

## FOCUS➤

## KICKING

### Grade 5

#### Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance

### Grade-Level Outcomes

- Demonstrates mature patterns in kicking and punting in small-sided practice task environments (S1.E21.5)
- Passes with the foot, using a mature pattern, as both partners travel (S1.E19.5a)
- Receives a pass with the foot using a mature pattern as both partners travel (S1.E19.5b)

Kicking, like many skills, requires revisiting and practice as the learner progresses through the emerging stage (grades K-2). In grades 3 and 4, students must experience deliberate practice opportunities to reach the mature kicking pattern. Kicking with intent (high or low), kicking with accuracy, and punting are a part of these experiences. Additional related skills taught in grades 3 and 4 include passing and receiving with the inside of the foot.

In grade 5, students should continue to be engaged in practice experiences where they can apply kicking, punting, and passing and receiving skills. Application of the skills requires cognitive engagement and decision making. Standard 2 speaks to the need for students in grade 5 to apply knowledge of concepts, principles, strategies, and tactics to their movement performance.

Examples include the following:

- Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments (S2.E1.5)
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (S2.E2.5)
- Applies movement concepts to strategy in game situations (S2.E3.5a)
- Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, gymnastics, and dance (S2.E3.5c)
- Applies basic offensive and defensive strategies and tactics in small-sided practice tasks (S2.E5.5a)

Situational kicking experiences in small-sided invasion game play provide opportunities for analysis of situations and decision making relative to

- where to kick the ball,
- how much force to place behind the kick,
- what type of kick to use (inside of foot for pass or instep for force or distance),
- whether to use an aerial or ground kick,
- how to use space for travel within the game, and
- what basic offense or defense strategies and tactics to use.

Student learning in grade 5 will best occur with deliberate practice orchestrated by the teacher rather than game play that has no purposeful intent or that benefits only the highly skilled. Deliberate practice suggestions for kicking include the following:

- Target practice from different angles, heights, and distances and varying the complexity (e.g., stationary ball, rolled ball, dribble and kick, dribble and pass, punting)
- Target practice (as preceding) with moving targets or people
- Punt Over (game designed to punt into the opponent's end zone)
- Cone Soccer (objective to knock over the opponent's cone and protect own cone)
- 2v1 keep-away (offensive advantage)
- 3v2 keep-away (with or without scoring goals)
- 3v2 keep-away (add scoring goals and a goalkeeper)
- Student-created games that involve kicking and decision making