

LESSON PLAN: **FOOTBALL:** YEAR 6: WEEK 1

LESSON OBJECTIVE: To learn different techniques to dribble with the ball effectively.

WARM UP (10 MINS)

Set out a pitch using cones, setting up two goals a centre circle, six yard box, penalty spot, corner flags and a halfway line. Get the pupils to jog around the area and then call out a certain area which is where the pupils run to and stretch. After this whoever is last to any area is then out, this carries on till one is left.

MAIN LESSON (20 MINS)

Explain the technique of dribbling; ask questions about the technique for effective dribbling. Encourage the pupils to keep the ball close to them and to try and keep their head up to see what is around them. Groups of 6-8 work within an area of 15m/15m. 2-3 players become blockers, these players dribble with the ball. Their job is to intercept the balls that are being passed by the other pairs. Whilst the players pass one ball between them they are trying to avoid the blockers. The blockers as they intercept passes will need to dribble with their head up. After a minute change the blockers.

GAME/COMPETITION (15 MINS)

All pupils have a ball in a 20/20m area, the aim of the game is for a defender to knock other pupils balls out of the area whilst keeping theirs safe and under control. Once the ball has left the area they need to collect the ball and dribble back in to the square near the teacher. The teacher keeps count of how many are out. Then give a set time for another defender to try and beat it.

EQUIPMENT

- Cones
- Footballs
- Bibs
- Whistle
- Tape measure

KEYWORDS

- Control
- Head up
- Variation
- Agility

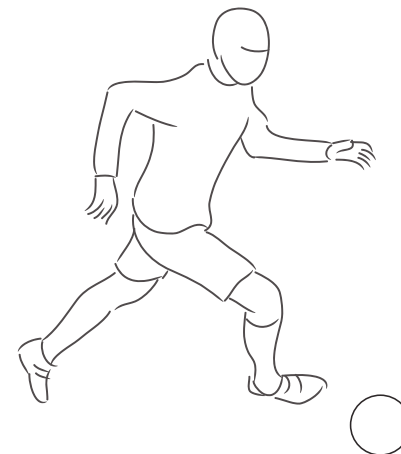
DIFFERENTIATION

LESS ABLE

- Walk with the ball, emphasise on lots of touches.

MORE ABLE

- Try to vary pace and understand when it is important to slow down and speed up.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the ball skills to a high ability?
	7	Can they perform the ball skills with a degree of control?
	6	Can they show an understanding of the ballskills?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the directions.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: moving with the ball at speed, with both feet, accurately?
	7	Can they show and link: moving with the ball accurately?
	6	Show they can move with the ball.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.