

# FOOTBALL

FIELD PLANS | YEARS 1-2

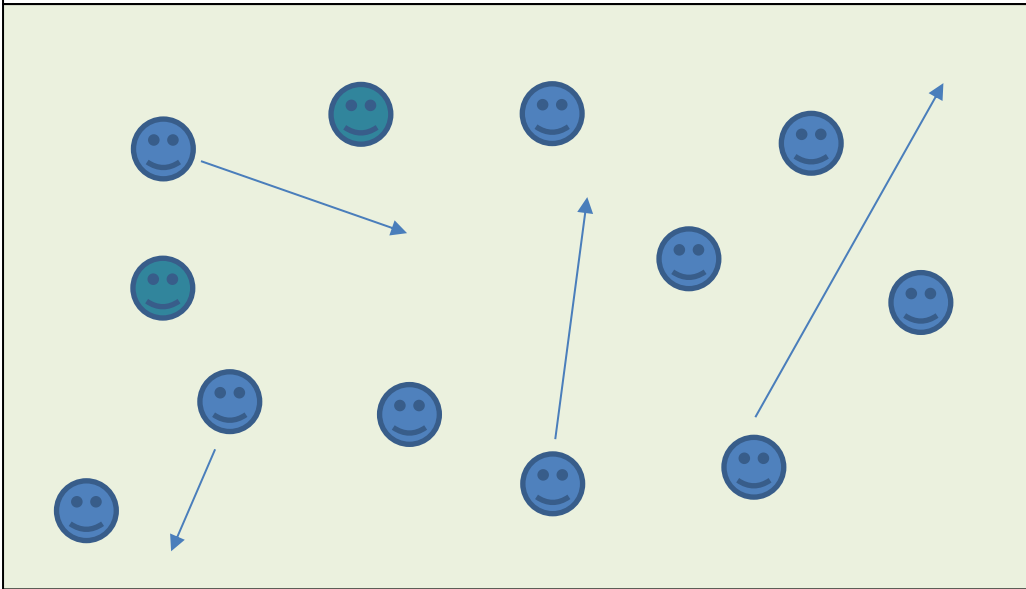
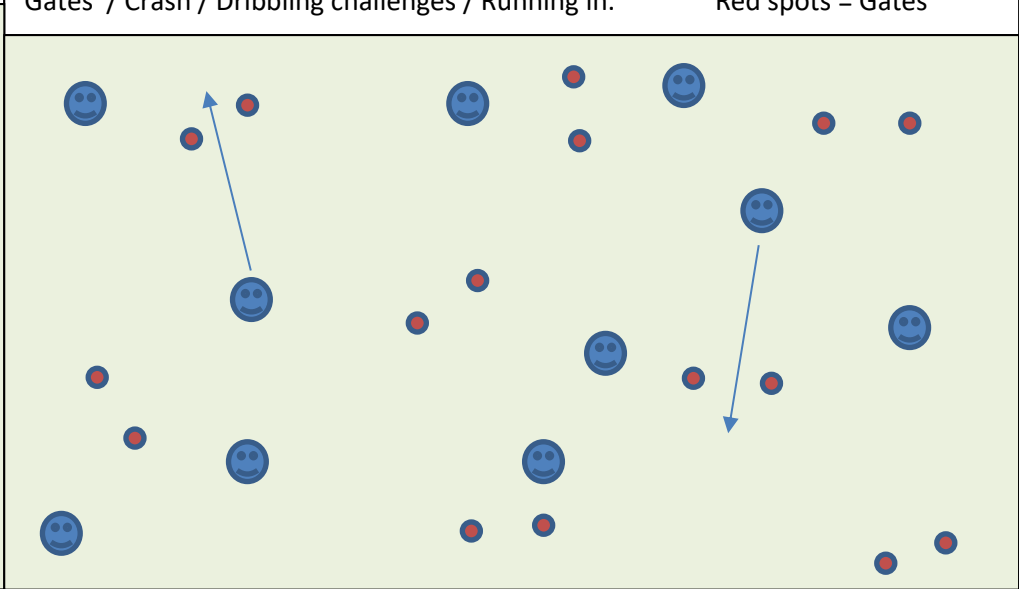
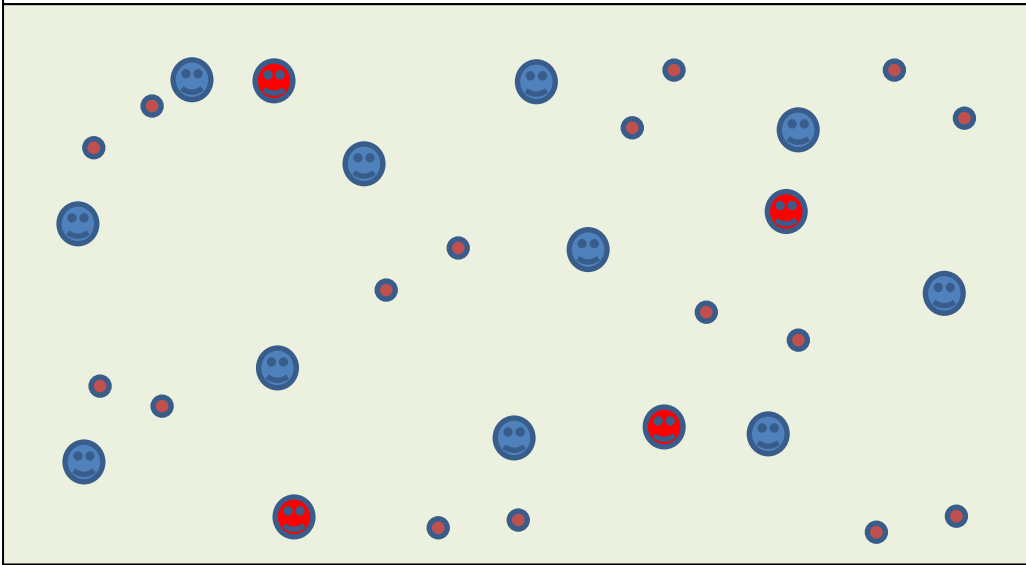
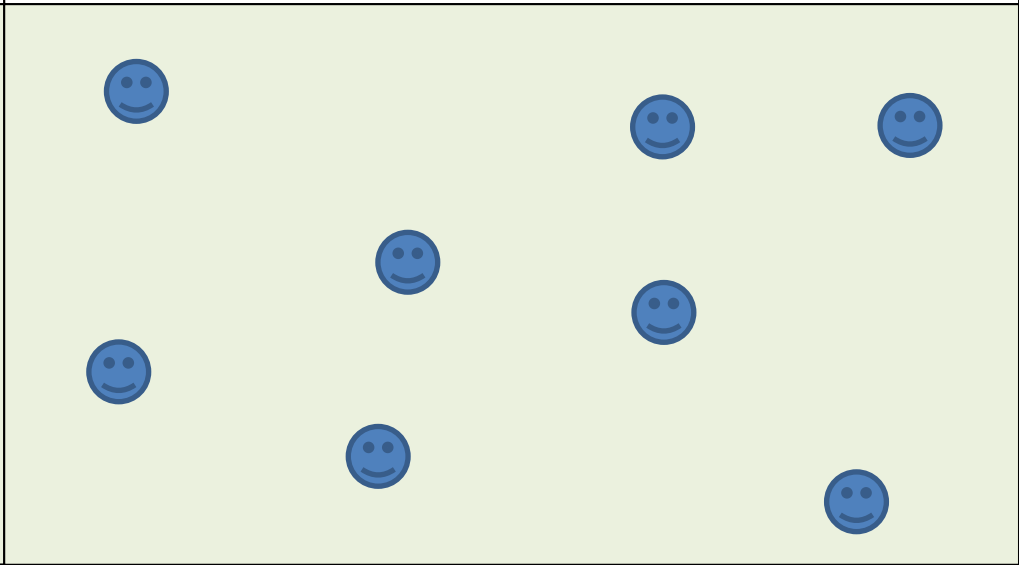


Overall LO – To develop various football skills and enjoy and achieve.					
Lesson	LO	Warm up	Acquire and Develop skills	Select and Apply skills	Cool Down (With plenary and evaluation)
1 Dribbling	To develop dribbling skills	<p><b>Superstars</b></p> <p>Mark out a 30x30yard area.</p> <p>Pupils find a space on the pitch.</p> <p>Teacher asks pupils to name a famous football player. Each player will represent a movement e.g:</p> <p>Ronaldo = Jog into spaces Messi = Stop Kane = Sidestep Salah = Skip Rooney = Pretend to shoot Van Dyke = Jump and pretend to head a ball De Gea = Hands up and ounce side to side like a goalkeeper</p> <p>Time – 10 mins</p>	<p><b>Dribbling games – Gates / Crash / Dribbling challenges / Running in</b></p> <p>Spread out about 20 gates around the area (1 gate = 2 cones 2 yards apart) Each pupil has a ball and finds a space in the area.</p> <p>Challenge 1 – Gates Pupils dribble their ball into spaces trying to dribble through the gates.</p> <p>Challenge 2 – Crash Pupils have 10 points, if their ball crashes into another player or ball or goes out the area they lose 1 point.</p> <p>Challenge 3 – Dribbling challenges Can pupils dribble through the gates using given parts of the feet (E.g. Teacher tells them to dribble with inside / outside / Laces / Sole / All parts. How many gates can they dribble through with each part?</p> <p>Challenge 4 – “Running in” When pupils dribble through a gate they should out ‘Running in!’ / If they lift their eyes up to see where to go they shout ‘Eyes up!’</p> <p>Time – 15 mins</p>	<p><b>Sharks</b></p> <p>Choose 5 children to be sharks. The rest of the class (Fish) have 1 ball each. They attempt to travel around the area without getting tackled by a shark. If a shark touches the ball they swap with the fish (Or teacher can swap roles after 2 minutes).</p> <p>Encourage eyes up to see spaces to attack and quick changes of direction to get away from sharks.</p> <p>Idea – The gates are safe zones – Fish can hide in these safe zones for 5 seconds to avoid being tackled by a shark.</p> <p>Time – 15 mins</p>	<p><b>Positions</b></p> <p>Pupils travel slowly around the area. Question what positions are played in football. (Goalkeeper, defenders, midfielders, attackers). Teacher calls out position and pupils perform cool down movement in relation to position e.g. Goalkeeper = Stretch high for a ball. Defender = Pretend to gently head a ball. Midfielder = Jog around pretending to pass a ball. Attackers = As above but with opposite leg gently going through shooting motion.</p> <p>Time – 5 mins</p>

Dan Partridge PE Planning

Football Year 1 and 2 – Field plans

Example set up for each strand of the lesson:

<div>1. <b>Warm up</b> – Superstars</div> <div></div>	<div>2. <b>Acquire and Development of skills</b> – Dribbling games – Gates / Crash / Dribbling challenges / Running in.      Red spots = Gates</div> <div></div>
<div>3. <b>Select and Apply skills</b> – Sharks (Blue = Fish / Red = Sharks)</div> <div></div>	<div>4. <b>Cool down</b> – Positions</div> <div></div>

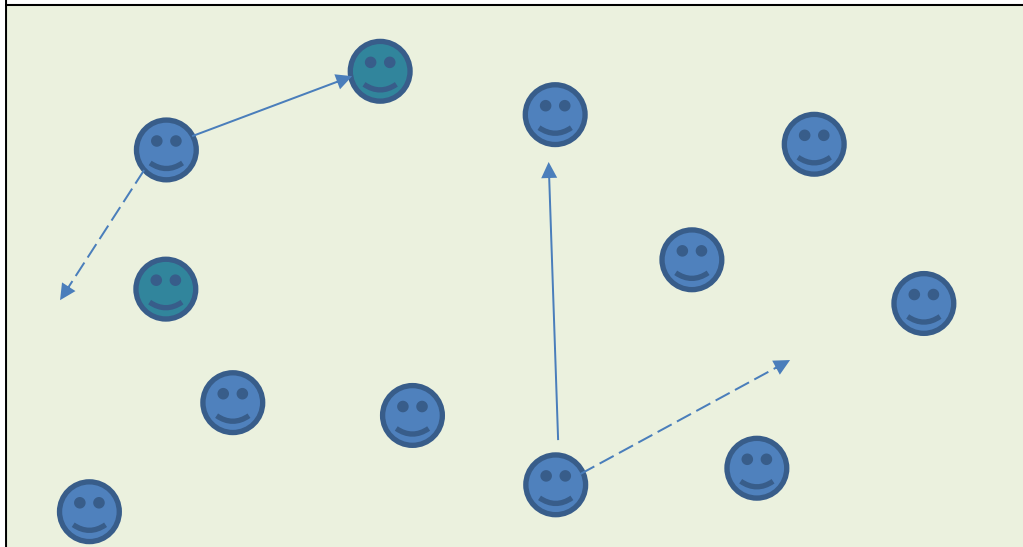
Lesson	LO	Warm up	Acquire and Develop skills	Select and Apply skills	Cool Down (With plenary and evaluation)
2 Passing	To develop passing skills	<p><b>'I'm in space!'</b></p> <p>Set out a 30y area. Half the class have a ball and half do not. All pupils find a space in the area. Pupils with the ball dribble around and pupils without a ball jog into spaces and call out 'I'm in space!'</p> <p>If a dribbler hears and sees someone calling they pass their ball to them and then run to call for a different ball.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>-Only call if you are actually in a space.</li> <li>-If no one passes to you after you've called 'I'm in space' twice, run to another space and repeat.</li> <li>-Passers use inside of foot (This is the most common part of the foot to pass with but laces and outside can also be used).</li> <li>-Eyes up</li> <li>-Appropriate weight and accuracy of pass</li> <li>-Put non kicking foot next to ball and point towards player you are passing to.</li> <li>-Pass through middle of the ball.</li> </ul> <p>Time – 10 mins</p>	<p><b>Tom and Jerry</b></p> <p>Organisation – Pupils get in pairs with 'Tom' having a ball (Leader is Jerry, Tom is shadow).</p> <p>Game objective – Jerry runs round a 30x30y area twisting and turning trying to lose Tom who is dribbling a ball. When teacher calls 'Freeze!' Tom stops running and Jerry stops their ball immediately. Tom then tries to pass their ball through Jerry's legs. 1 point if they hit Jerry's legs and 2 points if it goes through the legs.</p> <p>Idea – Start by rolling / bowling ball with hands to get through partners legs.</p> <p>Tom and Jerry then rotate positions.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>-Play at speed using all parts of both feet.</li> <li>-Eyes up to see where Jerry is.</li> <li>-Keep the ball close.</li> <li>-Recap teaching points from warm up.</li> </ul> <p>Time – 15 mins</p>	<p><b>Riverball</b></p> <p>Put a line of blue cones across the middle of the area (This is the river). Split the class into 2 teams and each team stands in one half of the pitch. Spread out up to 20 footballs. Choose 3 players from each team to stand opposite their team behind the opponents outside the area (These players are the target players).</p> <p>No player can cross the centre line.</p> <p>Upon teacher's command players attempt to pass balls to their target players. If a ball gets to a target player the team win a point. The target player then passes the ball back into the area. Teacher and TA can keep score.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>-Pass through the middle of the ball to keep it low (We do not want balls going in the air for safety).</li> <li>-Players must control the ball before passing back (If pupils hit a ball straight away that is rolling towards them it can go into the air).</li> <li>-Recap passing key points from previous games.</li> </ul> <p>Time – 20 mins</p>	<p><b>Shadows</b></p> <p>Pupils get with a partner (1 leader, shadow). Leader travels around the area performing jogs, skips, sidesteps to cool down. The shadow follows and copies the leader's movements. If teacher calls 'Swap' pupils swap roles.</p> <p>Time – 5 mins</p>

# Dan Partridge PE Planning

## Football Year 1 and 2 – Field plans

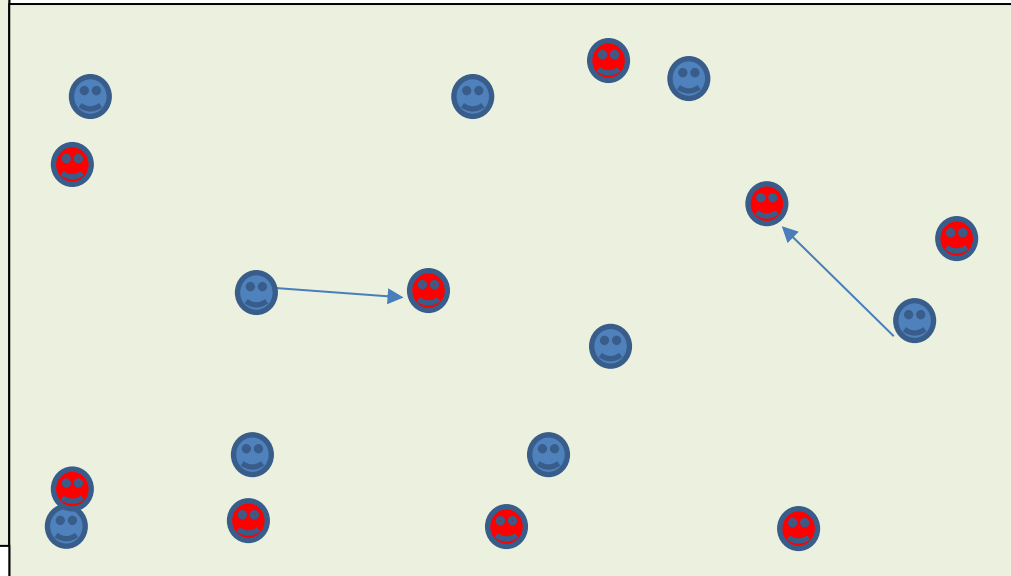
Example set up for each strand of the lesson:

### 1. Warm up – I'm in space! (Half class with a ball)

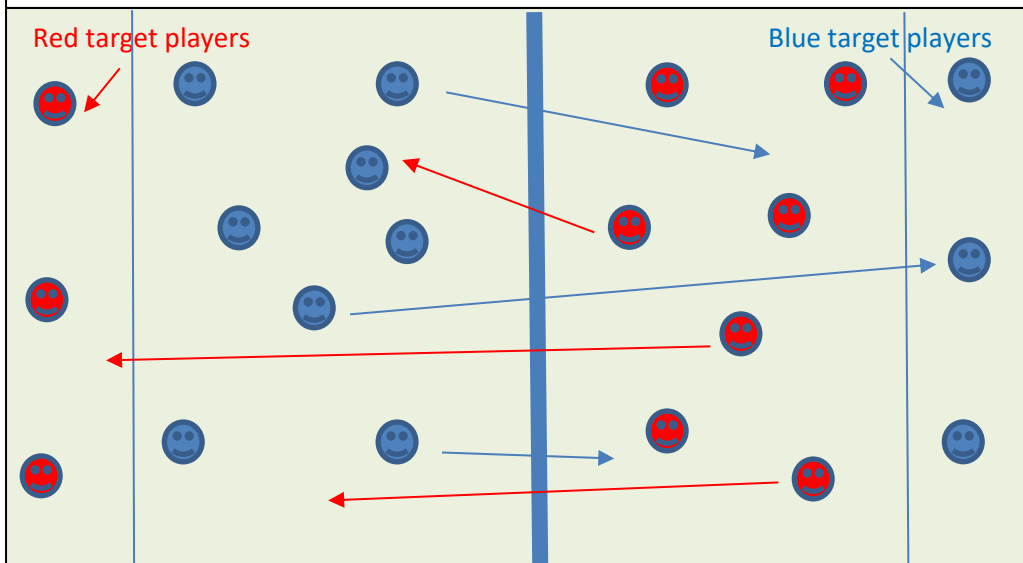


### 2. Acquire and Development of skills – Tom (With ball) & Jerry (Without)

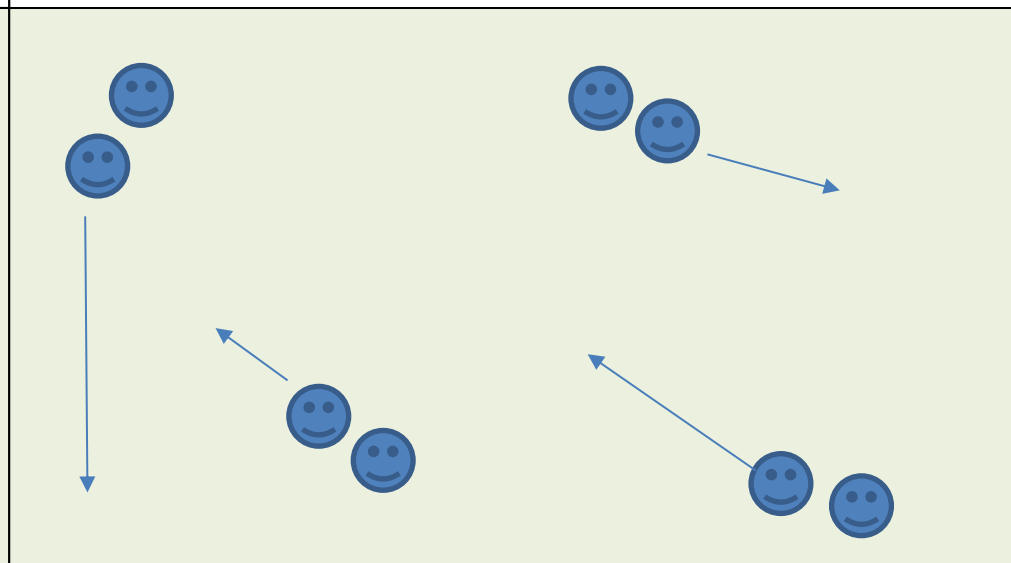
- Tom (Blue dribbling chasing Jerry) and Jerry (Red jogging away from Tom). On whistle both stop. Tom tries to pass through Jerry's legs.



### 3. Select and Apply skills – Riverball (Teams trying to pass a ball to their target players). Have up to 30 footballs available (Soft if possible)



### 4. Cool down – Shadows

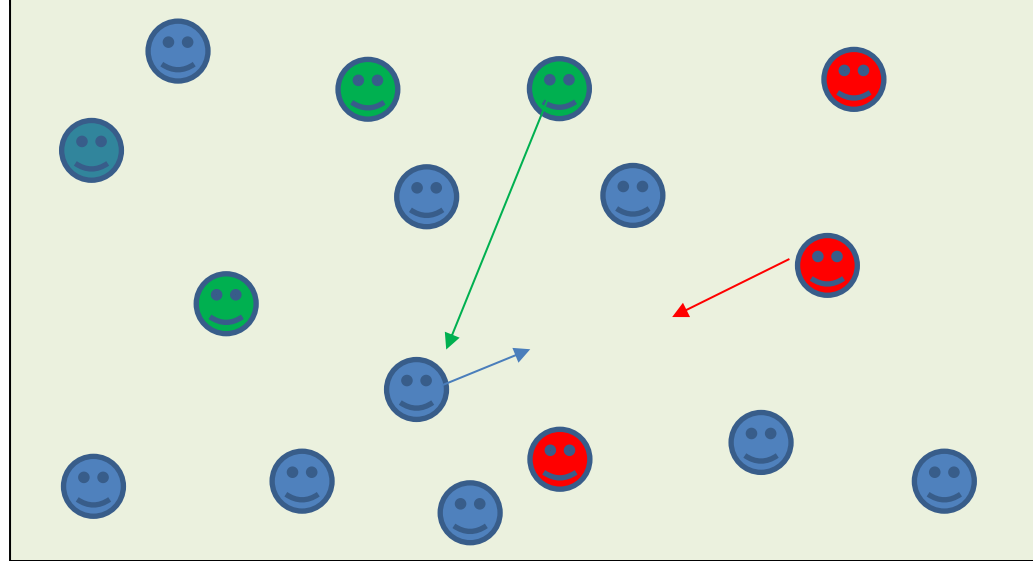
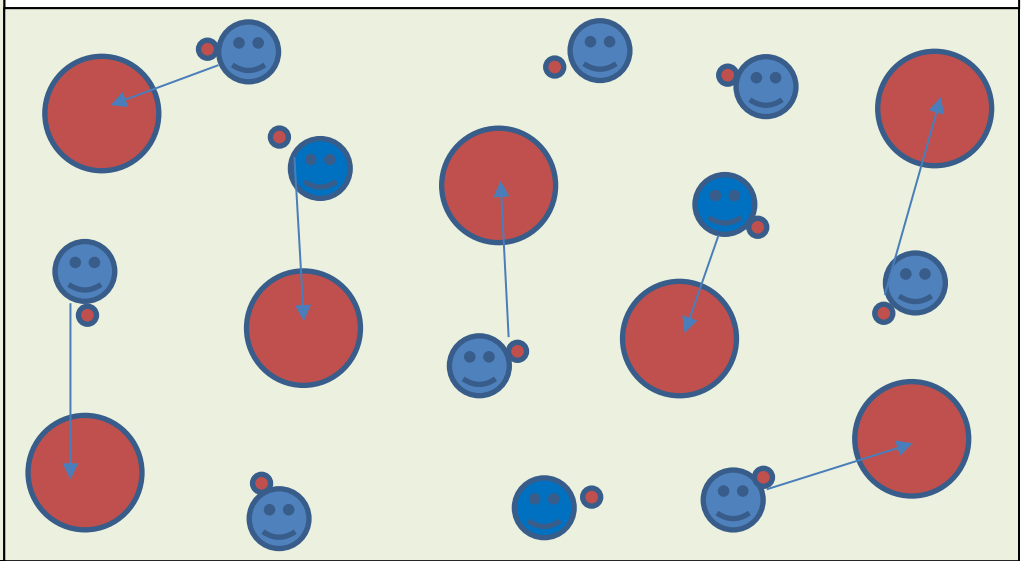
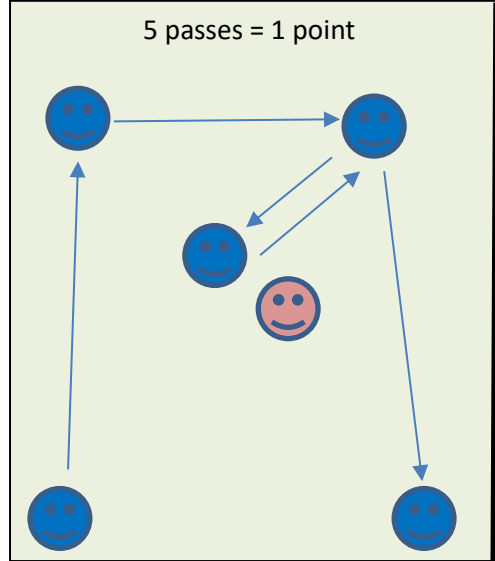
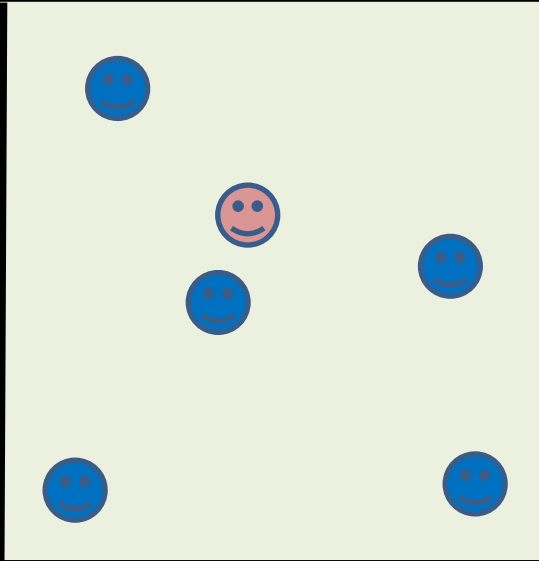
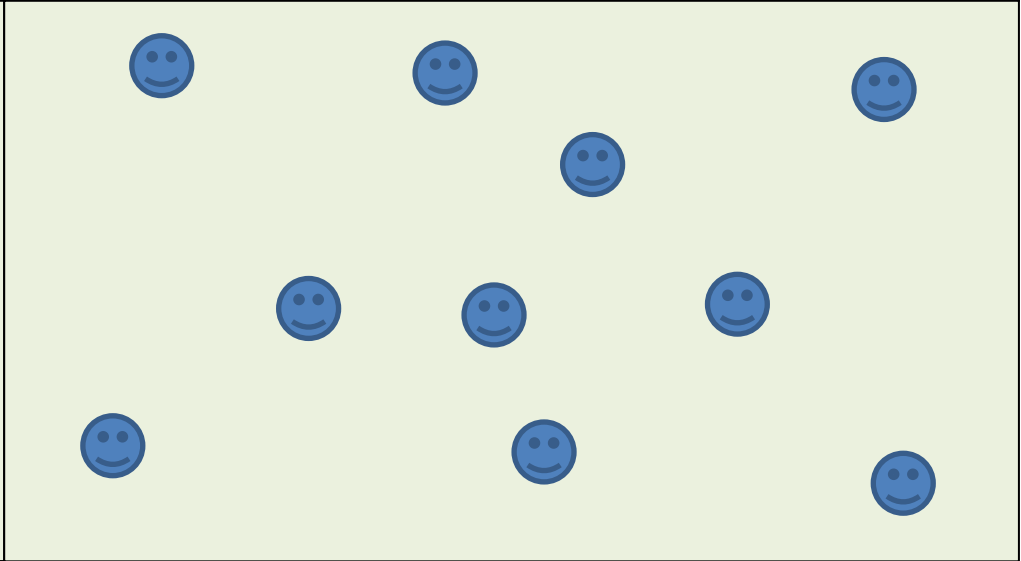


Lesson	LO	Warm up	Acquire and Develop skills	Select and Apply skills	Cool Down (With plenary and evaluation)
3 Passing and dribbling	To pass accurately  To keep a ball away from a defender	<p><b>Frogs, flies and lizards</b></p> <p>Mark out a 30 x 30y area.</p> <p>Choose 4 lizards and 4 frogs. The rest of the class are flies. Frogs skip or sidestep to tag flies on their shoulder. If caught they stand with arms out and legs apart. Lizards have a football and can free the flies by passing the ball gently through their legs.</p> <p><b>Key teaching points - movement into space / Eyes up / Aware of others.</b></p> <p>Swap frogs and lizards every 2 minutes.</p> <p>Time – 10 mins</p>	<p><b>Football golf</b></p> <p>Spread out up to 30 hoops around the area along with 30 cones up to 5 yards away from each hoop.</p> <p>Pupils have a ball each and attempt to pass their ball into a hoop starting by a cone.</p> <p>Progression – Pass from further away / Use opposite foot.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>-Appropriate weight and accuracy of pass</li> <li>-Put non kicking foot next to ball and point towards hoop you are passing to.</li> <li>-Pass through middle of the ball with inside of foot.</li> </ul> <p>Time – 15 mins</p>	<p><b>Piggy in the middle 5 v 1</b></p> <p>Split class into groups of 6 and each group has an area to work in. 5 attackers keep a ball away from the piggy (Defender). If piggy gets the ball they win a point, if attackers achieve 5 passes without the piggy touching the ball they win a point.</p> <p>Progression = Less attackers/more defenders/different ball/ smaller area/ larger area / Piggy's change after 1 minute.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>-Movement into space</li> <li>-Choosing correct pass</li> <li>-Weight and accuracy of pass</li> <li>-Teamwork</li> <li>-Speed of pass when defender is near</li> </ul> <p>Time – 20 mins</p>	<p><b>Bubbles</b></p> <p>Pupils pretend to be in a bubble and stretch it making the bubble as large as possible. Use arms and legs to stretch the bubble.</p> <p>Question pupils about rules of the game. Ask how they can improve. Practice on playground at breaks. Evaluate / peer assess / self asses throughout. Show 2 children doing it well at end. What 2 things did they do well? What 1 aspect do they want to do better?</p> <p>Time – 10 mins</p>

Dan Partridge PE Planning

Football Year 1 and 2 – Field plans

Example set up for each strand of the lesson:

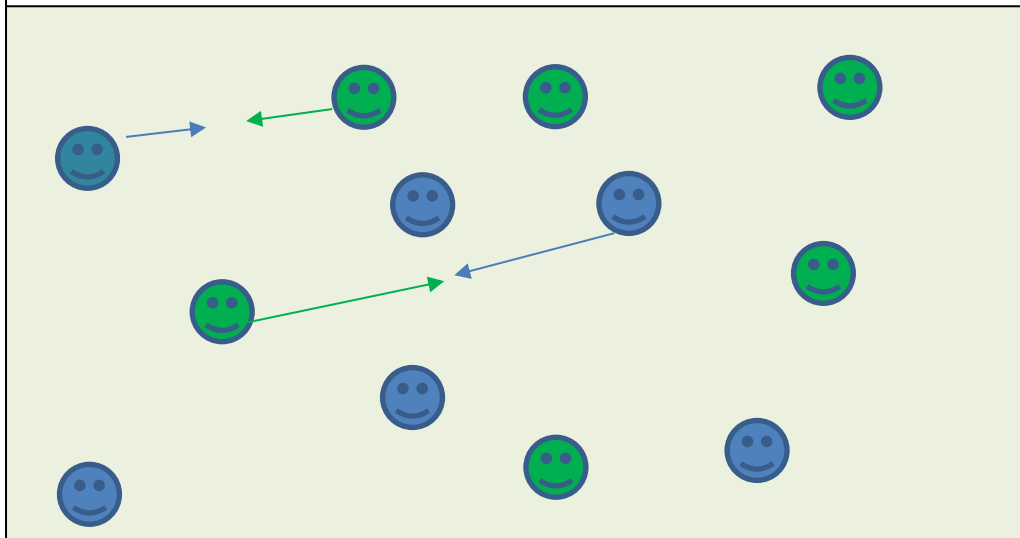
<p>1. <b>Warm up</b> – Frogs, flies and lizards (Green = Frogs the catchers, blue = flies, red = lizards with ball)</p>	<p>2. <b>Acquire and Development of skills</b> – Football golf</p>
	
<p>3. <b>Select and Apply skills</b> – Piggy in the middle 5 v 1 (6 areas – Pink = Piggy)</p>	<p>4. <b>Cool down</b> – Stretch bubble</p>
<p>5 passes = 1 point</p>  	

Lesson	LO	Warm up	Acquire and Develop skills	Select and Apply skills	Cool Down (With plenary and evaluation)
4 Dribbling and Shooting	To shoot with accuracy	<p><b>Take, heels, tricks, mags</b></p> <p>Mark out a 30x30y area. Half the class have a ball, half do not. Players dribble around the area and other player jog around the area.</p> <p>Players without the ball jog up to a player and call out 'Take.' The dribblers then leave their ball and run to someone else to shout 'Take'</p> <p><b>Key teaching points:</b>            -Eyes up when dribbling to see players.            -Keep ball close to feet</p> <p>Progression – Players use different calls ('Heels' = Players perform a drag back with their heel / 'Tricks' = Player performs a trick e.g. stepover / 'Mags' = Player passes ball through legs.</p> <p>Time – 10 mins</p>	<p><b>Super Shooters</b></p> <p>Set up 15 goals (Large cones 5 yards apart around the edge of the area. Put a circle of cones in the centre. Half the class are goalkeepers and stand in a goal. Half the class are shooters and stand in the centre of the area with a ball each.</p> <p>On teacher's command shooters dribble and shoot in a goal. They retrieve their ball, dribble back to the middle and then dribble and shoot at a different goal. If goalkeeper saves it they roll it back to the side of the shooter who returns to the middle and goes to another goal. Players have 1 minute to score as many goals as possible then swap over goalkeeper and shooters.</p> <p>Idea – Have some players as ball boys/girls to pass balls back to shooters to save them running after their shot each time.</p> <p><b>Key teaching points:</b>            -Push ball to the side before shooting to create an angle.            -Take short steps to the ball.            -Put no kicking foot next to ball pointing towards target.            -Strike ball with knuckle part of the foot (Next to big toe) or inside of foot if placing ball.            -Aim away from goalkeeper into corners.            Eyes up to see where goalkeeper is.            -Choose type of shot (Drive, place, dribble round goalkeeper, chip)</p> <p>Time – 15 mins</p>	<p><b>Crack the eggs</b></p> <p>Spread out up to 15 cones with balls balanced on them (These are the eggs). Choose up to 15 defenders to protect an egg (They stand 2 yards away from an egg and attempt to intercept any passes / shots against their egg)</p> <p>The remaining pupils have a ball each and dribble around trying to pass their ball and knock off a egg. They win 1 point every time they knock an egg off and must attack a different egg each time.</p> <p>Swap defenders and attackers every 2 minutes.</p> <p><b>Key teaching points:</b>            -Dribblers attack an egg which is not being guarded (E.g. Defender not watching).            -Use appropriate weight and accuracy of pass.</p> <p>Time – 20 mins</p>	<p><b>Choose the child</b></p> <p>Choose 2 children – teacher finds out facts about each child (E.g. favourite colour/animal/food/ what successful move or skill they did in football etc). The class jog slowly in-between the 2 chosen children. The teacher calls out a fact and the class stand next to the child they think the fact is about. 1 point if they get it right. Repeat.</p> <p>Question the key facts learnt today about shooting.</p> <p>Time – 5 mins</p>

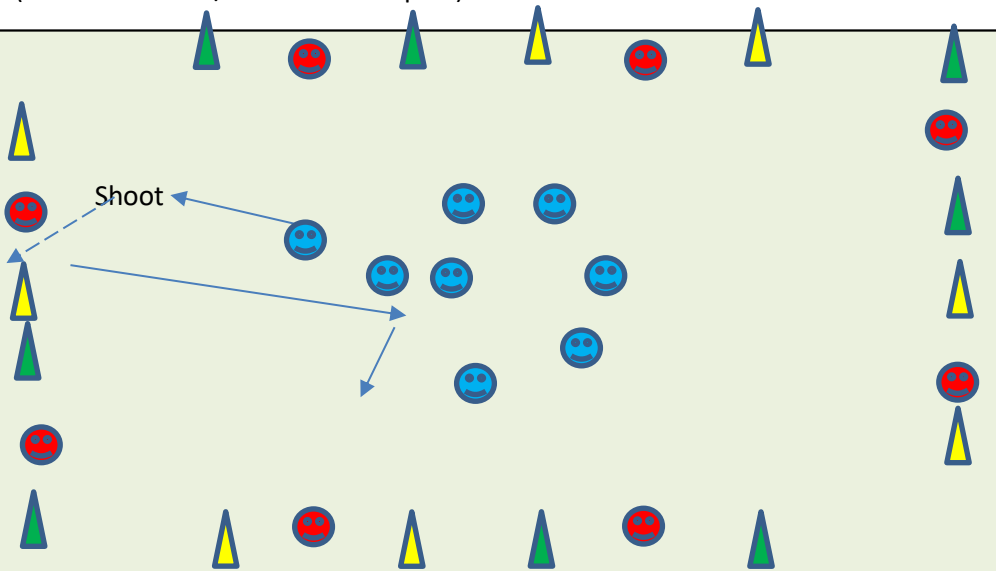


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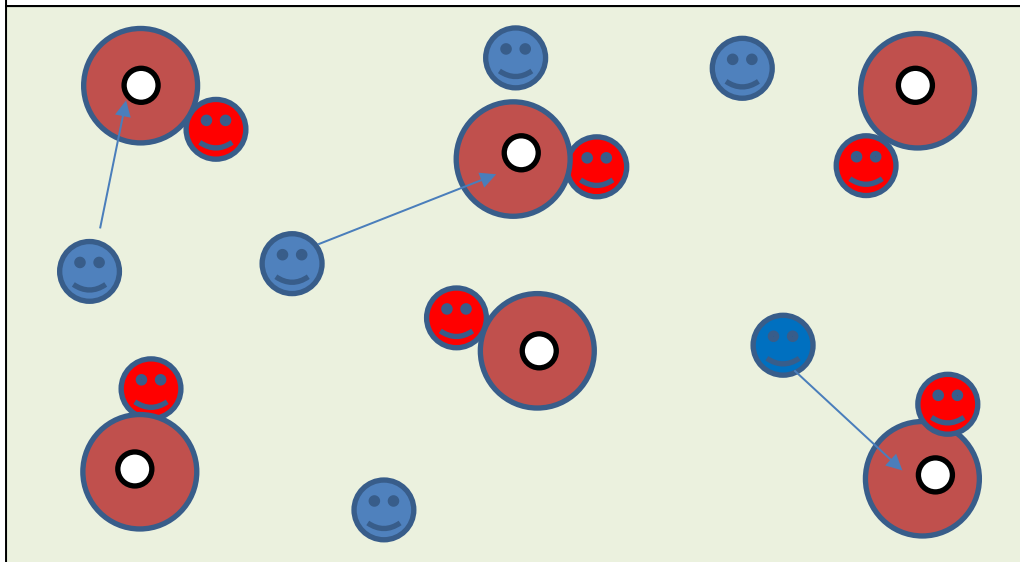
1. **Warm up** – Take, heels, tricks, megs!



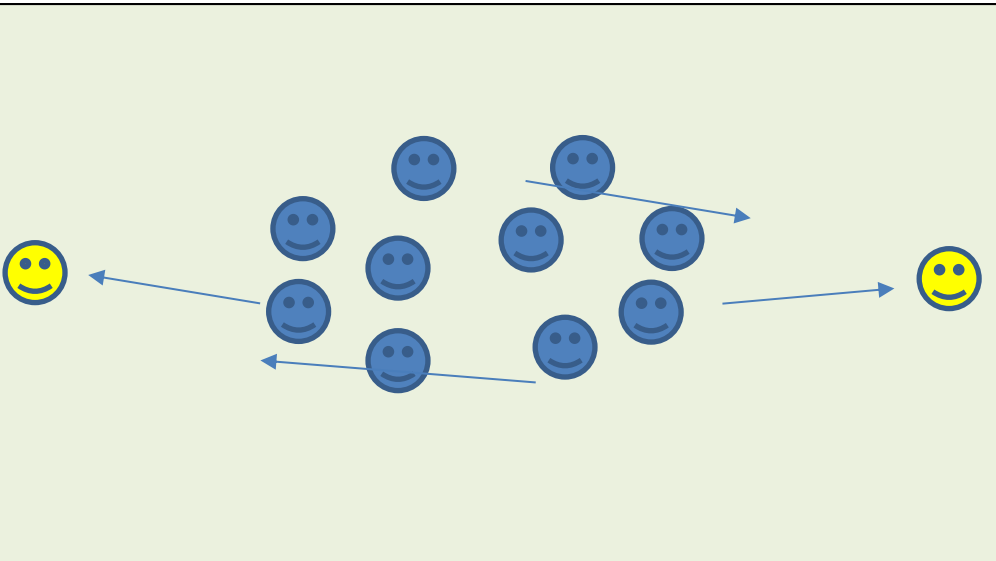
2. **Acquire and Development of skills** – Super shooters  
(Blue = shooters / Red = Goalkeepers)



3. **Select and Apply skills** – Crack the eggs (Red = defenders / Blue = Attackers trying to pass and knock balls off cones)



4. **Cool down** – Choose the child

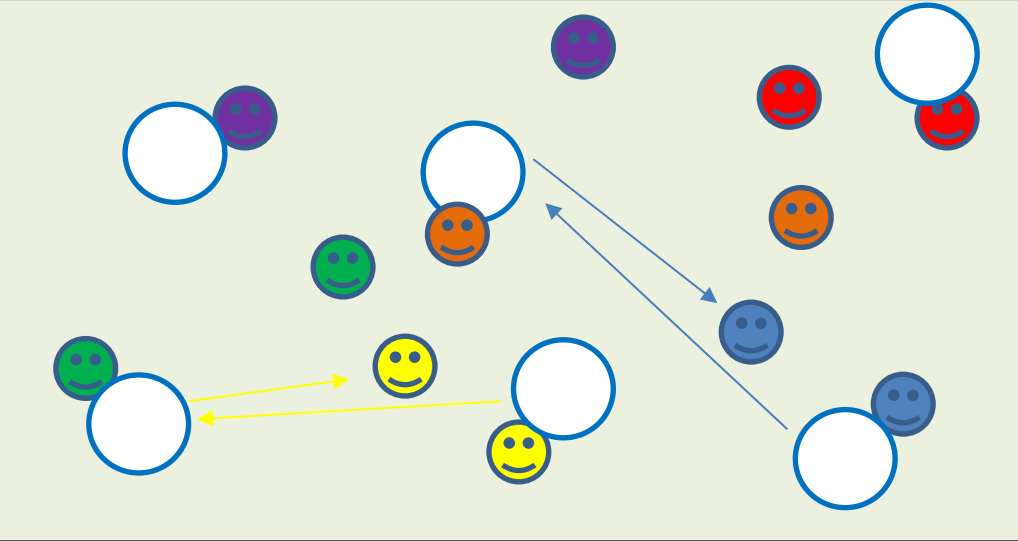
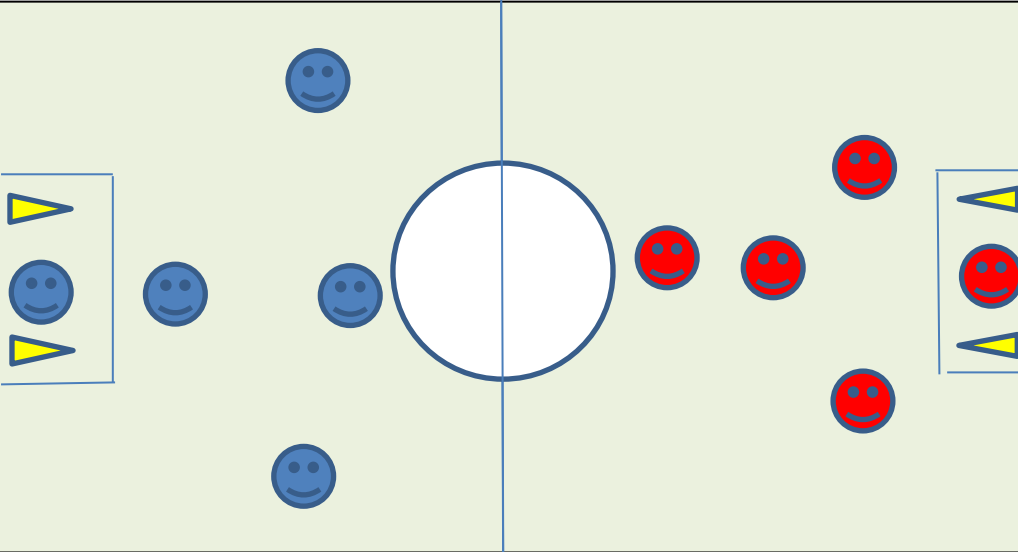
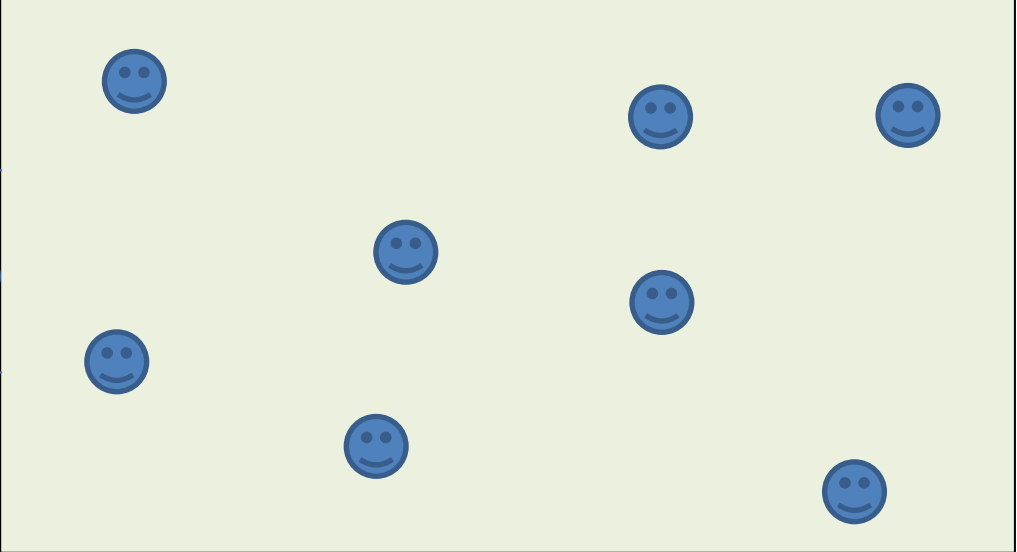


Lesson	LO	Warm up	Acquire and Develop skills	Select and Apply skills	Cool Down (With plenary and evaluation)
5 Taking on defender	To take a ball past a defender	<p><b>Stop and change</b></p> <p>Mark out a 30x30y area. Children have a ball each and dribble into spaces. When teacher calls out 'Stop and change' pupils stop their ball and run to a different ball. 1 point for the first team to find a new ball (Boys vs girls).</p> <p>Progression – As during this lesson children will be looking to dribble past a defender encourage players to pretend all other children are defenders. Approach them slowly pushing the ball with the laces then push the ball past them with a change of pace (Use the inside or outside of the foot to make the ball change direction and go past a defender / Higher ability pupils can step past the ball to the side then push the ball the opposite side – this is called a 'Fake' and can fool defenders making them think you are going one side but then take the ball the other side).</p> <p>Time – 10 mins</p>	<p><b>Island hopping</b></p> <p>Spread out up to 20 cones or spots in the area (These are islands). Choose 5 children to be defenders (Sharks). The remaining pupils are the pirates with a ball each.</p> <p>Pirates attempt to smuggle treasure by getting from one island to another without getting caught by a shark. Smugglers can stay on an island for up to 10 seconds before trying to get to another.</p> <p>Encourage children to be creative and use twists, turns and fakes to lose the sharks.</p> <p>Smugglers win 1 point every time they get from 1 island to another.</p> <p>Sharks win one point every time they touch a smugglers ball (Encourage defenders to try and touch a ball on top to win a point and stay on their feet)</p> <p>Swap sharks every 2 minutes. Ask pupils to demonstrate high quality performance of how they got to islands for others to copy.</p> <p>Time – 15 mins</p>	<p><b>Run the gauntlet</b></p> <p>Choose 10 children to be crab defenders (Sit on their bottom with hands and feet flat on the floor – To move they lift their bottom off the floor and move around on their hands and feet). Crabs win a point if they touch a ball but cannot swing their legs to tackle. If crabs arms get tired they can sit back on their bottoms for a rest.</p> <p>The remaining players stand by the side of the pitch by a cone and have a ball each.</p> <p>The teacher calls out certain players (E.g. Children with white trainers) who attempt to dribble their ball through and past the crabs to the other side of the pitch without being tackled. If they get through they win a point. If tackled they carry on to the other side but do not win a point. Children come back to the start and teacher repeats but with a different group (E.g. Whose birthday is in July).</p> <p>Swap crabs every 2 minutes.</p> <p>Recap how to take a ball past a defender (E.g. In slow out fast / Eyes up to see spaces to exploit / Use fakes and push ball to the side).</p> <p>Time – 20 mins</p>	<p><b>Lines</b></p> <p>Pupils stand in lines of 4, the leader performs cool down movements e.g. jogs, skips, sidesteps etc and the group copies. When teacher calls 'Swap' the leader runs to the back and the new leader performs a movement.</p> <p>Time – 5 mins</p>

Example set up for each strand of the lesson:

1. <b>Warm up</b> – Stop and change (Each player with a ball)	2. <b>Acquire and Development of skills</b> – Island hopping (Red = Sharks / Blue = Pirates with ball)
3. <b>Select and Apply skills</b> – Run the gauntlet (Red = Crab defenders)	4. <b>Cool down</b> – Lines

Lesson	LO	Warm up	Acquire and Develop Select and Apply	Cool Down (With plenary and evaluation)
6 Teamwork	To play fairly and follow rules of a game.	<p><b>Robins nest</b></p> <p>Mark out 2 football pitches (In preparation for the tournament).</p> <p>Spread out up to 15 hoops with a ball, a cone and a bean bag in each.</p> <p>Pupils get with a partner and stand in a hoop (This is their nest).</p> <p>On teacher's command pupil 1 skips or side steps to another hoop to steal an item. They take it back to their hoop and their partner then goes to a different hoop to steal. When the whistle goes the game stops and pupil's count how many items they have in their nest. Most items wins.</p> <p><b>Key teaching points / rules:</b>                      -You cannot steal from the same hoop twice in a row.                      -You cannot protect your items.                      -Slow down when approaching a hoop and check behind you before going back to your hoop to avoid collisions.</p> <p>Progression – Dribble ball back / Wear cone as a hat / Throw and catch bean bag with 1 clap in-between 3 times before returning to hoop.</p> <p>Progression – Each item is worth a different amount of points E.g. ball worth 10, cone worth 2, bean bag worth 1. Pupils then use mental maths to add up score.</p> <p>Time – 10 mins</p>	<p><b>Last match assessment. 5v5's Tournament - Small sided games</b></p> <p>Split group into 6 similar ability teams and put bibs on. Play a maximum of 5v5.</p> <p>4 teams will be playing and 2 teams assessing, scorekeeping and timekeeping.</p> <p>Each match is for 4 minutes then swap over. Teacher to record scores on whiteboard (Each team can have a football name E.g. Liverpool, England etc).</p> <p>Teacher / TA to referee a game each.                      3 points for a win                      2 points for a draw                      1 point for a win                      Bonus point for good play / teamwork / skill used from previous lessons.</p> <p>Mini presentation – Teacher to announce scores. Idea – Have a trophy to award the winning captain.</p> <p>Time – 40 mins</p>	<p><b>Congratulations</b></p> <p>Pupils jog around shaking hands with other players sharing what they feel they have done well in the lesson today (E.g. I passed to Harry, I scored a goal, I tackled Emma, I saved a shot etc).</p> <p>Question pupils about rules of the game. Ask how they can improve. Practice on playground at breaks.                      Join club out of school?                      After school club?</p> <p>Time – 5 mins</p>

<p>1. <b>Warm up</b> – Robins nest (1 player at a time goes to steal items from another team’s hoop. Each hoop starts with a ball, a cone and a bean bag in)</p>	<p>2. <b>Acquire and Development of skills</b> – Small sided games</p>
	<p>See Select and Apply skills</p>
<p>3. <b>Select and Apply skills</b> – Small sided matches (2 matches with 2 teams timekeeping and assessing)</p>	<p>4. <b>Cool down</b> – Congratulations</p>
	

Learning Outcomes	Assessment opportunities	STEP differentiation	Safety aspects	Curriculum	Resources
<p>I can keep control of a ball.</p> <p>I can dribble with various parts of my feet.</p> <p>I can dribble into spaces with my eyes up.</p> <p>I can change direction with a ball.</p> <p>I can change speeds whilst dribbling.</p> <p>I can recognise when and where to dribble.</p> <p>I can dribble past a defender.</p> <p>I can use dribbling skills in a game situation.</p> <p>I can pass with accuracy.</p> <p>I can pass with either foot.</p> <p>I can use the appropriate weight of pass.</p> <p>I can use the inside of my foot to pass.</p> <p>I can pass to a team mate.</p> <p>I can recognise when and where to pass.</p> <p>I can pass in a game situation.</p> <p>I can change direction with the ball.</p> <p>I can use various turns including drag back, inside and outside hook.</p> <p>I can recognise when and where to turn.</p> <p>I can use a turn in a game situation.</p> <p>I can shoot with accuracy.</p> <p>I can shoot with either foot.</p> <p>I can shoot after a dribble.</p> <p>I can be an effective team member.</p> <p>I recognise defence and attack.</p>	<p>See assessment sheets for invasion games in 'Assessment' folder.</p> <p>Each lesson assesses a different football skill (E.g. Dribbling – &lt; Working towards expected level = Achieved expected level &gt;Exceeded expected level</p> <p>Can also assess 1<sup>st</sup> and last lesson to record improvement of players.</p> <p>Lessons should be planned in relation to children's performance including SEN differentiation and G and T challenge.</p> <p>Assessment can be done throughout – Self and peer (Relate to LO's).</p> <p>Teacher assesses throughout – can record class to watch back.</p> <p>Self assess – what aspects did they put in their performance today? Pupils demonstrate good performance throughout.</p>	<p><b>SEN</b> – TA support, larger slower ball, larger space to practice, coloured tape to stick on various parts of feet, pictures and video of footballers dribbling.</p> <p><b>G and T</b> – Smaller balls, add defenders, quicker movements, various turns and dribbles, smaller space to work.</p> <p>STEP differentiation for lessons (Space, Task, Equipment, People).</p> <p><b>Space</b> – Larger or smaller area to dribble. More or less obstacles to dribble past.</p> <p><b>Task</b> – Dribble with 1 or both feet, dribble past cones, passive or active defenders, introduce various turns and dribbles. Larger or smaller targets or goals to score, more or less points to win, easier or harder tasks.</p> <p><b>Equipment</b> – Larger or smaller footballs, larger or smaller goals.</p> <p><b>People</b> – More or less defenders / attackers, Children to self-assess each other in relation to Learning Objectives (LO's).</p>	<p>Ensure playing area is marked out and clear of hazards.</p> <p>Ensure equipment is safe to use.</p> <p>No chewing gum.</p> <p>Children's hair tied back.</p> <p>Laces done up.</p> <p>Jewellery removed.</p> <p>Inhalers available and labelled.</p> <p>Children's medical conditions known to teacher.</p> <p>TA used appropriately.</p> <p>Weather appropriate.</p> <p>First aid kit available.</p> <p>Appropriate footwear.</p> <p>Children perform skill based activities as well as team games.</p> <p>Maximum of 5v5 games.</p> <p>Children having enough room to participate.</p> <p>Football goals safe and pinned down.</p> <p>All equipment safe, correct size and age appropriate.</p> <p>Shin pads recommended.</p>	<p>Dribble a ball at different speeds keeping control</p> <p>Pass to team mates</p> <p>Strike a ball with control</p> <p>Follow rules of games and enjoy participation</p>	<p>Various sized footballs, bibs, cones, markers, goals, first aid kit, whiteboard, hoops, bean bags</p>

L.O.s to be adapted if necessary prior to each lesson relating on children's performance / ability.

(Success criteria can be differentiated for various abilities – See curriculum for targets / aspects to cover / Overall objective).

PLEASE NOTE - Sessions and resources may change due to children's ability, requirements, special needs, environment, weather, challenge and number of participants.

- Assessment to be done visually throughout lesson. If recording children for assessment check with the school whether parents allow their child to be recorded and the schools child protection policy (Only record using schools equipment). Any notes should be recorded on the assessment sheet – e.g. which children need support / challenging further and how you will do this. Children should be involved in their assessment e.g. get children showing good practice to demonstrate to the group – self and peer assess in relation to performance and implement in their own practice. Evaluate at the end of every lesson – what went well? What could be improved? How? Involve children – provide different levels of success criteria so they know how to improve and offer activities that would allow them to achieve.
- Encourage participation! Limit any waiting in a queue! Maximum participation!
- Differentiation should be implemented through the STEP framework (Space Task Equipment People).
- Any competition should be organised in relation to abilities.
- Work in relation to the schools behaviour policy and reward system.
- Ask children what they now know after lessons

Notes (Observations / Successes / Failures / Which children need support or challenging)	
Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
Lesson 5	
Lesson 6	