

LESSON PLAN: **FOOTBALL**: YEAR 3: WEEK 4

LESSON OBJECTIVE: To learn different passing techniques and begin to be able to pass over a long distance.

WARM UP (10 MINS)

Set up a large square. In pairs the students will need to make short passes and move the ball around the square. Once the students can keep the ball in the square they can play a game of tag. Two players holding hands go in to the square. The rest of the pupils continue to move the balls around the grid. Each time they touch a ball with their feet they score a point.

Question: How many points can they get in a set period of time?

MAIN LESSON (20 MINS)

Working in the same pairs, pupils now start off approximately 10 steps apart and put two cones on the floor between them approx. 5 steps apart.

When 5 successful passes are made through the gap, pupils both take 1 step back, gradually making the distance longer.

Encourage pupils to strike the ball with the instep for short passes and the laces as they get further away.

Question: How many passes can they make?

GAME/COMPETITION (15 MINS)

Split the class in to groups of 5/6 and make good sized areas. Students must pass the ball to each other. Each group must select a defender who goes in to another teams area and try's to touch the ball. Each time they touch the ball they get a point for their team. Defenders must keep their hands on their head. Students with the ball can count how many passes they have made in a set period of time.

EQUIPMENT

- Cones
- Footballs

KEYWORDS

- Pass
- Control

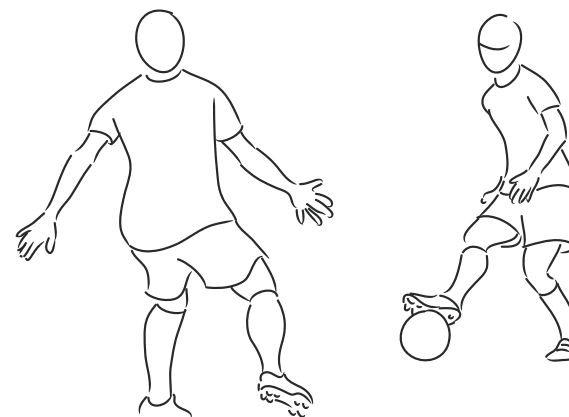
DIFFERENTIATION

LESS ABLE

- Focus on short passing and control.

MORE ABLE

- Ball must keep moving, control with one foot and then pass with the other.
- Can they lift the ball off the floor by using a different technique?



ASSESSMENT FOR LEARNING

| CRITERIA | | SKILLS |
|-------------------------------|---|---|
| Fundamental Skills & Movement | 5 | Can they perform a pass over a long distance to a high ability? |
| | 4 | Can they perform a pass over a long distance with a certain degree of control? |
| | 3 | Can they perform a pass over a long distance, with very little control? |
| Tactics, Rules & Teamwork | 5 | Works with their partner & demonstrates knowledge & understanding of a pass over a long distance. |
| | 4 | Can work with a partner & understands the long pass. |
| | 3 | Starts communicating with a partner. |
| Show & Link | 5 | Can they link: the different skills required to play a long pass with a moving ball successfully to a high ability? |
| | 4 | Can they show and link: some of the skills required to pass a moving ball over a long distance successfully? |
| | 3 | Show a long pass, whilst the ball is stationary with some accuracy and power. |
| Describe Ways to Improve | 5 | Are able to describe and improve performance. |
| | 4 | Are able to describe performance. |
| | 3 | Are able to see differences in performance against a simple model. |
| Fitness & Health | 5 | Shows a solid understanding of why physical activity has health benefits. |
| | 4 | Has some knowledge of why physical activity has health benefits. |
| | 3 | Has little knowledge of why physical activity has health benefits. |