

# LESSON PLAN: **FOOTBALL**: YEAR 6: WEEK 2

**LESSON OBJECTIVE:** To learn a variety of different turns to change direction and use these in a game situation.

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

Set up a corridor of cones 10m long. In groups of three the pupils must dribble through the corridor in any direction that they want keeping the ball close to their feet. Once they have got to the end of the corridor they need to come back around the outside, whilst on the way back they need to complete exercises with the ball. For example touching the top of the ball with their toes for 10 seconds.

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

Create a circle, split the group into two, A's and B's, A's are in the circle and B's are spaced around the outside. B's pass the ball into A's who need to turn with the ball at their feet and find another B. This will be done for 2 minutes and then they will swap. Discuss different ways of turning with the ball i.e. Inside and outside of the foot, drag back, stop and go.

Place coned gates in the circle (6-8). This time when the ball is passed in A's must turn with the ball through a gate before playing the ball back out to B's. Keep alternating between groups.

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

In the same circle, group A and B are now playing against each other. The game starts off with 4 blockers from group B who have to try and block off gates, they are not allowed to tackle they are only allowed to block gates off. The game works similarly to before, as the rest of group B pass balls in to A's. One point is awarded for getting through a gate; two points are awarded for turning through a gate. Alternate after three minutes.

## **EQUIPMENT**

- Cones
- Footballs
- Bibs
- Whistle
- Tape measure

## **KEYWORDS**

- Balance
- Coordination
- Acceleration
- Variation

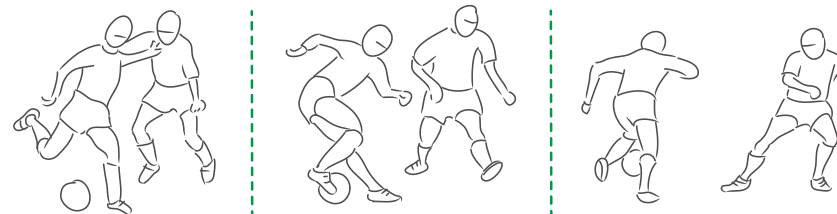
## **DIFFERENTIATION**

### **LESS ABLE**

- Walk when dribbling with the ball slow the run down to correct technique.

### **MORE ABLE**

- Try to accelerate out of the turn.
- Try to incorporate tougher turns ie. Cryuff Turn, dragback etc.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the turning skills to a high ability?
	7	Can they perform the turning skills with a certain degree of control?
	6	Can they perform some of the turning skills, with very little control?
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: turning with the ball at speed, with both feet, accurately?
	7	Can they show and link: turning with the ball accurately?
	6	Show they can turn 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.