

# Year 3 - PE - football

## Curriculum Objectives

Pupils should be taught to:

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- apply basic principles suitable for attacking and defending

## Vocabulary

Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.
Defender	We are considered a 'defender' when the other side has the ball.	passing	Passing is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.
Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score	Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score

## Links Across the Curriculum

Maths—counting and adding scores.

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

## Lessons Sequence

1. To know and understand how to dribble in order to keep control and possession of the ball with an effective technique.
  2. To demonstrate how to dribble and keep possession of the ball with an effective technique.
1. To know and understand how to dribble in order to keep control and possession of the ball with an effective technique when attempting to outwit defenders.
  2. To demonstrate how to dribble and keep possession of the ball with an effective technique whilst attempting to outwit defenders.
1. To know and understand how to perform and receive a side foot pass over a range of distances, in order to keep control and possession of the ball, with an effective technique.
  2. To demonstrate how to perform and receive a side foot pass over a range of distances with an effective technique.
1. To know and understand how to combine passing and dribbling to create space.
  2. To demonstrate how to combine passing and dribbling to create space
1. To know and understand how to combine passing and dribbling in order to keep possession and score points.
  2. To demonstrate how to dribble and pass, with an effective technique, in order to keep possession and score points.
1. To know and understand how to combine dribbling, passing and receiving in small sided games (intra-school).
  2. To demonstrate a combination of dribbling, passing and receiving, using an effective technique, in small

## Substantive Knowledge/Key Knowledge

- Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball.
- Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball. Pupils will begin to demonstrate that they can beat/take on defenders.
- Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball. Pupils without the ball are beginning to move into space to make themselves available. Pupils are beginning to understand where they pass a ball and why.
- Pupils can demonstrate effective side foot passing and receiving over a range of distances to keep possession of a football. Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils can identify where to pass, dribble and move without the ball to create more space.
- Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball. Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball.
- Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score a point.

## Disciplinary Knowledge / Skills

- Pupils are able to dribbling at increased speeds. Pupils demonstrate that they can: use small kicks so the ball stays close to them, bend their knees, use their arms for balance, use the outside and inside of their feet, use laces to push the ball forward (not the toe) and lift their head up to look for space/other players. Pupils dribble with control and are able to maintain possession. Pupils can move at increasing speeds into to space and change direction to avoid defenders. Pupils able to change direction and are beginning to turn to avoid defenders.
- Pupils are able to dribbling at increased speeds and are beginning to demonstrate that they can beat/take on defenders. Pupils demonstrate that they can: use small kicks so the ball stays close to them, bend their knees, use their arms for balance, use the outside and inside of their feet, use laces to push the ball forward (not the toe) and lift their head up to look for space/other players. Pupils dribble with control and are able to maintain possession. Pupils can move at increasing speeds into to space and change direction to avoid defenders. Pupils are beginning to change direction to maintain possession.
- Pupils begin to stop the ball. Pupils begin to move their body inline with the ball. Pupils begin to concentrate on the ball. Pupils begin to understand why they need to stop the ball. Pupils begin to demonstrate that they can: place their non-kicking foot to the side of the ball and use it to aim, hold their arms up to help them balance, keep their eye on the ball until they have it under control, look up to see where is the best place to pass it, swing their dominant kicking foot through and strike the ball with the inside of their foot, strike the middle of the ball to ensure it stays close to the ground and understand that the speed of the kicking leg will direct how hard you kick the ball.
- Pupils can identify and move into space. Pupils can identify opportunities to create space and create it by passing, dribbling or moving (without the ball) into the area.
- Pupils will combine previous dribbling, passing and creating space learning and try to maintain possession in order to score points.
- Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score points in intra- school matches.

## Themes

<i>Shooting</i>	N/A
<i>Defending</i>	N/A
<i>Passing</i>	Pupils demonstrate that they can perform and receive an effective side foot pass, over a range of distances, with their dominant foot, using an effective technique and can combine this with dribbling to keep possession and score
<i>Dribbling</i>	Pupils demonstrate that they dribbling with an effective technique, at increasing speed, using the inside and outside of their feet and can turn and change direction. Pupils are beginning to beat/take on defenders.
<i>Evaluation</i>	To say what they did well and how they could improve .

## Diversity in the Curriculum

The Blind Football World Championships and Partially Sighted World Championship took place at the 2023 IBSA World Games in Birmingham this summer. England had teams competing in the men's and women's Blind Football World Championships and in the men's Partially Sighted World Championship this summer. Mentioned how football is a sport enjoyed by many people, including those with disabilities, and it is important we promote inclusivity. Share a short clip from 2022. <https://www.youtube.com/watch?v=jEypxtj-tl0>

## Outcome

To combine dribbling, passing and receiving in order to keep possession and score a point.

## Character Traits

Respectful  
Ambitious

## Stickability

Experience  
Repetition of previously taught skills

## WOW

Experience  
Equipment

# Year 4 - PE - football

## Curriculum Objectives

- Pupils should be taught to:
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
  - apply basic principles suitable for attacking and defending

## Vocabulary

Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.
Defender	We are considered a 'defender' when the other side has the ball.	passing	Passing is a method of sending (kicking) the ball to our partner or another member of
Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score	Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score
Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score		

## Links Across the Curriculum

Maths—counting and adding scores.  
 English—vocabulary. Specific words and phrases used.  
 Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.  
 PSHE—team work, social skills,, leadership, health and wellbeing.

## Lessons Sequence

- To explain to a peer how to dribble with an effective technique fluidly at and speed.
  - To refine and demonstrate dribbling ,with an effective technique, fluidly and at speed..
- To explain to a peer how to beat/take or turn a defender to maintain possession.
  - To refine and demonstrate the ability the beat/take on or turn a defender to maintain possession..
- To explain to a peer how to consistently perform and receive a side foot pass, over a range of distances and at speed, in order to keep control and possession of the ball, with an effective technique.
  - To refine and demonstrate the ability to consistently perform and receive a side foot pass, over a range of distances and at speed, with an effective technique.
- To explain to a peer how to combine passing and dribbling in order to create space..
  - To refine and demonstrate the ability to combine passing and dribbling to create space.
- To explain to a peer how to shoot with an effective technique.
  - To refine and demonstrate the ability to shoot with an effective technique.
- To explain to a peer how to combine dribbling, passing, receiving and shooting in small sided games (intra-school).
  - To demonstrate a combination of dribbling, passing, receiving and shooting in small side games (intra-

## Substantive Knowledge/Key Knowledge

Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble fluidly and at speed whilst maintaining control of the ball.

Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at speed whilst maintaining control of the ball. Pupils demonstrate that they can beat/take on defenders and turn defenders to maintain control of the ball.

Pupils can consistently demonstrate effective side foot passing and receiving, over a range of distances and at speed, to keep possession of a football.

Pupils can use previously taught dribbling, passing, receiving and movement learning to create space during attacking transitions.

To introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.

Pupils will begin to demonstrate to combine previously taught dribbling, passing, receiving, movement and shooting learning to score goals in small sided games.

## Disciplinary Knowledge / Skills

Pupils are able to dribble fluidly and at speed. Pupils demonstrate that they can: use small kicks so the ball stays close to them, bend their knees, use their arms for balance, use the outside and inside of their feet, use laces to push the ball forward (not the toe) and lift their head up to look for space/other players. Pupils dribble with control and are able to maintain possession. Pupils can dribble at speed into to space and change direction to avoid defenders. Pupils able to change direction and turn to avoid defenders. .

Pupils are able to dribbling at speed and demonstrate that they can beat/take on defenders. Pupils demonstrate that they can: use small kicks so the ball stays close to them, bend their knees, use their arms for balance, use the outside and inside of their feet, use laces to push the ball forward (not the toe) and lift their head up to look for space/other players. Pupils dribble with control and are able to maintain possession. Pupils can move at increasing speeds into to space and change direction to avoid defenders. Pupils are able to turn and change direction to maintain possession.

Pupils begin to stop the ball. Pupils begin to move their body inline with the ball. Pupils begin to concentrate on the ball. Pupils begin to understand why they need to stop the ball. Pupils begin to demonstrate that they can: place their non-kicking foot to the side of the ball and use it to aim, hold their arms up to help them balance, keep their eye on the ball until they have it under control, look up to see where is the best place to pass it, swing their dominant kicking foot through and strike the ball with the inside of their foot, strike the middle of the ball to ensure it stays close to the ground and understand that the speed of the kicking leg will direct how hard you kick the ball. Pupils can consistently perform the pass at speed and over a range of distances.

Pupils can identify and move into space. Pupils can identify opportunities to create space and create it by passing, dribbling or moving (without the ball) into the area. Pupils understand how to transition between attack and defence and how to create attacking space when transitioning .

Pupils are ability to shoot effectively with their dominant foot by: planting their supporting foot beside the ball to gain stability, pointing their planted foot in the direction that they want the ball to go to help guide their aim, striking the ball with the top of their foot (laces)

As they kick, pupils should lock their ankle to create power through their striking foot. After kicking the ball, pupils should follow through with their shooting leg in the direction that you aimed the ball. This will enable the shot to have the full power they need to get it into the goal.

Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score points in intra- school matches.

## Themes

Shooting	Using their dominant foot, pupils can shoot with an effective technique.
Defending	N/A
Passing	Pupils consistently demonstrate that they can perform and receive an effective side foot pass, over a range of distances and at speed, with their dominant foot, using an effective technique and can combine this with dribbling to keep possession and score points.
Dribbling	Pupils demonstrate that they dribbling with an effective technique, at speed, using the inside and outside of their feet. Pupils can turn or take on/beat defenders. .
Evaluation	To say what they did well and how they could improve.

## Diversity in the Curriculum

Paralympic football

Talk about cerebral palsy football. The sport is governed by the Cerebral Palsy International Sports and Recreation Association (CP-ISRA). The sport is played with modified FIFA rules. Among the modifications are a reduced field of play, a reduction in the number of players, elimination of the offside rule, and permission for one-handed throw-ins. Matches consist of two thirty-minute halves, with a fifteen-minute half-time break. Talks about the importance of inclusivity. Share video: <https://www.youtube.com/watch?v=Om87BFaAoRo>

## Outcome

To combine dribbling, passing, receiving and shooting in small sided games.

## Character Traits

Respectful  
Ambitious

## Stickability

Experience  
Repetition of previously taught skills

## WOW

Experience  
Equipment

# Year 5 - PE - football

Curriculum Objec-	Vocabulary				Links Across the
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.	Maths—counting and adding scores.  English—vocabulary. Specific words and phrases used.  Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.  PSHE—team work, social skills,, leadership, health and wellbeing.
	Defender	We are considered a ‘defender’ when the other side has the ball.	passing	Passing is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.	
	Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score	Attacker	We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score	
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	tackling	Tackle is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.	
	Pressuring	Teams or an individual can apply pressure in an attempt to regain possession.	marking	Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.	
	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	Official/ referee	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain how to refine and combine dribble and passing skills to maintain performance and begin to understand the components of an effective performance.  2. To combine and apply dribbling and passing skills to maintain possession and to analyse peers’ performances.	Pupils will refine previously taught dribbling and passing skills, combining these skills together to maintain possession. Pupils are beginning to demonstrate that they can still perform these skills effectively, even when they are under pressure from defenders. Pupils are also beginning to demonstrate with increasing effectiveness physically and cognitively that they understand when, where and why they pass or dribble	Pupils are able to dribble fluidly and at speed. Pupils can dribble at speed into to space and change direction to avoid defenders. Pupils able to change direction and can turn to avoid defenders. Pupils are able to take on/beat defenders. Pupils are beginning to demonstrate that they can combine skills effectively, even when they are under pressure from defenders. Pupils ‘ decision making during competitive scenarios is continuing to improve. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble.
1. To explain how to refine and combine defending skills to prevent goal scoring opportunities and begin to understand the components of an effective performances.  2. To combine and apply defending skills to prevent goal scoring opportunities and to analyse peers’ perfor-	Pupils will start to apply simple defensive tactics during a game to prevent attacking opportunities. Pupils will begin to practice tackling and pressuring.	Pupils are beginning to tackle effectively by: closing down their opponent quickly but not rushing uncontrolled at them, reducing any space around them and monitoring for passing options, staying on the balls of their feet with arms slightly out to jockey their opponent, keeping their eye on the ball and waiting for a clear view of the ball, transferring their weight from their back to front foot and moving the inside of their foot towards the ball whilst maintain a a strong body position. Pupils begin to demonstrate that they can slow down an attack by pressuring defenders.
1.To explain how to refine and combine , tackling, pressuring and marking to prevent a goal scoring opportunity and begin to understand the components of an effective performance.  2. To combine and apply tackling, pressuring and marking to prevent goal scoring opportunities and to analyse peers’ performances.	Pupils will start to apply simple defensive tactics during a game to prevent attacking opportunities. Pupils will continue to apply simple defensive tactics during a game to prevent attacking opportunities. Pupils will consolidate tackling and pressuring whilst also being introduce to marking.	Pupils are beginning to complete a standing tackle effectively by: closing down their opponent quickly but not rushing uncontrolled at them, reducing any space around them and monitoring for passing options, staying on the balls of their feet with arms slightly out to jockey their opponent, keeping their eye on the ball and waiting for a clear view of the ball, transferring their weight from their back to front foot and moving the inside of their foot towards the ball whilst maintain a a strong body position. Pupils begin to demonstrate that they can slow down an attack by pressuring defenders. Pupils are beginning to demonstrate that they can apply pressure and mark effectively. Pupils are beginning to demonstrate that they know when and how to pressure and who to mark.
1.To explain how to refine and combine shooting with passing and dribbling learning to create goal scoring opportunities and to begin to understand the components of effective performance.  2. To combine and apply shooting with passing and dribbling learning to create goal scoring opportunities	Pupils will develop their shooting technique when pressure is applied by a defender. Pupils will develop their understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	Pupils are able to shoot effectively with their dominant foot by: planting their supporting foot beside the ball to gain stability, pointing their planted foot in the direction that they want the ball to go to help guide their aim, striking the ball with the top of their foot (laces) As they kick, pupils should lock their ankle to create power through their striking foot. After kicking the ball, pupils should follow through with their shooting leg in the direction that you aimed the ball. This will enable the shot to have the full power they need to get it into the goal. Pupils are beginning to shoot effectively without stopping the ball still and are beginning to understand when it is best to shoot, pass or dribble—even under pressure.
1.To explain how to refine and combine shooting, passing and dribbling learning and to begin to understand how to officiate the components of effective performance.  2. To combine and apply shooting, passing and skills to score points, to begin officiating games and to analyse peer’s performances.	The focus of the learning is to refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game. Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. Pupils will begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.	Pupils are beginning to: execute simple attacking and defensive tactics effectively, create a range of simple attacking and defensive tactics, applying these to their games, evaluate and improve their tactics, organise their team so that everybody has responsibility for marking one player, explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform, take the lead ensuring everyone is happy, motivated and understands and lead and organise their team as a captain.
1.To explain how to refine and combine shooting, passing , dribbling, defending and officiating learning to intra-school games and to begin to understand the components of effective performance.  2. To combine and apply shooting, passing, dribbling, defending and officiating learning to intra-school games and to analyse peer’s performances.	Pupils will begin to demonstrate to combine previously taught dribbling, passing, receiving, movement, defending, officiating and shooting learning to score goals in small sided games.	Pupils can combine and apply previously taught passing, shooting, dribbling, defending, tactics and officiating learning to intra-school games. Pupils are beginning to demonstrate increasingly effective decision making and can when is best to pass, dribble or shoot. Pupils can transition between dribble, passing and shooting fluidly. Pupils able to pass, dribble, move and shoot accurately and consistently. Pupils can apply marking, pressuring and standing tackling to a game. Pupils are beginning to apply tactics to games.

Themes		Character Traits	Diversity in the Curriculum
<i>Tactics</i>	Pupils are beginning to can create, evaluate, adapt and execute simple attacking and defensive tactics effectively.	Respectful and Ambitious	<u>Marcus Rashford</u> Discuss how footballers come from a variety of backgrounds. Rashford comes from a working class family; his mother is Melanie Maynard, a single parent who often had to work multiple jobs to feed their family, sometimes skipping meals herself to ensure Rashford and his siblings ate. <u>Charity work</u> In October 2019, Rashford set up the In the Box campaign with Selfridges to give homeless people essential items over the Christmas period. In March 2020, during the UK lockdown imposed by Boris Johnson’s government in response to the COVID-19 pandemic, Rashford teamed up with the poverty and food waste charity FareShare to deliver meals to those in the Greater Manchester area who were no longer receiving their free school meals. On 15 June, Rashford wrote an open letter to the UK government calling on them to end UK child poverty. A day later, the government announced a change in policy regarding the extension of free school meals for children during the summer holidays.
<i>Shooting</i>	Using their dominant foot, pupils can shoot with an effective technique. Pupils are beginning to shoot effectively without stopping the ball still and are beginning to understand when it is best to shoot, pass or dribble when under pressure.		
<i>Defending</i>	Pupils are beginning to demonstrate that they can tackle, pressure and mark effectively.	<b>Outcome</b>  To combine dribbling, passing, receiving, shooting, defending, tactics and officiating learning in small sided games.	
<i>Passing</i>	Pupils demonstrate previous learning. Pupils are beginning to demonstrate that they can combine skills effectively, even when they are under pressure from defenders. Pupils’ decision making during competitive scenarios is continuing to improve. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble. Pupils are beginning to use the outside of their foot and their non-dominant foot to pass over short distances.	<b>Stickability</b>  Experience Repetition of previously taught	
<i>Dribbling</i>	Pupils demonstrate previous learning. Pupils are beginning to demonstrate that they can combine skills effectively, even when they are under pressure from defenders. Pupils’ decision making during competitive scenarios is continuing to improve. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble.	<b>WOW</b>  Experience Equipment	
<i>Evaluation</i>	UPKS2 - To be able to tell another child what they did well and how they could improve.		



# Year 6 - PE - football

Curriculum Objec-	Vocabulary				Links Across the
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.	Maths—counting and adding scores.  English—vocabulary. Specific words and phrases used.  Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.  PSHE—team work, social skills,, leadership, health and wellbeing.
	Defender	We are considered a 'defender' when the other side has the ball.	passing	Passing is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.	
	Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score	Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score	
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	tackling	Tackle is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.	
	Pressuring	Teams or an individual can apply pressure in an attempt to regain possession.	marking	Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.	
	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	Official/ referee	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain the components of effective performance and how they apply to passing, dribbling and movement skills to keep possession and to analyse their own performance.  2. To combine components of effective performance when dribbling and passing to maintain possession and to analyse peers' performances and adapt their performance as a result of their own self-evaluation.	Pupils will refine previously taught dribbling and passing skills, combining these skills together to maintain possession. Pupils demonstrate that they can still perform these skills effectively, even when they are under pressure from defenders. Pupils are also demonstrating consistently good decision making and understand when, where and why they pass or dribble.	Pupils are able to dribble fluidly and at speed. Pupils can dribble at speed into to space and change direction to avoid defenders. Pupils able to change direction and can turn to avoid defenders. Pupils are able to take on/beat defenders. Pupils are beginning to demonstrate that they can combine skills effectively, even when they are under pressure from defenders. Pupils' decision making during competitive scenarios is consistently good. They demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble to maintain possession. Pupils will evaluate their own performance and then adapt to try and improve.
1. To explain the components of effective performance and how they apply to passing, dribbling and movement skills to keep possession, to officiate their own games and to analyse their own performance.  2. To combine components of effective performance when dribbling and passing skills to maintain possession and to analyse peers' performances, officiate their own games and adapt their performance as a result of their own self-evaluation.	Pupils will refine previously taught dribbling and passing skills, combining these skills together to maintain possession. Pupils demonstrate that they can still perform these skills effectively, even when they are under pressure from defenders. Pupils are also demonstrating consistently good decision making and understand when, where and why they pass or dribble. Pupils display a secure knowledge of the rules of football can officiate their own games.	Pupils are able to dribble fluidly and at speed. Pupils can dribble at speed into to space and change direction to avoid defenders. Pupils able to change direction and can turn to avoid defenders. Pupils are able to take on/beat defenders. Pupils are beginning to demonstrate that they can combine skills effectively, even when they are under pressure from defenders. Pupils' decision making during competitive scenarios is consistently good. They demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble to maintain possession. Pupils will evaluate their own performance and then adapt to try and improve. Pupils display a secure knowledge of the rules of football can officiate their own games.
1. To explain the components of effective performance and how they apply to tackling, pressuring and marking and to analyse their own performance.  2. To combine components of effective performance when marking, tacking and pressuring to prevent goal scoring opportunities and to adapt their performance as a result of their own self-evaluation.	Pupils apply simple defensive tactics during a game to prevent attacking opportunities and to win back the back. Pupils apply defensive tactics and strategies with increasing effectiveness.	Pupils are able to complete a standing tackle effectively by: closing down their opponent quickly but not rushing uncontrolled at them, reducing any space around them and monitoring for passing options, staying on the balls of their feet with arms slightly out to jockey their opponent, keeping their eye on the ball and waiting for a clear view of the ball, transferring their weight from their back to front foot and moving the inside of their foot towards the ball whilst maintain a a strong body position. Pupils demonstrate that they can slow down an attack by pressuring defenders. Pupils demonstrate that they can apply pressure and mark effectively. Pupils demonstrate that they know when and how to pressure and who to mark. Pupils apply defensive tactics and strategies with increasing effectiveness.
1. To explain the components of effective performance and how they apply to shooting and to analyse their own performance.  2. To combine components of effective performance when shooting and to adapt their performance as a result of their own self-evaluation.	Pupils demonstrate that they can consistently shoot effectively, with power at from a range of appropriate distances, when under pressure from a defender. Pupils will demonstrate a secure understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	Pupils are able to consistently shoot effectively with their dominant foot, with power and from a range of appropriate distances, by: planting their supporting foot beside the ball to gain stability, pointing their planted foot in the direction that they want the ball to go to help guide their aim, striking the ball with the top of their foot (laces) As they kick, pupils should lock their ankle to create power through their striking foot. After kicking the ball, pupils should follow through with their shooting leg in the direction that you aimed the ball. This will enable the shot to have the full power they need to get it into the goal. Pupils shoot effectively without stopping the ball still and are beginning to understand when it is best to shoot, pass or dribble when under pressure from defenders..
1. To explain the components of effective performance and how they apply to organising formations, deciding tactics, managing teams and officiating games and to analyse their own performance.  2. To combine components of effective performance organising formations, deciding tactics, managing teams and officiating games and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate pupils' understanding of attacking and defensive tactics. Pupils will create, organise and apply formations when defending and attacking in game situations. Pupils will learn how to manage their team, selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.	Pupils execute simple attacking and defensive tactics effectively. Pupils create a range of simple attacking and defensive tactics, applying these to their games. Pupils evaluate and improve their tactics. Pupils organise their team so that everybody has responsibility for marking one player. Pupils explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform. Pupils take the lead ensuring everyone is happy, motivated and understands. Pupils take on the role of team captain, leading and organising their team.
1. To explain the components of effective performance and how they apply intra-school games and to analyse their own performance.  2. To combine components of effective performance in intra-school games and to adapt their performance as a result of their own self-evaluation.	Pupils will begin to demonstrate to combine previously taught dribbling, passing, receiving, movement, defending, officiating, tactics and shooting learning to score and prevent goals in small sided games.	Pupils can combine and apply previously taught passing, shooting, dribbling, defending, tactics, officiating learning to intra-school games. Pupils demonstrate consistently good decision making and can when is best to pass, dribble or shoot. Pupils can transition between dribble, passing and shooting fluidly. Pupils able to pass, dribble, move and shoot accurately and consistently. Pupils can apply marking, pressuring and standing tackling to a game. Pupils are applying tactics to games.

Themes		Character Traits	Diversity in the Curriculum
<i>Tactics</i>	Pupils can create, evaluate, adapt and execute simple attacking and defensive tactics effectively.	Respectful and Ambitious	To recap diversity in football by referring to the previous mentioned points on the other football learning journeys.
<i>Shooting</i>	Using their dominant foot, pupils can consistently shoot with an effective technique with power from a range of appropriate distances/angles. Pupils shoot effectively without stopping the ball still and understand when it is best to shoot, pass or dribble when under pressure.	<b>Outcome</b>	
<i>Defending</i>	Pupils demonstrate that they can tackle, pressure and mark effectively to win back possession or prevent goal scoring opportunities consistently.	To combine dribbling, passing, receiving, shooting, defending, tactics and officiating learning in small sided games.	
<i>Passing</i>	Pupils demonstrate previous learning. Pupils demonstrate that they can consistently combine skills effectively when they are under pressure from defenders. Pupils' decision making during competitive scenarios is consistently good. They are demonstrating increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble. Pupils are able to use the outside of their foot and their non-dominant foot to pass over short distances.	<b>Stickability</b>	
<i>Dribbling</i>	Pupils demonstrate previous learning. Pupils demonstrate that they can consistently combine skills effectively when they are under pressure from defenders. Pupils' decision making during competitive scenarios is consistently good. They are demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass or dribble.	<b>WOW</b>	
<i>Evaluation</i>	UPKS2 - To be able to tell another child what they did well and how they could improve.	Experience	
		Repetition of previously	
		Experience	
		Equipment	