

LESSON PLAN: FOOTBALL: YEAR 4: WEEK 3

LESSON OBJECTIVE: Learn different passing techniques and begin to be able to control the ball.

WARM UP (10 MINS)

Pupils receive a ball each and begin to dribble around the area. When the teacher shouts turn they must turn quickly keeping the ball under control. Also if the teacher shouts a body part they must stop the ball with that part.

MAIN LESSON (20 MINS)

Split the group into pairs and have them facing each other with a small distance between them. Pairs pass the ball continuously between each other with the inside of their foot and control the ball with the inside of the foot. When passing, the non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball. When controlling, pupils need to get in line with the ball and control with the inside of the foot.

Question: How many passes can be made?

In pairs pupils stand 20 steps apart and a cone is placed in the middle. The aim of the game is to hit the cone as many times as possible. Pupils are only allowed 2 touches and the pupil who hits the cone the most wins.

GAME/COMPETITION (15 MINS)

The students work in groups of four and pass and move the ball between them in a marked out area. The teacher then adds gates (two cones placed on the floor, two steps apart). The students need to pass and move around the square, passing the ball through the gates when they are able to. The winning team is the team who pass the ball through the most amount of gates in a set amount of time.

EQUIPMENT

- Cones
- Footballs

KEYWORDS

- Pass
- Control

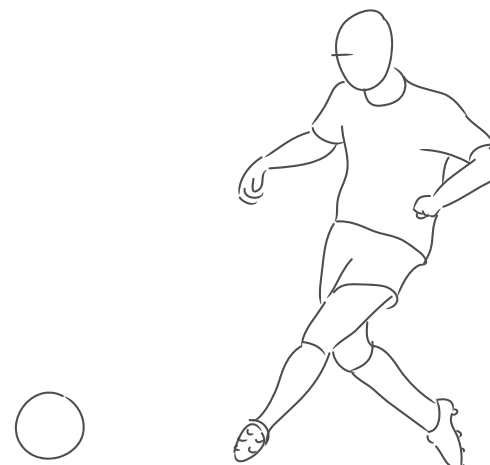
DIFFERENTIATION

LESS ABLE

- Focus on striking the ball with the inside of the foot when the ball isn't moving.

MORE ABLE

- Pupils need to come half way and meet the ball, as the ball gets to them they need to turn and dribble the ball back to their starting position.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform the short distance pass ensuring the non-striking foot is placed beside the ball and the striking foot comes through with the side of the foot connecting with the ball to a high ability?
	5	Can they perform the short distance pass ensuring the non-striking foot is placed beside the ball and the striking foot comes through with the side of the foot connecting with the ball with a certain degree of control?
	4	Can they show an understanding of how to pass the ball over a short distance, but 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: using both feet to pass the ball and keep it under control?
	5	Can they show and link: using one foot to pass the ball and keep it under control?
	4	Show they can pass 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.