

LESSON PLAN: **FOOTBALL:** YEAR 1: WEEK 6

LESSON OBJECTIVE: Link all the skills learned into a small game situation.

WARM UP (10 MINS)

Mark out a large circle with cones and get pupils to stand next to a cone. Shout out either left or right and pupils have to move in that direction, Change the way they move EG Jogging, Side Steps, Big/Small Steps, Sprint. When ready shout centre and every pupil runs to the centre and then back out the cones.

MAIN LESSON (20 MINS)

Create 2 pitches and 4 teams. Pupils need to link all of the skills learnt into an actual game. Teams are allowed goalkeepers however they need to change every 2 minutes. If the ball goes out of play then players roll the ball back into play.

GAME/COMPETITION (15 MINS)

Tournament: All teams have to play each other. Teams get 3 points for a win, 1 for a draw, 0 for a loss and also a point for each goal scored. Teams with most points at the end win.

EQUIPMENT

- Footballs
- Cones

KEYWORDS

- Striking
- Laces
- Power

DIFFERENTIATION

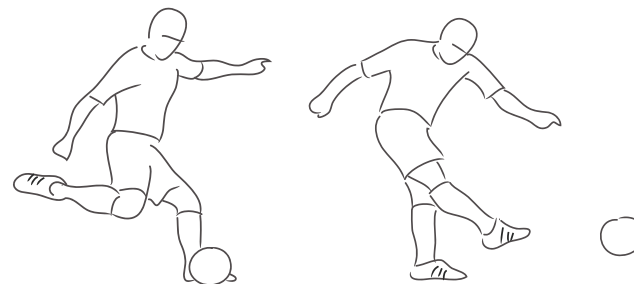
LESS ABLE

Can have more than 1 attempt to get the ball to partner. Take defender and goal keeper away.

GIFTED & TALENTED

Limit amount of touches they are allowed to have.

Have to make 2 passes before being allowed to take a shot.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	3	Can they perform in a game to a high ability?
	2	Can they perform in a game with a certain degree of control?
	1	Can they perform in a game, but to a low ability?
Tactics, Rules & Teamwork	3	Works in a team & demonstrates a good technique when striking a ball & the understanding of the difference between a pass and a strike.
	2	Can work in a team & understands how to strike a ball.
	1	Starts communicating within a team.
Show & Link	3	Can they link the skills : shooting and passing to a high ability?
	2	Can they show and link : shooting the ball into the goal?
	1	Show how to shoot.
Describe Ways to Improve	3	Are able to describe and improve performance.
	2	Are able to describe performance.
	1	Are able to see differences in performance against a simple model.
Fitness & Health	3	Shows a solid understanding of why physical activity has health benefits.
	2	Has some knowledge of why physical activity has health benefits.
	1	Has little knowledge of why physical activity has health benefits.