Sc	heme o	f Learning:												
Topi	c Sequen			8) (/)	44				N.	// /			1 // (4)	4
1	15	2	3	4	44	5	4	6	8	1	8	9	10	11//
N	etball	Gymnastics	Badminton	Rugby		Dance		Handt	ball Fo	otball	Basketball	Athletics	Cricket	Outdoor Ed
Topi	c Overvie	W:		-				ķ	7/	IJ			3) \ [
		_							_		mpetitive situati roduced through	- 11		r attacking
Less	on Seque	ence:												7-
		•	enced to purpose competitive situ		oils' und	derstan	ding	and kno	owledge of t	he game	e of hockey throu	igh developing i	ndividual skil	l level
cont	rol the ba	all which will be ayer and team. 1	crucial for later	lessons. Pas nts of a pass,	sing is , how to	taught	in thi	s initial	lesson as in	footbal	ne ball. This initia I passing is one o o kick the ball, an	of the most impo	ortant skills to	make a
cont In the stati defe slow the conf tacti lesso will	rol. The specific shooting less and ingles a	students will be ng lesson pupils d on the move. soon the pupils v it down, sidewa will be taught di o move with the nts can use in ga udents will be a e what level the	put into compet will learn how to The focus will be will be taught the ys, tackle. At this ifferent technique ball. In the lesse ames. For examp assessed in game by are at in footh	titive scenari o shoot using e for the stude e skill of tack is stage of the ues such as a on about attable, in attack es about what aball.	os such g differ dents to ding an e lesson a Cruyff acking a using v	n as add ent tec o aim fo d forcir ns the s turn, a and def vidth, ir have be	ding of the or t	defende ues such e corner ponent nts will g back, a ve princ visation aught th	ers to create h as with yo rs of the goa s to make m only be tau and a step o ciples the stu n and creativ hroughout ti	a game ur laces I simula iistakes ght a sta ver. This idents w iity and l ne seque	o use both feet a like situation. or the side of you ting where you withrough a variety unding tackle. In the will link to the direct of lessons. The control of the second of the secon	ur foot and how yould aim for in y of techniques. the outwitting a ribbling lesson ut the different pressure, delay. The students wil	to shoot whi a game situa For example, n opponent/ as they shoul attacking and , and cover. F I be put into	ile the ball is tion. In the Shut down, turning lesson d have the d defensive or the last games which
Sequence of Lessons:				~ W	7	8	9	KS4	Topic Reso	urces:	L-1		- 1//1	/ No.
1	Passin	g & receiving	3		M		90.		Knowledge Map:	21	0 -	Prescribed Sources:	None	<u> 1 000</u> .
2	Dribbl	ing	9 ,	\	17	Ľ	4		Assessme	nt:		9		
3	Shooting			9		1	Knowledge:		Skills in isolation mark out of 10					
4	Defen	ding		到.	Į,	_/)	Application of Knowledge:		Game play Skills under pressure / tactics / rules			
5	Outwitting an opponent/ turning			ķ.		Λ		A.	Mark out of 2	-				
6	Attacking principles			Ħ				- //^	Supportive Reading: https://www.thefa.com/football-rules-			=(
7	Defen:	sive principle	es			7		Š	Rules		governance/lawsandrules			
8	Gameplay			33			17	https://www.wikihow.com/Play-Soccer						
			Yes Y						How to play		https://www	.wikihow.com/I	Play-Soccer	224) <u> </u>
9		0.17		1	Z	4	G	0	How to play)	ort	.wikihow.com/l		2)