

LESSON PLAN: **FOOTBALL:** YEAR 2: WEEK 4

LESSON OBJECTIVE: To understand what type of pass to use in different situations and be able to make a long pass.

WARM UP (10 MINS)

Split group with half around edge of a grid and half in the middle. Allow pupils to move around a grid, trying to keep the ball under close control. Shout pass, the pupils with the ball have to dribble to someone on the outside play a pass, receive the ball back and carry on dribbling.

MAIN LESSON (20 MINS)

Split group into pairs and have them facing each other with a small distance between them

Pupils must make 5 successful passes using inside of the foot. After completing 5 successful passes 1 pupil from the pair takes 1 step back. This will make the passes longer meaning the pupils have to judge how hard they strike the ball.

When pupils have taken 5 steps back, a 3rd person is added to the group and they are now the defender. The defender must try and stop the ball. When the defender wins the ball they swap with the person who passed the ball.

GAME/COMPETITION (15 MINS)

Treasure Chest: All balls in the middle, 4 teams, 1 at a time pupils run out collect a ball, they then have to straight away pass the ball back. Once all the balls have gone they then steal the balls from the other groups.

EQUIPMENT

- Cones
- Footballs

KEYWORDS

- Short
- Long
- Power
- Control
- Accuracy

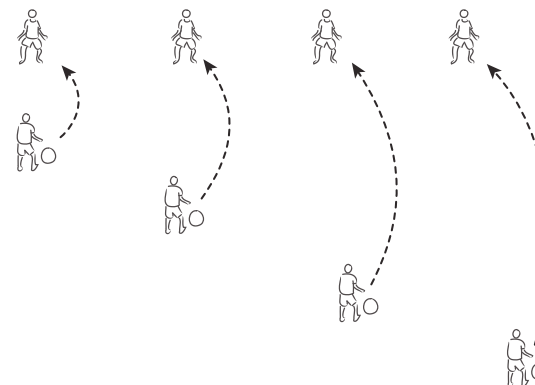
DIFFERENTIATION

LESS ABLE

- Can have more than 1 attempt to get the ball to partner.
- Don't add defender.

GIFTED & TALENTED

- Get pupils to come and meet the ball as its coming towards them.
- Look for pupils to be lifting ball off the floor.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they perform a long pass which beats a defender and gets to partner?
	3	Can they perform a long pass with control?
	2	Can they perform a longer pass, but to a low ability?
Tactics, Rules & Teamwork	4	Works in a small group & demonstrates how to perform a short and long pass with accuracy.
	3	Can work in a small group & understands the difference of how to perform a long and short pass.
	2	Starts communicating within a small group.
Show & Link	4	Can they combine and link a long pass with control, whilst the ball is moving and beat a defender?
	3	Can they combine and link a long pass with some control whilst the ball is moving?
	2	They can perform a long pass whilst the ball is stationary with some accuracy and power.
Describe Ways to Improve	4	Are able to compare, evaluate and improve performance.
	3	Are able to compare and evaluate performance.
	2	Are able compare performance to others.
Fitness & Health	4	Shows a solid understanding of why physical activity has health benefits.
	3	Has some knowledge of why physical activity has health benefits.
	2	Has little knowledge of why physical activity has health benefits.