 5		
Prior Learning: During PE lessons at lower school pupils should have: <ul style="list-style-type: none"> ➤ Explored and used a variety of balls, beanbags and quoits and developed single action skills. ➤ Observed some basic principles of attack (<i>i.e. use of space to avoid others</i>). ➤ Worked in small teams in a variety of roles. ➤ Used and kept basic rules for games activities. 		Key Vocabulary: Anticipation, rebounds, aiming, speed, direction, passing, controlling, shooting & scoring.			
By the end of this unit...					
<i>most pupils will be able to:</i> To be able to choose and perform basic games skills with control and accuracy. To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during a game situation					
<i>some children will not have made so much progress. They will be able to:</i> begin using basic game skills in isolation. They will begin linking their actions in conditioned game scenarios that allow them to function in non and semi opposed game situations.					
<i>some children will have progressed further. They will be able to:</i> Explore ways of using space and develop an understanding about how to outwit their opponents. They will begin creating defensive strategies and show marking skills during conditioned games and matches.					
	Learning Objectives	Content	Assessment/ S.C's	Resources	Teaching Points
1	Dribbling To be able to demonstrate control and confidence when dribbling.	<u>Warm up</u> - Of your choice <u>Main 1: Traffic Lights (Group Activity)</u> Children in a suitably sized area. Begin by dribbling around the area keeping the ball under close control at own pace.	Continuous formative assessment of movement success and pass selection. Bronze - Keep the ball close and take little touches of the ball.	Footballs Cones	Any warm up that raises the heart rate and focusses pupils ready for the lesson.



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		<p>Children to look for "traffic lights" which the teacher holds up in the air.</p> <ul style="list-style-type: none"> ● Red cone means "Stop" ● Yellow cone means "Change direction" ● Green cone means "Speed up" <p>Extension/Progression: Introduce a Blue cone which means "Look and Pass". Children must use eye contact, voice, body language to find a partner and pass/ swap balls accurately.</p> <p><u>Activity 2: Ghosts (Group Activity)</u></p> <p>Choose an appropriate number of "Ghosts". Children in the game dribble around the area at their own pace. The aim of the game is for the non-ghosts to keep possession of their ball by close control and change of pace and direction.</p> <p>The ghosts (in bibs) act as defenders, aiming to tackle players, take possession of their ball and send it out of the area. Players who have been successfully tackled should then sit out and observe those players still in possession.</p> <p>Extension/Progression: Players who are "out" take a bib and become defenders, thus developing their skills and increasing the challenge for remaining players.</p> <p><u>Activity 3: Relay (Group Activity)</u></p> <p>Organise children into relay groups of 6-8. Set children a range of relay activities, e.g.</p>	<p>Silver - Keep your head up to have focus on play around you. Turn using the inside and outside of your feet to avoid opposition.</p> <p>Gold - Combines effective movement, dribbling and turning to maintain possession of the ball.</p>	<p>Use 'little kicks' when dribbling to keep the ball close.</p> <p>'Put your foot on top to make it stop' if the ball gets away from you.</p> <p>Use your instep, laces or outstep, not your toes.</p> <p>Use your body as a barrier between you and the defender to keep possession.</p>
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		dribbling to a cone and back, dribbling in and out of cones, etc.			
2	<p>Passing To apply effective passing technique into competitive gameplay</p>	<p><u>Warm up</u> – Of your choice</p> <p><u>Activity 1: Hot potatoes (Group Activity)</u> Organise the children into three or four groups (of approx. 6-8 children).</p> <p>There will be a server, an end player and a number of children on zig-zag cones in-between.</p> <p>The aim of the game is to pass the balls as accurately and as fast as possible from server to end-player through all the players in the middle. Each team starts with the same number of balls. A new ball can only be sent when the last one reaches the end-player.</p> <p>Change positions within the team and repeat.</p> <p>Possible Progression: A new ball can be sent as soon as the last one reaches the 2nd team player. This increases speed and complexity as more than one ball is in play.</p> <p><u>Activity 2: Piggies in the Middle (In fours, 3 v 1, in threes, 2v1)</u> In a small square area, players work in fours with one player acting as a defender</p>	<p>Continuous formative assessment of movement success and pass selection.</p> <p>Bronze - Use your instep when passing, ensure your non-kicking foot points at your target.</p> <p>Silver - Select the correct pass for the situation.</p> <p>Gold - Create space by moving away from defenders and passing quickly.</p>	<p>Footballs Cones</p>	<p>Use your instep when passing, ensure your non-kicking foot points at your target</p> <p>Keep ball in front of body, slow and controlled movements.</p>



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	<p>(wearing a bib). The aim of the game is for the players to complete 5 successful passes. The defender aims to intercept passes. Change the defender regularly.</p> <p>Possible progression: Attempt 2 v 2. Players to see how many successful passes they can achieve within the area.</p> <p><u>Activity 3: Through the Gates (4 v 4)</u> From "Piggies in the Middle", double up the playing areas into rectangles and play "Through the Gates" approx. 4 v 4 players. Introduce two gates into the playing area (the children can choose where). The aim of the game for the team in possession of the ball is to pass and receive through the gates to receive a point. The other team must mark players and/or defend the gates and try to gain possession.</p> <p>Differentiation ideas: If one team is struggling particularly, make the game 5 v 3 to challenge the players appropriately. Challenge players by introducing a rule that the ball must be passed to each player in the team before it is passed through the gate to achieve the point.</p>			
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3	<p>Dribbling and control.</p> <p>To be able to maintain control when dribbling.</p>	<p>Activity 1: Basic Principles (of attacking and defending) (group) Children work in pairs. All attackers in one line, all defenders on the other. On a signal, the attackers attempt to get passed the defenders (to a new line) whilst the defender attempts to stop their attacker from getting passed. (NO PHYSICAL CONTACT). Discuss strategies, e.g. attackers run in a zig-zag, etc, and repeat the activity giving all children opportunities to be both attacker and defender. Introduce the ball, so that attackers now have to attempt to dribble the ball passed the defenders and to the new line.</p> <p>Possible Progression: Discuss tactics for 1 v 1, e.g. body positioning, jockeying, etc.</p> <p>Activity 2: Waves (Group Activity, numbers variable) Players in possession move forward in the playing area dribbling, running with the ball and passing as appropriate. Their aim is to keep possession and reach the other end of the playing field and pass and receive over the back line. Defenders must use skills to gain possession.</p>	<p>Continuous formative assessment of movement success and pass selection. Remember to fill in verbal feedback boxes and stamp.</p> <p>Bronze - Dribble using 'dirty fingers' and 'clean palm' technique.</p> <p>Silver - Keep the ball close to your body when dribbling at speed, keep your head up.</p> <p>Gold - Use the 'V' dribble confidently to get away from your opponent.</p>	<p>Netballs Netball posts Bibs cones</p>	<p>use fingertips to dribble, soft touch on the ball, waist height, keep ball to the side of body. Control more important than speed.</p>
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		<p>Possible Progression: Increase number of defenders to increase challenge for attackers.</p> <p>Activity 3: Game - See it, Do it (approx 5 v 5) Introduce game situation. 2 mini-goals. Discuss "See it, Do it", when players are in possession of the ball they should consider different opportunities, e.g. to pass, dribble, run with the ball, how can they get in good positions or positions of space, etc. The aim is to keep possession and pass the ball to a player standing over the back line.</p> <p>Possible Progressions: 10 v 10 in a larger area. Children not playing at any given time can evaluate performances of other players, etc.</p>			
4	<p>Shooting</p> <p>To generate power and maintain accuracy when shooting</p>	<p><u>Warm up</u> – Of your choice</p> <p>Activity 1 - 'using your laces'</p> <p>Pupils work in pairs and stand either side of a gate or goal.</p> <p>Pupils strike the ball using their laces, it must pass through the gate and to their partner.</p>		<p>Goals Cones Bibs Footballs</p>	<p>Check pupils are striking the ball with their laces and keeping their head and knee over the ball to drive it low. Check non kicking foot is parallel to the ball and</p>



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	<p>As they gain confidence they can begin to move back.</p> <p>Pupils can adjust the size of the gate and approach from different angles to adjust level of challenge.</p> <p>Activity 2 - 'Beat the keeper'</p> <p>Set up a goal and a queuing line on the edge of the area (12-18yds out).</p> <p>Pupils must figure out different ways of beating the goalkeeper. Swap attackers and goalkeepers periodically</p> <p>Instant shooting game</p> <p>On 10 x 10 grid, a goal at each end. Pupils play 3 v 3 (1 player on each team is a GK). Pupils only have 5 team touches before they must shoot. GK are allowed to shoot too but not from their hands.</p>			<p>pointing at the intended target.</p> <p>Pupils can choose to strike the ball from standing, take a touch out of their feet, or to take it around the goalkeeper.</p> <p>Encourage pupils to spot the similarities of all these strategies (moving the goalkeeper out of position, putting the ball across the GK, aiming for the corners, weighing up the GK weakness')</p>
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		For the more able, this can be developed into 4 goal 'swedish football' to encourage pupils to hit shots early and on the turn.			
5 & 6	Positioning Develop understanding of the role and responsibility of different players	<p>Warm - Up</p> <p>King of the ring (or similar game where pupils have to both attack and defend on their own in isolation)</p> <p>Main-</p> <p>S/S games - pupils must use the formation sheets to decide who will play in which position. Who on their team is most suitable for each role?</p> <p>After each match, pupils should fill in the self evaluation form for their team. Re-adjust positions before facing new opposition.</p>			<p>Question pupils on the difficulties of having to both attack and defend? Can they think of solutions to this problem.</p> <p>Ensure pupils are clear on the role of each player, not everyone understands what attacking and defending means. Others will have a clearer understanding if they play for a club; encourage them to play out of their favoured position.</p>