

LESSON PLAN: **FOOTBALL:** YEAR 4: WEEK 6

LESSON OBJECTIVE: To use all the skills learnt and put them into a game situation.

WARM UP (10 MINS)

Put the students in pairs and put a ball on a cone. Students stand either side of the ball. The teacher shouts out various exercises. E.g. Star jump, press up, sit up etc. On the command of "ball" the students grab the football. The winner gets a point. Shout out exercises and keep randomly shouting "ball".

MAIN LESSON (20 MINS)

- Create a number of pitches.
- Put a goal approximately 6 steps apart at either end.
- Split the class into teams of 3.
- Swop teams over once 1 team reaches 3 goals.
- Pupils need to make a long and short pass before being able to shoot.

GAME/COMPETITION (15 MINS)

Continue playing games, ensuring all teams play each other. Add these additional rules into the games:

- Make bigger teams.
- Certain amount of passes must be made before team can have a shot a goal.
- Players must now stick to a certain position during the game either defender, midfielder or attack.
- The team with the most wins at the end are the winners.

EQUIPMENT

- Cones
- Footballs

KEYWORDS

- Strike
- Laces

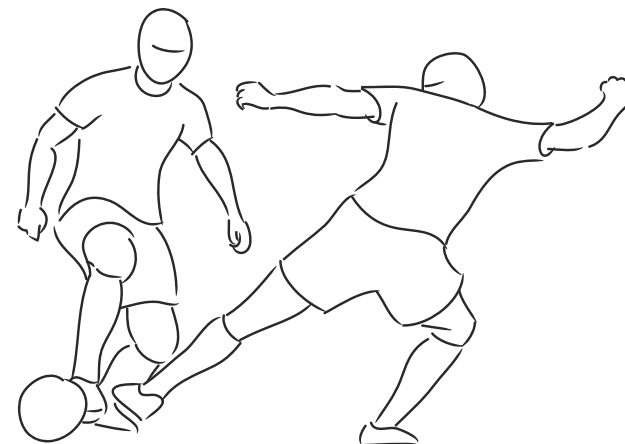
DIFFERENTIATION

LESS ABLE

- Are allowed to move freely between positions.

MORE ABLE

- Must make a pass before being allowed to shoot.
- The students can only score from the middle section.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform all the skills learnt over the course of the term in a game situation to a high ability?
	5	Can they perform all the skills learnt over the course of the term in a game situation with a certain degree of control?
	4	Can they show an understanding of the skills they have learnt over the course of the term?
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: the different skills and make a full contribution in the game?
	5	Can they show and link: the skills learnt and make some contribution in a game?
	4	Show they can take part in a game.
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.