



FA Tesco Skills Programme – Short Term Plan



School:	Date:	Time:	Group:	Med Term:
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Prior Learning: This is the first session of the block of work. Some of the children will have taken part in football based activities. All of the children have an understanding of the requirements of national curriculum PE.

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info:	*Grass Field – Size dependent upon number in group and the facilities available	*Change of speed *Change of direction *Body Shape *Position in play *Disguise	*Note taking on the group, and a preliminary assessment against the matrix *Taking part in the session, aiding coaching points	*Group may have large difference in ability and experience *Opportunity to demonstrate skills, and to observe which players adapt to situations well

Learning Focus: To be able to move with the ball through areas of space, limited space, and the transition between, changing speed and direction

	A & D	S & A	E & I	K & U
ILOs per strand:	*To be able to change speed and direction *To be able to use a scissors move to try to get past a defender *To use a small touch when in deprived space, or a larger touch when exploding in to empty spaces	*To be able to understand when to change speed and direction *To be able to use the scissors move at the correct time	*To understand and explain the elements of what is a good performance and what is a poor performance *To be able to explain what might be done differently next time to improve	*To understand what happens to the body when exercising *To have a detailed knowledge and understanding of safety while playing football

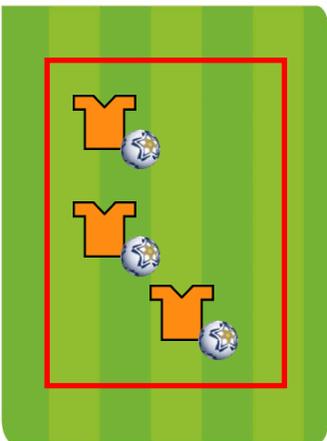
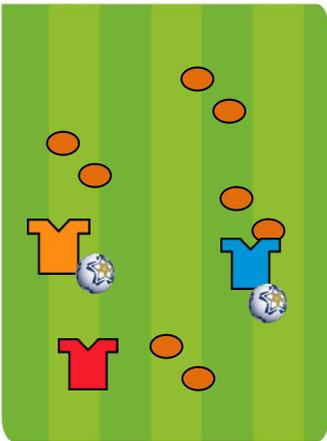
Lesson Review

What Went Well: No Previous Sessions

Even Better If: No Previous Sessions

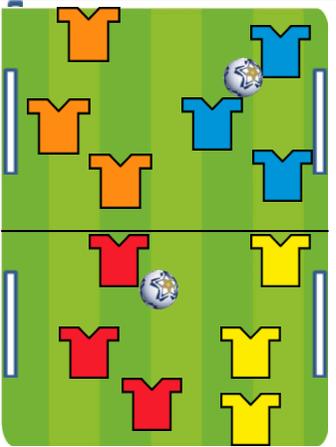
Changes for Next Time: No Previous Sessions

Key

Diagram	Organisation	Assessment	
	<p>Players have a ball each and move freely around the marked area. Players are challenged to manoeuvre the ball with multiple parts of their feet, and aim to have 100 touches.</p> <p>Players are asked to use the inside, outside and sole of feet, and create a combination of movement between the three.</p> <p>Players are challenged to move between two others who are wearing a different colour bib to them, and if possible to change their speed and direction when doing so.</p>	<p>A & D</p> <p>*I can travel with the ball with good control using different parts of my feet, nearly all of the time.</p> <p>*I can change my direction and my speed with good control when I'm travelling with the ball, most of the time</p> <p>*I can sometimes use my changes of speed and direction to get past, lose or keep the ball away from a defender</p>	<p>S & A</p> <p>*I can choose where, when and how travel with the ball in relation to space, most of the time.</p> <p>*I can sometimes choose where, when and how to change direction and speed so to not lose possession of the ball.</p>
	<p>Learning Points</p> <p>Move the ball from side to side in-between feet, when moving with the ball on the inside of feet.</p> <p>Create a zig zag running style behind the ball, moving to the side when using the outside of the feet. This will lead to bending knees, and lowering centre of gravity.</p> <p>When moving in to a new space, try to change speed and direction. Larger strides and touches on the ball, coupled with using the part of the foot most appropriate</p>	<p>E & I</p> <p>*I can describe the activity I have done and / or what I have done in it, with a lot of detail.</p> <p>*I can explain why I have done what I did in an activity, with some detail</p>	<p>K & U</p> <p>*I understand and can describe how to play safely, with a lot of detail.</p>
	<p>Gates are placed around the area, and the players are challenged to move through as many gates as possible. With different coloured gates, a different emphasis could be put on each colour. When passing through a red gate, change speed. When passing through a blue gate, change direction. When passing through a white gate, try and trick someone.</p> <p>Once the players are use to identifying space, and other players, defenders are added to the session. The defender's challenge is to steal the ball from the attacker, and run it through a gate.</p> <p>As the game continues, the players are able to make a free choice about what they do after passing through a gate (Change of speed, direction, deception)</p> <p>The coach leads on demonstrating a scissors move, to add deception to the players movement. Players are told about Deception, Speed & Direction.</p>	<p>A & D</p> <p>*I can travel with the ball with good control using different parts of my feet, nearly all of the time.</p> <p>*I can change my direction and my speed with good control when I'm travelling with the ball, nearly all of the time</p> <p>*I can sometimes use disguise to help me do this, if needed.</p>	<p>S & A</p> <p>*I can choose where, when and how to travel with the ball in relation to space, nearly all of the time.</p> <p>*I can choose where, when and how to change direction and speed so to not lose possession of the ball, most of the time.</p> <p>*I can sometimes choose where, when and how to change direction and speed in order to get past, lose or keep the ball away from a defender.</p>

	Learning Points	E & I	K & U
	<p>After moving through a gate, take a touch towards the next gate that you would like to move through. Try to spot the gate early, to improve the speed between gates.</p> <p>When changing speed, move from small close touches, to larger touches, where the ball is away from feet. Remember to check for a defender or opponent, before making a larger touch.</p> <p>When completing the scissors move, step in one direction, with the leading leg moving around the front of the ball. When the defender becomes off balance change direction quickly, and when comfortable, change speed to move away. Remember to check for space, change speed and move.</p>	<p>*I can explain why I have done what I did in an activity, with a lot of detail.</p> <p>*I can sometimes use my understanding of the activity to change what I do in order to have more success.</p>	<p>*I understand and can describe changes to my body during exercise, with a lot of detail.</p> <p>*I understand and can describe how playing football helps me stay fit and healthy, with some detail.</p>

Diagram	Organisation	Assessment	
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	<p>The session moves in to Small Sided Games, where the players have an opportunity to demonstrate their learning in a game situation.</p> <p>Games are a 3v3 format, to give more opportunity for players to have the ball at their feet.</p> <p>Players are given the challenge to try to take on opponents and to move towards space when not in possession, and to dribble towards space, with speed, when in possession</p>	A & D	S & A
		<p>*I can sometimes use disguise to help me do this, if needed</p> <p>*I can change my direction and my speed with good control when I'm travelling with the ball, most of the time</p> <p>*I can sometimes use my changes of speed and direction to get past, lose or keep the ball away from a defender</p>	<p>*I can choose where, when and how travel with the ball in relation to space, most of the time.</p> <p>*I can sometimes choose where, when and how to change direction and speed so to not lose possession of the ball.</p> <p>*I can sometimes choose where, when and how to change direction and speed in order to get past, lose or keep the ball away from a defender.</p>

	Learning Points	E & I	K & U
	<p>Re-Cap of previous points raised in session.</p> <p>Players are told about Deception, Speed & Direction.</p> <p>When moving in to a new space, try to change speed and direction. Larger strides and touches on the ball, coupled with using the part of the foot most appropriate</p>	<p>*I can describe the activity I have done and / or what I have done in it, with a lot of detail.</p> <p>*I can explain why I have done what I did in an activity, with some detail</p>	<p>*I understand and can describe how to play safely, with a lot of detail.</p> <p>*I understand and can describe changes to my body during exercise, with some detail.</p>