



## **North Star F.C.**

### **Recreational Coaches Combination Movements theme Training Program**

We are developing several booklets based on important themes we teach in the Recreational Program.

These are the themes we will focus on though this list is not

These are several training themes shown below which we encourage you to work on with your players.

These are to supplement your weekly plans, slightly more advanced ideas if you feel the players are ready to work on them.

- 1. Dribbling theme (22 Sessions)**
- 2. Passing, Control and Movement theme (16 Sessions)**
- 3. Shooting and Finishing theme (18 Sessions)**
- 4. Receiving and Turning theme (8 Sessions)**
- 5. Running with the ball theme (4 Sessions)**
- 6. Scanning / Awareness theme (8 Sessions)**
- 7. Combination Movements theme (4 Sessions)**
- 8. Possession based Circle Training theme (3 Sessions)**
- 9. Defending theme (7 Sessions)**
- 10. Goalkeeper Training (3 Sessions)**

## Start with some warm-up ideas

### Warmups

#### Fast footwork, co-ordination and speed training

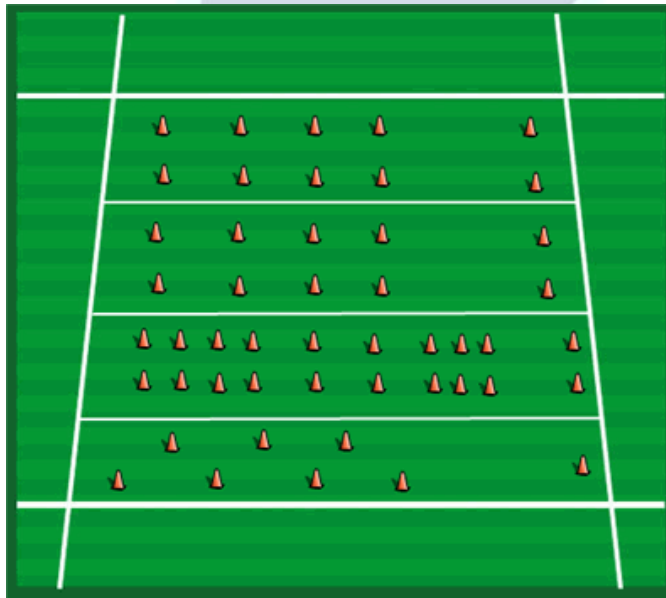
All training is specific to match play. Our work is based upon developing a balance between ball handling and functional running and sprinting in combination with jumping, stopping, and turning.

Quick feet, light feet, changing stride length exercises will be particularly important.

Repetition of the exercises is important throughout the season on a weekly basis to develop good and correct habits regarding co-ordination, comfort in running, awareness of the efficient use of arms and legs in running and the synchronization of limbs.

We are intending to develop a 6th sense in teaching the players to use the right techniques at the right times.

Quick feet, knees up: Forward and backward running. Concentrate on footwork and leg rhythm (Cones a half meter apart with a 5-meter sprint at the end). Players are racing in twos.



Side to side: Checking side to side between cones with fast feet then a sprint, practice forwards and backwards (defending movement).

High Frequency: long and short strides changing the stride length, adjusting the feet. Stepping between the cones.

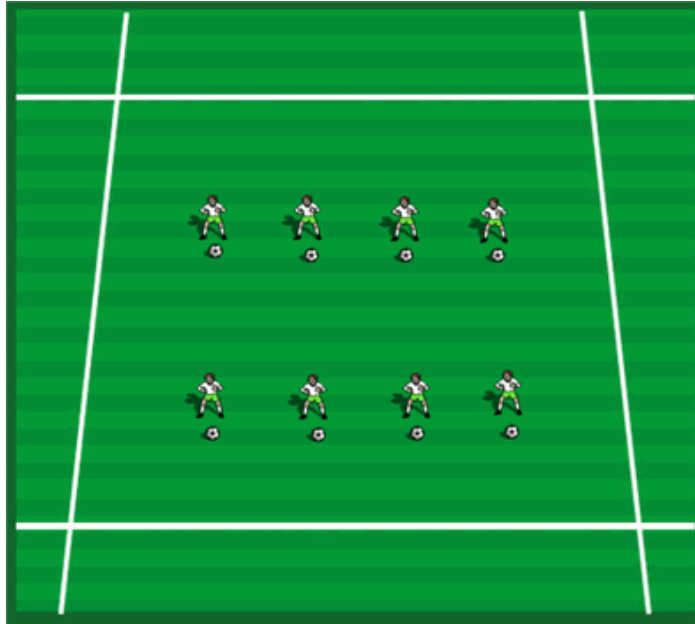
Checking and Dummying: Bouncing side to side in one movement, with feet wider apart, as fast as possible, throwing a dummy with the upper body, good for the dribbling movement dropping the shoulder one side and moving to the other side.

## An introduction to improving touch on the ball.

### Ball familiarity

#### 1. Using different techniques to control the ball.

a) Simple juggling of the ball to improve foot control, how many times can they keep it up with BOTH feet? Make it a competition between the players.

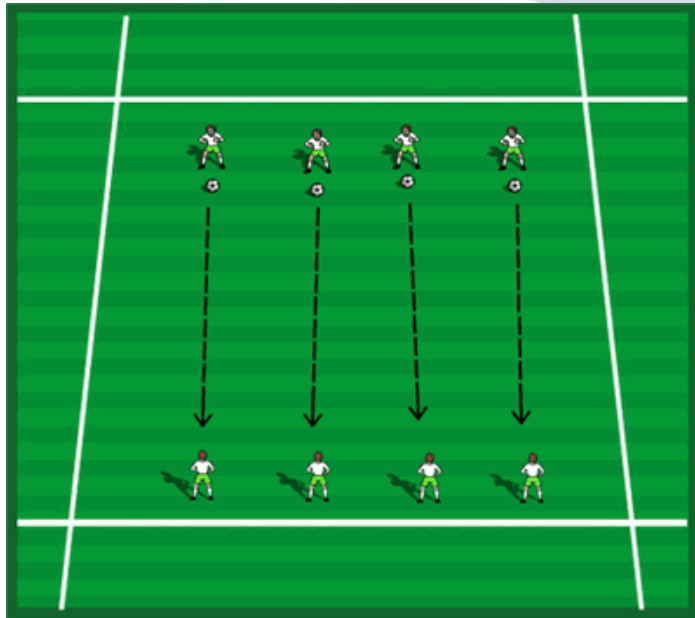


b) Using the inside and the outside of the feet and moving side to side. Move the ball with the inside of the foot then the outside to bring it back but with the same foot. Use a cutting motion.

c) Inside and outside of the foot, roll the ball to the outside (on top of the ball contact), cut it back with the inside and roll the ball to the inside and cut it back with the outside of the foot.

2. Moving a yard or so either side, back and forth maintaining control of the ball, this is great for acquiring a good touch on the ball and improving co-ordination.

3. Remind them to keep their head up not just looking at the ball all the time, even asking them to look around the area when they are doing this, or the coach can hold up so many fingers and they must call the number out as they work.



1, Simple passing in two's back and forth, first two touches, then one touch where possible. The coach can dictate the distance between them.

2. Ask the players to look to "each other's eyes" as they pass and NOT at the ball to see if they can keep possession between them.

3. This will be difficult at first, but it helps to teach them to look up and not down at the ball during games and hence helping their "Awareness" development as players.

4. They should be able to see their ball in the "peripheral vision".

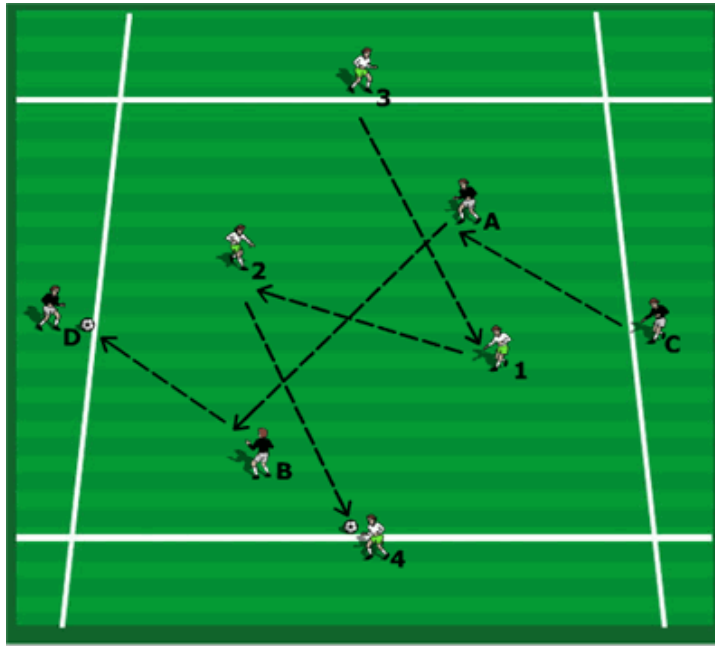
5. Using both feet to pass the ball.

6. Competitive: Count how many

passes they can get in between them during a given time.

## SESSION ONE: 2 v 2 AND 3 v 2 COMBINATION PLAYS

1. Take it into more dynamic practice if the players can perform at this level.



2. (3) passes to (1) who passes one or two touches to (2) who passes one or two touches to (4). The Letters teamwork at the same time. You need to be aware of where your own teammate is and where opponents are, so they don't collide. You can mix it up by having the inside player pass to any outside player.

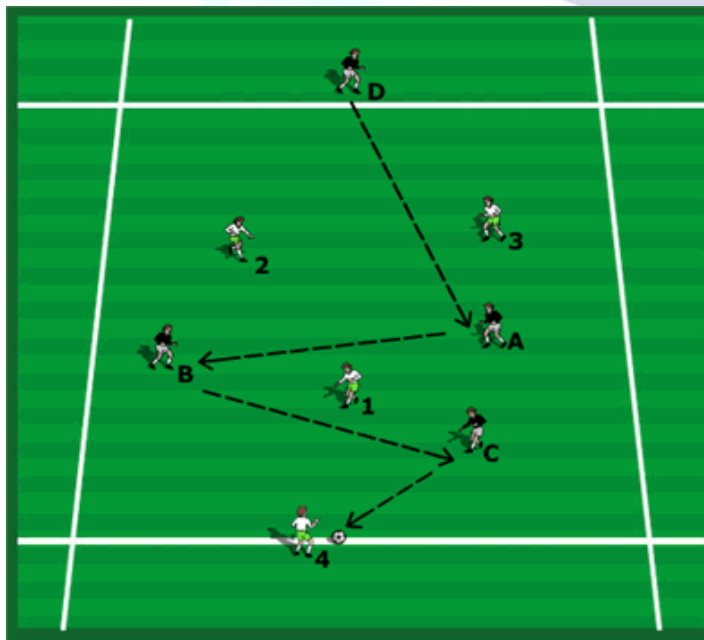
3. **Develop** – have outside players switch with the inside passer so movement of players inside to out and vice versa.

4. It's important each player works an angle off the passer in advance of the pass e.g. (2) is receiving off (1) so moves to support as (1) is receiving off (3). Outside players

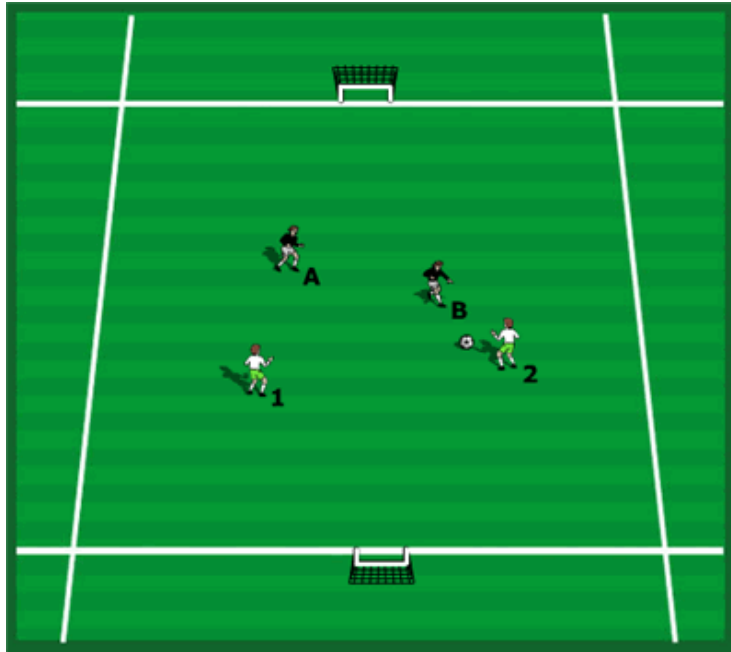
must move along the line so inside players must look to find them.

5. Depending on the numbers put three in the middle on each team where they all must pass the ball to each other before it goes outside again.

6. Overload game 3 v 3 v3 (coach join in) making a 6 v 3 situation (see over).



## **PASSING AND SUPPORT PLAY IN A 2 v 2**

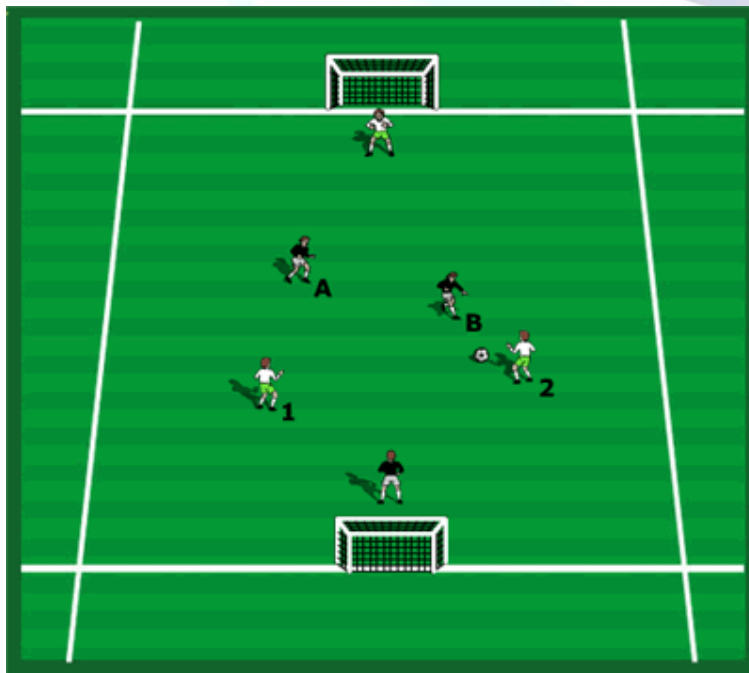


1. A highly competitive 2 v 2 situation now where combination plays are what the players need to produce to help them score goals.
2. Can include takeovers, overlaps, 1-2's, diagonal runs in front of the ball.
3. If a player is particularly good at dribbling the movement of the support player could be away from a support position to take the other defender away too. This will leave a 1 v 1 situation with no support for the defender.
4. The player on the ball must consider each movement of their teammate and act accordingly. There are two choices a) pass to

the supporting player, b) use the movement of the supporting player as a decoy to create space for the player on the ball. Which choice to make can depend on the reaction of the opponents and where they move to?

5. You can have a keeper in each goal so it is a 2 v 2 and both sets of two can attack and defend.

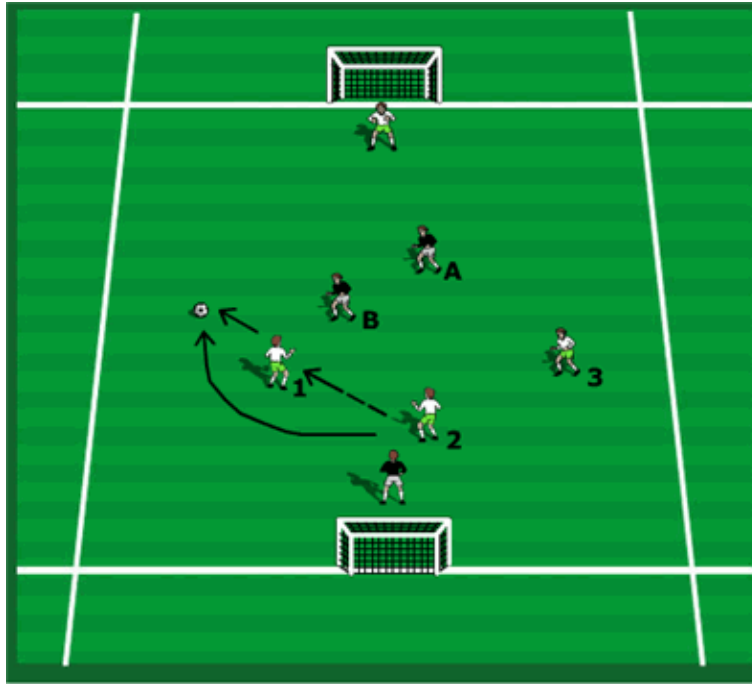
## **PASSING AND SUPPORT PLAY IN A 2 v 2**



1. Here we have 2 keepers in also where the 2 v 2 is a game situation.
2. You can apply this set up to all the following diagrams showing 2 v 2, 3 v 2 and 3 v 3 set ups and what technique they are practicing in each one.
3. This means it is more game-related and both teams get the chance to attack and work on the technical situation they are practicing.
4. The reason I show the setups without keepers is to show how you can train with small numbers of players. If you have two

extras, you can use them as keepers and rotate the players, so each has a go as an outfield player also.

### **A 3 v 2 SITUATION**



With this overload situation it is a very good opportunity to practice overlaps, 1 – 2's, diagonal runs in front of the ball and takeovers. (A) Or (B) pass the ball to any of the three attackers and close them down as the ball travels. Try to create a 2 v 1 set up somewhere on the field of play from the 3 v 2 situations. If it proves difficult to set up and execute successfully start with a 3 v 1 situation, then go to a 3 v 2 when it starts to work regularly. Players can make their plays using each other's movement as a decoy as well as an exchange of possession of the ball. Playing offside makes this set up

more realistic.

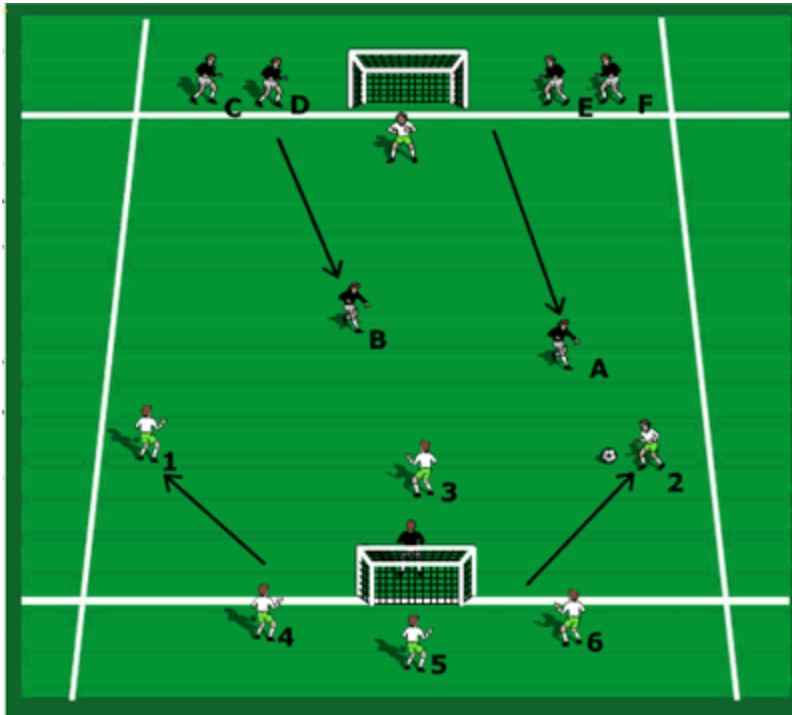
Condition the attacking players where they can only score with two touches (or only one touch if possible).

The above set up shows a typical overlap situation. (1) Can make two decisions; to pass to (2) on the overlap or use (2)'s run to take (B) out of position and come inside with the ball creating a 2 v 1 against (A).

It is important for players to realize (in this case player 2) that they make runs to create space for themselves and for their teammates.



## DEVELOPMENT



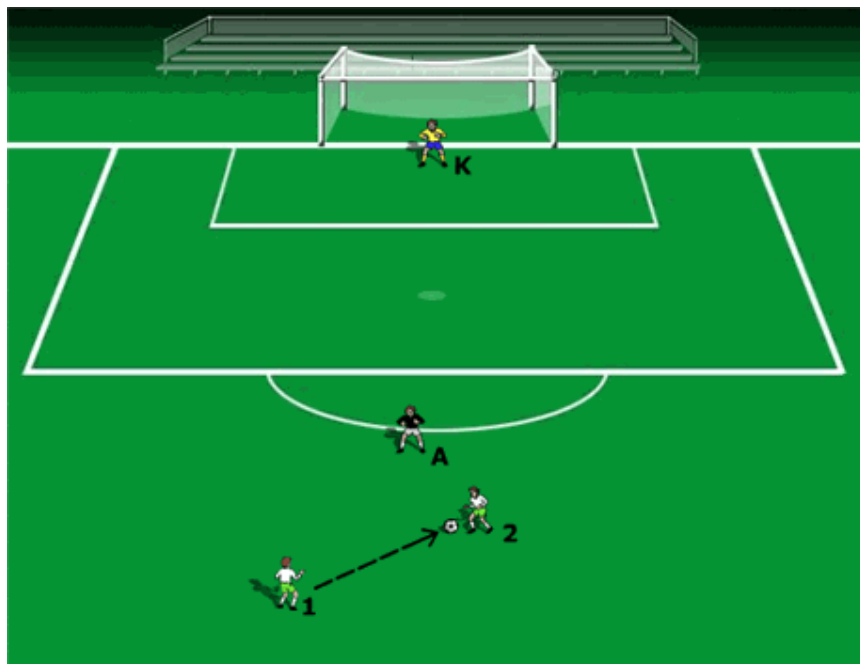
1. Introduce keepers and increase the size of the goals to make the set up more realistic. You can have keepers in from the beginning if you wish. With more numbers the players rotate on and off in 3 v 2 situations. You may need to make a 4 v 2 situation depending on the ability of the players. You can show them tried and tested ways to create overload situations (as previously shown) to begin then let it go free and see them use their own imagination. Rotate players so defenders get the chance to be attackers and attackers to be defenders.

Rotate keepers.

2. **Competitive:** Each team has 10 chances to attack and score. An overlap must be performed in each attack, either used as an overlap or used as a decoy. Which team can score the most goals???

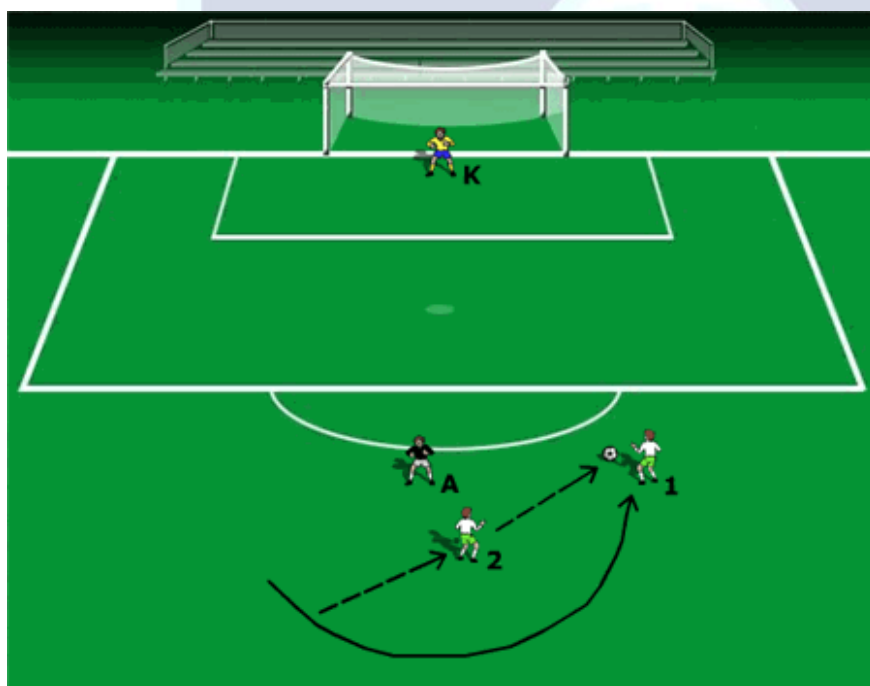
3. **Develop:** Change the game to a 3 v 3 where it is equal numbers but only when the players are ready for this and can have success with it.

## SESSION 2: CREATING AND IMPROVING SIMPLE COMBINATION PLAYS



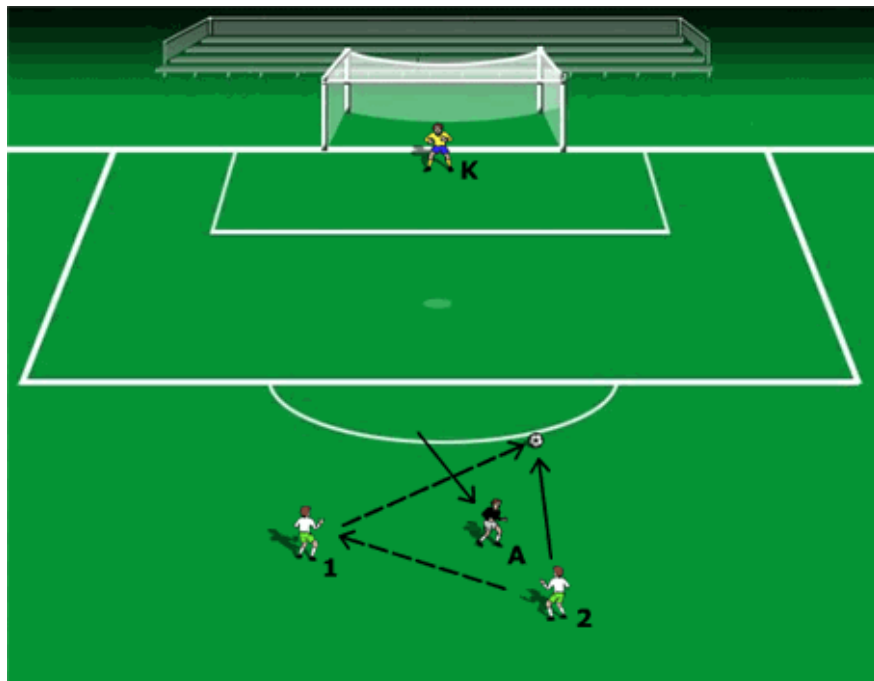
1. Consider using players making the movement off the ball as decoys. If the defender (A) tracks the run of the support player (1), the player on the ball (2) can **DIRECTLY** attack the goal themselves.
2. Ask the players to really identify when and where this happens and make the correct decision.
3. **Decisions to make, do I pass, do I attack the goal myself?**

### AN OVERLAP

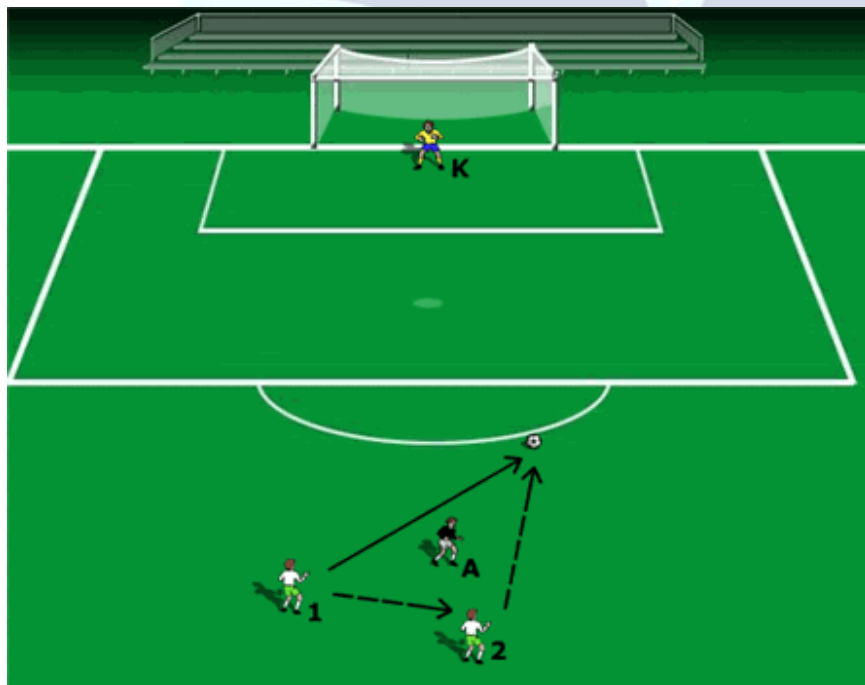




### A 1-2 MOVEMENT



### A DIAGONAL RUN IN FRONT OF THE BALL



#### 1. TAKE-OVER

a) **Create Space** – On either side of each player.

- b) **Change Pace** – In slow, out quick escaping defenders.
- c) **Shield the Ball** – Use the foot farthest from the opponent to play the ball using the body as a screen.
- d) **Communication** – Between the players is vital. Have the player on the ball say take or leave to the supporting player, using this player as a decoy or letting them take it off them.
- e) **End Result** – To confuse the two defenders so they aren't sure which player is taking the ball which may give them a vital moment to get free with the ball.

## 2. OVERLAP

- a) **Create Space** – Receiver brings the ball inside to create space outside for the overlapping player particularly in a wide position. Or do an outside to inside otherwise known as an **under lap**.
- b) **Communication** – Overlapping player calls “HOLD”.
- c) **Timing of the run** – When the receiving player is faced up forward.
- d) **Angle of the run** – Wide away from the defender.
- e) **Timing of the pass** – Into the path in front of the overlapping player.
- f) **Decoy or pass** – Instead of passing use the run to take the defender away from the space inside and come inside with the ball.

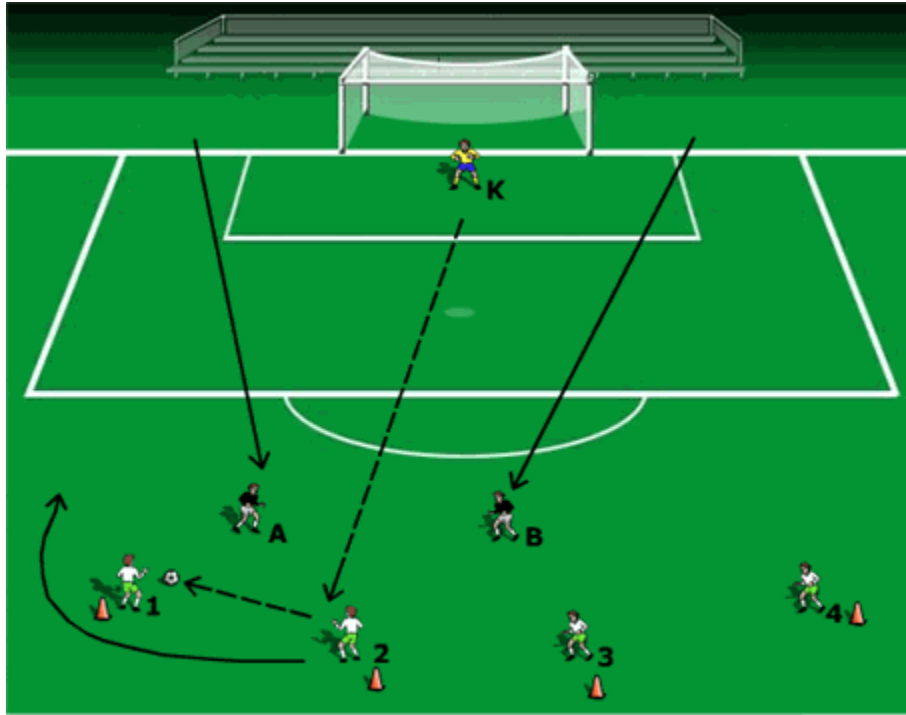
## 3. 1 – 2 (GIVE AND GO)

- a) **Angle of approach** – Of the player on the ball to commit the defender. Run straight at them.
- b) **Timing of the pass** – Use the outside of the front foot for deception. Get as close to the defender as possible then pass the ball. This gives them less time to recover after the pass.
- c) **Support** – Angle and distance, 45 degrees and within 2 to 4 yards so it's short and tight.
- d) **Return pass** – One touch, if possible, to be quick and effective into the path of the receiving player so they don't need to break their stride.
- e) **Timing of the run** – beyond the first defender.

## 4. DIAGONAL RUN IN FRONT OF THE BALL

- a) **Timing of the run** – diagonally in front of the ball into space.
- b) **Angle of the run**.
- c) **Quality of the pass** – Timing, weight, and accuracy.

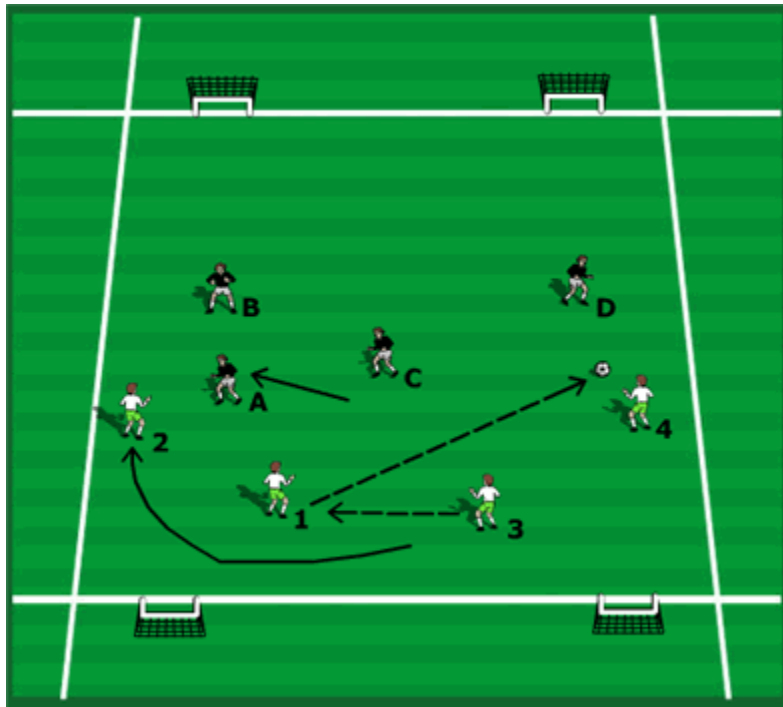
## **PASSING AND SUPPORT USING SEVEN PLAYERS**



1. With this overload situation it is a very good opportunity to practice overlaps, 1 – 2's, diagonal runs in front of the ball and takeovers.
2. If you include a keeper then this player can pass the ball to any of the four attackers and (A) and (B) can close them down as the ball travels. Try to create a 2 v 1 set up somewhere on the field of play from the 4 v 2 situation.
3. Players can make their plays using each other's movement as a decoy as well as an exchange of possession of the ball.
4. Playing offside makes this set up more realistic.
5. Condition the attacking players where they can only score with two touches (or only one touch if possible).
6. The above set up shows a typical overlap situation. (1) Can make two decisions; to pass to (2) on the overlap or use (2)'s run to take (B) out of position and come inside with the ball creating a 2 v 1 against (A).
7. It is important for players to realize (in this case player 2) that they make runs to create space for themselves and for their teammates.

### **SESSION 3: PASSING SUPPORT AND COMBINATION WORK GAME**

#### **4 v 4 – Basic Diamond Shape 20 x 40 Area approximately**



1. Using two **wide** positioned goals for each team to attack. This is designed to encourage players to spread out when they attack and **switch play**; changing direction if one route is blocked. Here the players orchestrate an overlap.

2. Looking for quick transition and movement off the ball to create space but attacking the space when it is on to do so. The first thought of the player on the ball should still be “Can I run or pass the ball forward”.

#### **3. Coaching Points**

a) **Creating Space** – for yourself and your teammates.

b) **Decision** – When, Where and How to pass the ball.

c) **Technique** – The Quality of the pass (Accuracy, Weight, Angle).

d) **Support Positions** of teammates (Angle, Distance and Communication). Support in front and behind.

e) **Introducing Combination Plays** to switch the play, including overlaps, takeovers, 1-2's, diagonal runs in front and so on.

f) **Switching Play** using width in attack, drawing defenders to one side of the field then switching the play quickly to attack the other open side to score. Here the ball is played to (3) from (1), the defending team are drawn towards defending their right-side goal. The attacking team stays spread out and this situation shows how a pass back to (1) then quickly across to (2) can open an attack to the other left side goal.

#### **COACHING**

There is NO coaching performed during competitive matches – no raised voices, no disciplining, and no “playing – the – game – for - the – player” commentary from the

sidelines. Instead, consistent encouragement and praise are given to players of both teams for brave attempts and creative decision making. Players are repeatedly encouraged to make their own decisions.

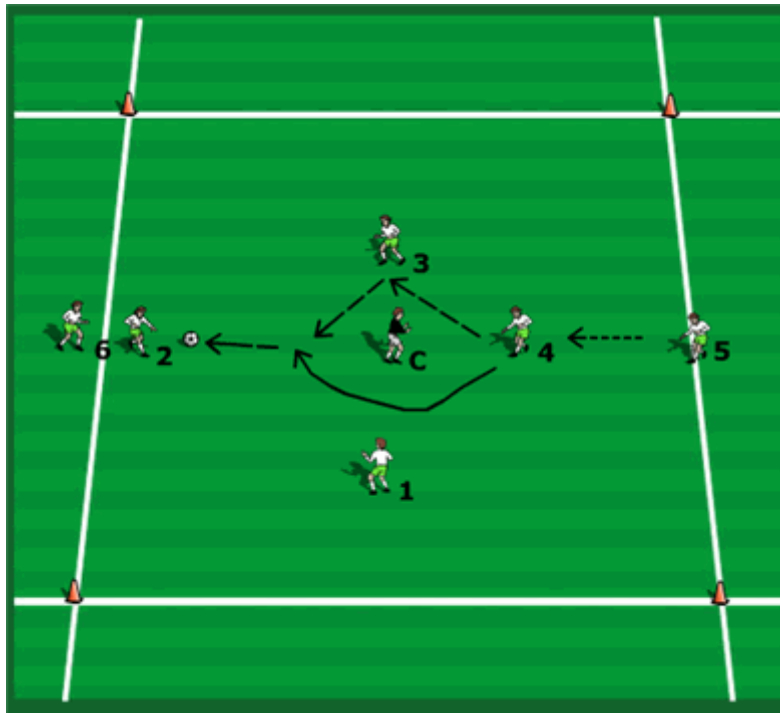
### **CONCLUSION**

**It is our responsibility to provide the players with a secure, vibrant, and challenging soccer environment for them to learn their technical skills. Consistent practice in this small-sided game format will go a long way to helping them develop these skills to their fullest potential.**

**As well as this type of festival, “All” regular training sessions should include at least one third of the time the session lasts, playing small sided competitive games where they “just play”!**



## SESSION 4: DEVELOPING PASSING TECHNIQUES FOCUSING ON THE WALL PASS



1. Wall passing with the coach as the passive defender to time the movement off. Rotate the players so everyone has the chance to be the passer and the wall passer. (4) works the wall pass with (3) and passes to (6) then (2) goes, works the wall pass with (1) and passes to (5) and so on. Outside players move inside to receive the pass so they are in forward motion.

### 2. Coaching Points of a Wall Pass:

- a) **Run** with the ball in a **straight line** at the coach (representing a defender).
- b) Use **outside** of the **front** foot to pass for deception.

c) **Quality** of the **pass** (especially the timing, not too far away so a defender could drop off and cover the run or too close so a defender can intercept)

d) **Quality of One touch** layoff by supporting player (outside opposite foot is best to open up the angle of the pass)

e) **Quality** of **First touch** reception and pass.

3. **Progression:** The coach can try to intercept the wall pass to help the player on the ball get a better “feel” for the distance they have to be away to make it a successful wall pass. Distance should be where a defender steps forward as far as he or she can without being able to touch the ball, that is the position to pass so they are leaning forward and out of the movement.

4. **Competitive:** Have two groups and over a given time have them count the number of successful wall-passes they can make.