

THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

Unit Title: Soccer 2	Unit Length: 5 x 50 minute practical lessons	Year: 10 – Term 3
Syllabus Outcomes		Skills that enhance learning in PDHPE
5.4 adapts, transfers and improvises movement skills and concepts to improve performance 5.5 composes, performs and appraises movement in a variety of challenging contexts		5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>) 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>) 5.14 confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)
Evidence of Learning (What students will know, understand, be able to do)		
By the end of this unit, students will be able to: • Demonstrate movement skills in increasingly complex and challenging activities from invasion games • Adapt, transfer and improvise movement in increasingly demanding contexts • Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition • Use movement to effectively communicate and interact in group/team contexts		
Physical Literacy Continuum Focus: Movement Competencies (MC) Cluster 5 & 6 Markers (End of Year 8 through to End of 10)		
TACTICAL MOVEMENT TM Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement. Thinking in action (A) Knowledge of physical activity contexts (B) TM a5.1 Applies multiple tactics appropriately to achieve success within a range of physical activities TM a5.2 Transfers tactics across physical activities TM a6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities TM a6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities TM b5.1 Compares tactics and how they can be used across multiple physical activities TM b5.2 Creates a plan to succeed in physical activity which takes account of the abilities of self and others TM b6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities TM b6.2 Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities		
Cross-curriculum content	Resources	
	• BOS NSW (2003). <i>Personal Development, Health & Physical Education – Years 7-10 Syllabus</i>. Sydney: Author. • Luxbacher, J.A. (1996). <i>Soccer – Steps to Success (2nd Ed.)</i>. Clapham, South Australia: Human Kinetics. • Kleinman, I (2009). <i>Complete Physical Education Plans for Grades 5 to 12</i>. Champaign, IL: Human Kinetics.	

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			10.1	10.2	10.3	10.4	10.5	
Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	- demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games	Two-versus-One Possession Game (L1) TM a 5.1, TM a 6.1						
		Two-versus-One to Line (L1) TM a 5.2, TM a 6.2						
		Two-versus-One Plus One (L1) TM a 5.2, TM a 6.2						
		Keep-Away Game (Three versus One) (L1) TM a 5.2, TM a 6.2						
		Four Corner Support Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Short-Short-Long Possession Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Spilt the Defence (L2) TM a 5.2, TM b 5.2, TM a 6.1, TM b 6.1						
		Small-Sided Game with Scoring Options (L2) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
	adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm	Two-Versus-Two Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Three-Versus-Two (Plus One) Game (L3)						
		Double Zone Soccer (L3) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
		Four-Versus-Two (Plus Two) (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Three-Versus-Three (Plus One Neutral) (L4) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Half Court Soccer (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Defending in a Numbers Down Situation (L4) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Game of Soccer (L5) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						

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Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations	Two-versus-One Possession Game (L1) TM a 5.1, TM a 6.1						
		Two-versus-One to Line (L1) TM a 5.2, TM a 6.2						
		Two-versus-One Plus One (L1) TM a 5.2, TM a 6.2						
		Keep-Away Game (Three versus One) (L1) TM a 5.2, TM a 6.2						
		Four Corner Support Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Short-Short-Long Possession Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Spilt the Defence (L2) TM a 5.2, TM b 5.2, TM a 6.1, TM b 6.1						
		Small-Sided Game with Scoring Options (L2) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
		Two-Versus-Two Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Three-Versus-Two (Plus One) Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Double Zone Soccer (L3) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
		Four-Versus-Two (Plus Two) (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Three-Versus-Three (Plus One Neutral) (L4) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Half Court Soccer (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Defending in a Numbers Down Situation (L4) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Game of Soccer (L5) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
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Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	- participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition - use movement to effectively communicate and interact in group/team contexts	Two-versus-One Possession Game (L1) TM a 5.1, TM a 6.1						
		Two-versus-One to Line (L1) TM a 5.2, TM a 6.2						
		Two-versus-One Plus One (L1) TM a 5.2, TM a 6.2						
		Keep-Away Game (Three versus One) (L1) TM a 5.2, TM a 6.2						
		Four Corner Support Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Short-Short-Long Possession Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Spilt the Defence (L2) TM a 5.2, TM b 5.2, TM a 6.1, TM b 6.1						
		Small-Sided Game with Scoring Options (L2) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
		Two-Versus-Two Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Three-Versus-Two (Plus One) Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Double Zone Soccer (L3) TM a 5.1, 5.2 TM b 5.1, 5.2 TM a 6.1, 6.2, TM b 6.1, 6.2						
		Four-Versus-Two (Plus Two) (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Three-Versus-Three (Plus One Neutral) (L4) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1						
		Half Court Soccer (L3) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Defending in a Numbers Down Situation (L4) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						
		Game of Soccer (L5) TM a 5.1, 5.2, TM b 5.1, 5.2, TM a 6.1, 6.2, TM b 6.1, 6.2						

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			10.1	10.2	10.3	10.4	10.5	
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts	• All Activities (L1-5)						