



Focus on Pillars of Progression:

<u>Pillar 1: Motor competence and fundamental motor skills.</u>	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Kick with increasing success in game situations. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success.
<u>Pillar 2: Rules, Strategies and Tactics</u>	Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.
<u>Pillar 3: Healthy Participation</u>	Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games. Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel.

Progression in Learning

<u>Links to Previous Learning:</u>	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Kick towards a partner in game situations. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.
<u>Procedural Unit Knowledge (knowing how) and Declarative (knowing what):</u>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p> <p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game</p>
<u>Links to Future 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.

Vital Vocabulary:

<u>Revisited Vocabulary:</u>	Receiver, footwork, rebound, tracking, interception, mark, playing area
<u>New Vocabulary:</u>	Outwit, opposition, opponent, contact, pivot, pitch
<u>Supporting Resources (including focus sports person):</u>	Casey Stoney Knowledge Organiser



Year 4
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:

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.

Assessment Criteria:

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

J	Reading around the sport to develop pillars of progression,
O	A logical and sequenced progression of skills throughout, with opportunities to revisit key areas of learning.
U	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.
R	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.
N	A broad and balanced curriculum which provides the opportunity to participate and compete in a variety of different sports and games.
E	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.
Y	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?