

LESSON PLAN: **FOOTBALL:** YEAR 4: WEEK 1

LESSON OBJECTIVE: Understand the basic rules of football and explore ways of using the feet to move the ball.

WARM UP (10 MINS)

Pupils to dribble around in a square marked out by cones. The teacher gives each side to the square a name (School House name, Football team, stadium etc.). The students dribble in the middle of the square. When the teacher shouts the name the students run to that line.

MAIN LESSON (20 MINS)

In the same area each pupil moves around the grid trying to keep the ball as close to them as possible. Encourage pupils to keep their head up instead of looking into the ground. Allow pupils to use both feet and encourage gentle touches so the ball sticks to their feet.

Develop: Add cones, pupils have to move in and out of cones, using both feet to change direction.

Line the students up in two opposite lines. Turn half of the cones in the middle of the square to face up and keep half the right way up. One group is to turn the cone up and one group to turn down. Blow your whistle to begin and stop after 1 min. Tally up their scores.

GAME/COMPETITION (15 MINS)

Each player is given a bib and ball. The bib is tucked in to the shorts. Players begin by moving around the area with tails clearly showing. On the teachers command, players must move around and try and take other pupils tails whilst keeping their ball under control. If a pupil loses their tail or loses control of their ball then they are out and must dribble to the teacher then return to the game.

EQUIPMENT

- Cones
- Footballs

KEYWORDS

- Touch
- Movement
- Direction
- Control

DIFFERENTIATION

LESS ABLE

- Try and move in a straight line.
- Allow them to use their hands to stop the ball when they lose control.

MORE ABLE

- Try and keep the ball under control when running at a fast pace.
- Keep the ball under control and change direction at pace.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they keep their head up and use the gentle touches to ensure the ball stays very close to their body to a high ability?
	5	Can they move with the ball, keeping their head up and ensuring the ball stays close to their body with a certain degree of control?
	4	Can they attempt to explore different ways to move with the ball whilst thinking about keeping their head up and gentle touches, but they can only perform this to a low ability?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of the task.
	5	Can work with a partner & understands the directions.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: moving with the ball using different parts of their feet and keeping their head up?
	5	Can they show and link: moving with the ball using different parts of their feet?
	4	Show how to move with the ball?
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.