



The F.A. Skills Programme/High Quality Physical Education

The F.A. has consulted a wide variety of practitioners from diverse Education spheres and in addition to this, leading academics and researchers who look specifically at the learner whilst the programme was being developed. The Skills Coaches have had training in this field to be sensitive to the needs of Education and more over linking in their work to the National Curriculum Framework for Physical Education games activities, from the latter stages of Foundation Year through to the end of key stage two.

High quality delivery is a number one priority to our skills team and that being so, the coaches constantly refer to the 10 outcomes to produce 'High Quality Games teaching' through the programme. The coaches:

- Enable all young people, whatever their circumstances or ability, to take part in and enjoy the lessons
- Promote young people's health, safety and well being
- Enable all young people to improve and achieve in line with their age and potential

Through these The F.A. skills coaches will see the pupils:

1. **committed** to PE and sport and make them a central part of their lives both in and out of school
2. Know and **understand** what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a **healthy, active lifestyle**
4. Have the **confidence** to get involved in PE and sport
5. Have the **skills** and control that they need to take part in PE and sport
6. Willingly take part in **a range of competitive, creative and challenge-type activities**, both as an individual and as part of a team or group
7. **Think** about what they are doing and make appropriate **decisions** for themselves
8. **Show a desire to improve** and achieve in relation to **their own abilities**
9. have the **strength, suppleness and stamina** to keep going
10. **Enjoy PE**, school and community sport

The programme provides pupils with an opportunity to progress through the four broad indicators of progression. This is achieved through the aid of a combination of indirect and guided learning.

Attainment Targets and Level Descriptions

The F.A. Skills coaches, when planning their lessons are sensitive to attainment targets and level descriptors. They understand that the majority of pupils are expected to work at:

- Levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
- Levels 2-5 in key stage 2 and attain level 4 at the end of the key stage

The units of work which have been designed also allow for those pupils in the lessons who are struggling to keep up and also those who are striving ahead. Differentiation is achieved through the coaches being reflective practitioners whilst delivering and in addition to this they plan in a way that allows for flexibility during their lessons. The F.A. Skills coaches are encouraged to work with the individual school teachers to 'level' the pupils work during the unit of work. The F.A. Skills coaches realise that individual pieces of work can not be used to 'level' a pupil's attainment.

The F.A. Skills Coaches are sensitive towards Long Term Athlete Development (LTAD) as The F.A. through extensive work have adopted Istvan Balyi's principles at the appropriate ages and engaged Long Term Player Development: Active Start (0-6 yrs), FUNdamentals (6-9 yrs): *Fun & Participation, ABC'S & Introduction of basic skills*, Learning to Train (8-12 yrs): *Basic skill development, Introduction to general physical development & attitudes on & off the pitch*. The above is incorporated into the lessons and in addition the 'Four Corner' model is adopted where the F.A. Skills Coaches aim to hit Technical, Physical, Social and Psychological development.

FA Skills Programme - Keys Stage Football
Curricular elements: through Acquisition and Development, Selection and Application, Evaluation and Improvement and Knowledge and Understanding

Football Association - Skills Programme

All lessons are based around the National Curriculum. Assessment and monitoring is included by our coaches in conjunction with your schools existing frameworks to measure a child's attainment level. Although we recognise that a child's attainment level cannot be based around one piece of work the FA Skills coaches have been trained to be reflective practitioners.

The FA TESCO skills programme is adding enrichment to the Physical Education curriculum across the country. The coaching team will deliver purposeful FUN sessions, football skills and games for understanding which will help to increase the children's confidence, help their development skills, and improve their physical and technical skills as well as their understanding of fitness. However the main purpose to the sessions is to engage and encourage individual and group learning.

What does the skills team provide?

- FOUNDATION and Key Stage 1 + 2 delivery
- FUN, skill based sessions covering essential components such as; agility, balance, coordination, throwing, catching, stopping and starting
- Schemes of work and lesson plans based around the National Curriculum
- Healthy eating and lifestyle activities

The FA Tesco Skills Team

To ensure the quality and delivery the programme ensures all of the staff have the following:

- Minimum of a level 2 Certificate on Coaching
- Experience of delivering football in schools (Foundation - level 2)
- First Aid Qualification
- Enhanced CRB check
- Child Protection Certificate
- Attended regular FA in-service training

Physical Education (5-7years KS1 7-11years KS2)

Physical Education develops players' physical competence and confidence, and their ability to use these to perform in a range of activities.

It promotes physical skill, development and knowledge of the body in action. It provides opportunities for players to be creative, competitive and to face challenges as individuals, in groups and also teams.

Physical Education promotes positive attitudes towards active and healthy lifestyles. Under the FA Tesco skills team the pupils will learn how to plan, perform and evaluate actions, ideas and performance to improve their aptitudes, abilities and preferences and most importantly make choices about how to get involved in lifelong physical activity (National Curriculum handbook for primary school teachers, KS1+2)

Key Stage 1

- PE Key Stage 1 for teachers, coaches and pupils can be seen as an obstacle course requiring a lot of balance and coordination and control that needs to be learnt.

What will the FA skills teams be delivering?

During KS1 pupils / players build on their natural enthusiasm for movement. The practices, drills and games that will be delivered, help contribute to the attainment targets that sets out development of the knowledge, skills and understanding that children of different abilities are expected to have attained by the end of KS1.

Acquiring and Developing Skills

- Use of their own bodies
- Repeat skills, actions and ideas with an increase in control and coordination
- Practice and refine
- Manipulate and handle apparatus and equipment
- Develop observation and social skills

Selecting and Applying, Tactics and Compositional Ideas

Children will be encouraged to plan and prepare for physical activity

- Choosing, selecting, adapting, vary and modify
- Remember and link together
- Inventing and creating

Evaluating and Improving

Children prompted to

- Discuss what they have done and link to the next session
- Observe, analyse the movements of others
- Talk about what they have done, and what they have achieved

Knowledge and Understanding of Health and Fitness

Children will learn

- Importance of the activity
- How to exercise safely
- To have a greater awareness of their bodies

As stated the FA skills programme has employed 66 specialist coaches across the 9 regions up and down the country. These coaches are responsible for developing the players within KS1 (5-7) and KS2 (8-11). The value this gives to schools is that the programme covers FUNdamental movement patterns and development with basic football skills and links with the National Curriculum at each working year group.

Linking football to the National Curriculum

Movement is probably the most natural and spontaneous learning medium for young children. It capitalises on their inherent playful enthusiasm for active involvement. Schools alone cannot meet the exercise needs of the children but they do however have a responsibility to **BROADEN** and **EXTEND** their physical experiences in a variety of contexts.

Movement involves 3 very different but complementary facets of learning.

Learning how to move
Learning through movement
Learning about movement

How to move?

Development of physical literacy enables children to manage the everyday demands of living.

- To be coordinated and skilful
- Creative and expressive
- Sensitive and energetic in all motor activities

- In every lesson that we deliver children should be allowed the opportunity, experience and practice to develop their confidence and competence. This is quite a unique for the coaches and the schools - Specific to football but apparent in LIFE!

Through Movement?

We all learn by doing and for young children this is no different, particularly through practical experience. Practical experience is an essential ingredient for involvement, assimilation, understanding and often motivation.

Physical and football activity allows the children to remember, discuss, assess and solve problems, make decisions and use judgment.

(Relevant skills across the curriculum)

About Movement?

The news of today is leaning towards Britain is becoming a sedentary nation? Is there an increase in obesity and childhood diseases? This will and does have an affect on teachers, coaches and groups when experimenting and delivering sessions.

So the focus addresses the body. How it works in relation to exercise and the promotion of healthier lifestyles. Through the KS children need to have the knowledge of Health and Fitness and the relation it has to exercise.

Developing Players

Players learn through spending time with the ball and hours of practice. They learn as individuals and also as part of a team. Most importantly they organise their own practice and rules and their game understanding develops accordingly.

In order to develop individuals in line with the National Curriculum and its 'Key Stages' it is important to ensure these attributes are developed through learning and practice.

Core Development Techniques

Key Stage 1	→	Key Stage 2
5-6 years	7-8 years	9-11 years
Teach how to Run, jump, land, stop, start, twist and turn	Refine, develop and reinforce previous learning	Refine, develop and reinforce previous learning
Running and Dribbling	Simplified game	What happens without the ball
Basic skills through games	Expression	Decision Making practice
Varied movement type	Repetition	Acquisition, Develop, Select and Application
Direction	Increase number of touches of the ball	Perception
Space and time	Touch - where, how, when	Receiving type
Kicking type	Multi direction and change	Individual skills / techniques
Receiving skills	Juggling (individual) - (group)	Dribbling including direction
ABC's of movement	Kick, heading, receiving skills	Spatial awareness
	Movement with and without ball	Combining technique and skill
	Opposition understanding	1v1 - 4v4
	1v1 - 3v3	Volleying
	Speed Development	Shooting