

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
<p>5.4 adapts, transfers and improvises movement skills and concepts to improve performance</p> <p>5.5 composes, performs and appraises movement in a variety of challenging contexts</p>	<p>5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>)</p> <p>5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>)</p> <p>5.14 confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)</p>	
Evidence of Learning (What students will know, understand, be able to do)		
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • 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)		
<p>TACTICAL MOVEMENT TM</p> <p>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.</p>	<p>Thinking in action (A)</p>	<p>TM a5.1 Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p>TM a5.2 Transfers tactics across physical activities</p>
<p>Knowledge of physical activity contexts (B)</p>	<p>TM a6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities</p> <p>TM a6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities</p>	<p>TM b5.1 Compares tactics and how they can be used across multiple physical activities</p> <p>TM b5.2 Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p>
<p>TM b6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities</p> <p>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</p>		
Cross-curriculum content	Resources	
	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique 	<ul style="list-style-type: none"> • 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					
	<ul style="list-style-type: none"> • 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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<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations 	<ul style="list-style-type: none"> • Two-versus-One Possession Game (L1) TM a 5.1, TM a 6.1 					
		<ul style="list-style-type: none"> • Two-versus-One to Line (L1) TM a 5.2, TM a 6.2 					
		<ul style="list-style-type: none"> • Two-versus-One Plus One (L1) TM a 5.2, TM a 6.2 					
		<ul style="list-style-type: none"> • Keep-Away Game (Three versus One) (L1) TM a 5.2, TM a 6.2 					
		<ul style="list-style-type: none"> • Four Corner Support Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • Short-Short-Long Possession Game (L2) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • Spilt the Defence (L2) TM a 5.2, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • 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 					
		<ul style="list-style-type: none"> • Two-Versus-Two Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • Three-Versus-Two (Plus One) Game (L3) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • 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 					
		<ul style="list-style-type: none"> • 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 					
		<ul style="list-style-type: none"> • Three-Versus-Three (Plus One Neutral) (L4) TM a 5.1, TM b 5.2, TM a 6.1, TM b 6.1 					
		<ul style="list-style-type: none"> • 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 					
<ul style="list-style-type: none"> • 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 							
<ul style="list-style-type: none"> • 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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			10.1	10.2	10.3	10.4	10.5
<ul style="list-style-type: none"> • Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing 	<ul style="list-style-type: none"> • 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					
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		• 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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			10.1	10.2	10.3	10.4	10.5
<ul style="list-style-type: none"> • Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques 	<ul style="list-style-type: none"> • use performance feedback to improve quality of movement in a variety of contexts 	<ul style="list-style-type: none"> • All Activities (L1-5) 					