EYFS - PE - Ball skills - feet

Curriculum Objectives

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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.

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	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To begin to say different ways of using our dominant foot to move with the ball. 2. To explore different ways of using our dominant foot to move with a ball.	Pupils explore dribbling with their dominant foot at a walking pace. Pupils explore moving into space avoiding other pupils. Pupils explore using small kicks to dribble a ball. Pupils to try and keep control of the ball by ensuring it remains close to them.	Pupils explore: using small kicks so the ball stays close to them, bending knees, using arms for balance, using outside of foot, using laces to push the ball forward (not the toe) and lifting head up looking for space/other players.
1. To begin to say different ways of using our feet to move with the ball. 2. To explore different ways of using our feet to move with a ball.	Pupils continue to explore dribbling with both feet at a walking pace. Pupils continue to explore moving into space avoiding other pupils. Pupils continue to explore using small kicks to dribble a ball. Pupils to try and keep control of the ball by ensuring it remains close to them.	Pupils continue to explore: using small kicks so the ball stays close to them, bending knees, using arms for balance, using outside of foot, using laces to push the ball forward (not the toe) and lifting head up looking for space/other players.
1. To begin to say different ways of using our feet to move and change direction with the ball. 2. To explore different ways of using our feet to move ad change direction with the ball.	Pupils explore dribbling with both feet and changing directions. If able, pupils explore adjusting their speed. Pupils continue to explore moving into space avoiding other pupils. Pupils continue to explore using small kicks to dribble a ball. Pupils to try and keep control of the ball by ensuring it remains close to them.	Pupils continue to explore: using small kicks so the ball stays close to them, bending knees, using arms for balance, using outside of foot, using laces to push the ball forward (not the toe) and lifting head up looking for space/other players.
1. To begin to say where to dribble and why. 2. To explore where to dribble and why.	Pupils explore dribbling the ball into space and away from cones (defenders). Pupils understand that this is to prevent the other team getting the ball and possibly scoring.	Pupils understand that they should try to dribble into space and away from cones (defenders). Pupils continue to explore: using small kicks so the ball stays close to them, bending knees, using arms for balance, using outside of foot, using laces to push the ball forward (not the toe) and lifting head up looking for space/other players.
1. To begin to say how to dribble against an opponent. 2. To explore dribbling against an opponent.	Pupils explore dribbling and keep control of the ball whilst facing an opponent. Pupils will use previous dribbling learning to dribble whilst under pressure.	Pupils understand that they should dribble with control and using both their feet. Pupils continue to explore: using small kicks so the ball stays close to them, bending knees, using arms for balance, using outside of foot, using laces to push the ball forward (not the toe) and lifting head up looking for space/other players.
1. To begin to say how to dribble in competitive games. 2. To explore dribbling in competitive games.	Pupils will explore using previous dribbling learning to dribble whilst under pressure.	Pupils will explore using their dribbling learning in competitive games.

Themes

Shooting	N/A
Defending	N/A
Passing	N/A
Dribbling	Pupils explore dribbling and changing direction to keep away from defenders. Pupils can stop the ball using their feet. Pupils explore dribbling with the outside of their feet.
Evaluation	EYFS— pupils express what they have done.

Diversity in the Curriculum

Talk about the 2023 FIFA Women's World Cup. Show and talk about some of the teams and players that took part. Highlight how a diverse group of women took part e.g. different nationalities, religious beliefs, races etc.

Outcome	Character Traits	Stickability	WOW
Pupils to explore dribbling with their dominant foot.	Respectful Ambitious	Experience Repetition of previously taught skills	Experience Equipment Outdoors

Year 1 - PE - Ball skills - feet

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, know and begin to understanding simple tactics 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.

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	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To know how to dribble effectively. 2. To begin to demonstrate how to dribble effectively.	Pupils will recap previously taught EYFS teaching. Pupils will begin to demonstrate that they can dribble using an effective technique.	Pupils begin to demonstrate that they can: use small kicks so the ball stays close to them, bend their knees, use their arms for balance, use outside of foot, use laces to push the ball forward (not the toe) and lift their head up to look for space/other players. Pupils begin to dribble with increase control.
1. To know that you can dribble using the inside and outside of your feet. 2. To begin to demonstrate effective dribbling with the inside and the outside of your feet.	Pupils will begin to demonstrate that they can dribble using an effective technique. Pupils will begin to demonstrate that they can use the inside and outside of their feet to dribble the ball.	Pupils begin to 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 begin to dribble with increase control.
1. To know how to apply effective dribbling technique in games. 2. To begin to demonstrate effective dribbling technique in games.	Pupils will apply their dribbling technique, keeping the ball away from their opponents. Pupils will begin to demonstrate effective dribbling technique in games.	Pupils begin to 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 begin to dribble with increase control. Pupils can begin to change direction to avoid defenders. Pupils begin to dribble effectively in games.
1. To know how to perform a short side foot pass with their dominant foot. 2. To begin to demonstrate effective short side foot passing with their dominant foot.	Pupils will begin to understand which part of their foot they need to complete a side foot pass. Pupils will work with a partner and begin to understand how to kick a ball towards a target. Pupils will begin to understand why we need to be accurate when kicking (passing) a ball. .	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 en-sure it stays close to the ground and understand that the speed of the kicking leg will direct how hard you kick the ball.
1. To know how to perform a short side foot pass to score points in games. 2. To begin to demonstrate that they can perform short side foot passes to games.	The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points. Pupils will develop their understanding of why we need to be accurate when kick-ing (passing) a ball. Pupils will be able to collaborate and work together in a team.	Pupils begin to demonstrate that, using their dominant foot, they can perform an effective short side foot pass in games to score points.
1. To know how to combine passing and dribbling learning in small sided games (intra-school games). 2. To begin to demonstrate combining passing and dribbling learning in small sided games (intra-school games)	To begin to combine passing and dribbling learning in small sided games.	To begin to apply EYFS and Year 1 dribbling and passing learning to small sided games.

Themes

Shooting	N/A
Defending	N/A
Passing	Pupils begin to demonstrate that they can perform an effective short side foot pass using an effective technique.
Dribbling	Pupils begin to demonstrate that they dribbling with an effective technique and using the inside and outside of the feet. Pupils begin to demonstrate that they can change direction.
Evaluation	To express what they have learnt and have done well.

Diversity in the Curriculum

Talk about the 2023 FIFA Women's World Cup. Show and talk about some of the teams and players that took part. Highlight how a diverse group of women took part e.g. different nationalities, religious beliefs, races etc.

Outcome

Pupils begin demonstrate they can perform a short side foot pass and dribble using an effective technique (using both feet).

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience
Equipment
Outdoors

Year 2 - PE - Ball skills - feet

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, know and begin to understanding simple tactics 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		

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 begin to understand how to dribble in order to keep control and possession of the ball.
2. To demonstrate effective dribbling in order to keep control and possession of the ball.

1. To know and begin to understand how short side foot passing and receiving can help maintain possession.
2. To demonstrate effective short side foot passing and receiving of a football to keep possession.

1.To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession of the ball.
2. To demonstrate a combination of dribbling, passing and receiving to keep possession.

1.To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession of the ball and score a point.
2. To demonstrate a combination of dribbling, passing and receiving to keep possession and score a point.

To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession of the ball and score a point as a team.
2. To demonstrate a combination of dribbling, passing and receiving to keep possession and score a point as a team.

1. To know and begin to understand how to combine dribbling, passing and receiving in small sided games (intra-school).
2. To demonstrate a combination of dribbling, passing and receiving in small side games (intra-school).

Substantive Knowledge/Key Knowledge

Pupils will demonstrate that they can dribble effectively whilst keeping control and possession of the ball.

Pupils can demonstrate effective short side foot passing and receiving to keep possession of a football.

Pupils will demonstrate how to dribble the ball with control whilst keeping possession. Pupils will demonstrate how to perform and receive a short side foot pass in order to keep possession.

Pupils will demonstrate how to dribble the ball with control whilst keeping possession and scoring points. Pupils will demonstrate how to perform and receive a short side foot pass in order to keep possession and score points.

Pupils will demonstrate how to dribble the ball with control whilst keeping possession and scoring points as team. Pupils will demonstrate how to perform and receive a short side foot pass in order to keep possession and score points.

Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score a point.

Disciplinary Knowledge / Skills

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 increase control and are able to maintain possession. Pupils can move into to space and change direction to avoid defenders.

Pupils recap short side foot passing (see Year 1 learning journey. Pupils demonstrate that they can effectively receive and control a short side foot pass by: holding their arms up and wide to support their balance, keeping their eyes on the ball at all times, withdrawing the foot slightly to take the momentum out of the ball (this is known as "cushioning"), aiming to contact the middle of the ball to ensure that it stays close to the ground and does not bounce up and, once under control, moving the ball out of to their feet to allow the next decision to be made.

Pupils effectively can dribble (see lesson 1) and pass and receive (see lesson 2) in combination to keep possession of the ball. Pupils can dribble into space and change direction to avoid defenders. Pupils can identify and complete an effective short side foot pass to their teammates who are in space.

Pupils effectively can dribble (see lesson 1) and pass and receive (see lesson 2) in combination to keep possession of the ball and score points. Pupils can dribble into space and change direction to avoid defenders. Pupils can identify and complete an effective short side foot pass to their teammates who are in space. Pupils can identify point scoring opportunities.

Pupils effectively can dribble (see lesson 1) and pass and receive (see lesson 2) in combination to keep possession of the ball and score points as a team. Pupils can dribble into space and change direction to avoid defenders. Pupils can identify and complete an effective short side foot pass to their teammates who are in space. Pupils can identify point scoring opportunities. Pupils can work collaboratively.

Pupils receive the ball. Pupils pass a ball towards a target using their hands. Pupils pass the ball with control. Pupils dribble (bounce) the ball with control. Pupils move the ball around the space keeping away from the defenders. Pupils understand the consequence in a game of moving the ball close to the defenders.

Themes

Shooting	N/A
Defending	N/A
Passing	Pupils demonstrate that they can perform an effective short side foot pass using an effective technique and can combine this with dribbling to score points.
Dribbling	Pupils demonstrate that they dribbling with an effective technique and using the inside and outside of the feet and can combine this with passing to score points.
Evaluation	To express what they have learnt and have done well.

Diversity in the Curriculum

Talk about the 2023 FIFA Women's World Cup. Show and talk about some of the teams and players that took part. Highlight how a diverse group of women took part e.g. different nationalities, religious beliefs, races etc.

Talk specifically about Moroccan player, Nouhaila Benzina, who made history by becoming the first football player to wear a hijab in a world cup game.

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