

# LESSON PLAN: **FOOTBALL:** YEAR 3: WEEK 5

**LESSON OBJECTIVE:** To learn different shooting techniques and be able to strike a ball using laces.

## **WARM UP (10 MINS)**

Mark out some small areas and put the class in to groups of 5/6, students need to number themselves one through to five/six. Students will then need to move around the square passing the ball one to two, two to three etc. Encourage the students to call out their number.

## **MAIN LESSON (20 MINS)**

Each group of five needs 1 goal (create using cones). In pairs either side of the goal they take it in turns shooting at a student in the goal. One student passes to the other and a pupil strikes a static ball towards the goal. The group the other side then does the same. Make sure the goalkeeper is changed after each student has a shot.

Pupils must be looking to place their non-striking foot beside the ball and then striking the ball with the laces of their strongest foot.

**Question:** Can you notice the difference between passing and shooting?

**Develop:** Pupils are allowed 3 touches before striking the ball. After a pupil has a shot, the goalkeeper gets the ball and the other pupil becomes the goalkeeper.

## **GAME/COMPETITION (15 MINS)**

3v1 Situation: Working in groups of 5 can they link passing to beat a defender before having a shot at goal? The group sets up, with a goalkeeper, a defender and 3 attackers. The group of three must make one pass before they shoot. This can be changed depending on ability. Swop the defender after 3 attempts.

## **EQUIPMENT**

- Cones
- Footballs

## **KEYWORDS**

- Strike
- Laces

## **DIFFERENTIATION**

### **LESS ABLE**

- Focus on striking the ball from a static position just working on striking the ball with laces.

### **MORE ABLE**

- Move the starting position so pupils are shooting from both further out and different angles.
- Mark areas of the goal for them to try and hit.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform a strike to a high ability?
	4	Can they perform a strike with a certain degree of control?
	3	Can they perform a strike, with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of how to strike a ball.
	4	Can work with a partner & understands how to strike a ball.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: the different skills required to strike a moving ball to a high ability?
	4	Can they show and link some of skills required to strike a moving ball successfully?
	3	Show how to strike a ball.
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.