

# FOOTBALL LESSON 1 - YEAR 5 & 6

Learning Intention: *How can you control a ball using your feet?*

Year 5:

I can attempt to stop a ball using both the sole and inside of my feet when moving

I can sometimes stop a ball using both the sole and inside of my feet when moving

I can stop a ball using both the sole and inside of my feet when moving

Year 6:

I can attempt to stop a ball using the sole, inside and outside of my feet when moving

I can sometimes stop a ball using the sole, inside and outside of my feet when moving

I can stop a ball using the sole, inside and outside of my feet when moving

## EQUIPMENT:

15 medium-sized balls  
(preferably footballs), cones,  
spots

**Linking Learning:** In Year 4 think back to how you controlled the ball. In this lesson you will use these skills and then progress onto controlling the ball when moving

## WARM UP: The Cone Puzzle

- To begin, lay out 8 red cones, 8 blue cones, 8 white cones, and 8 yellow cones (1 cone is required for each child).
- Each child picks up a cone of their choice and must now move around the area (teacher to change ways of moving, e.g. jogging, running, skipping, side-stepping).
- Introduce the rule: you can only hold a cone for 5 seconds then you must swap cones with another child – and once the teacher calls “complete the puzzle” it’s a race for the children holding the same-coloured cones to stand together in a circle.
- Each child in the first complete circle receives 10 points, 2nd place is 5 points, 3rd place is 3 points, and 4th place 1 point.
- Repeat again to see which child can score the most points in the warm up.

**Extension:** When standing in the circle children must balance the cones on top of their head while balancing on one leg.

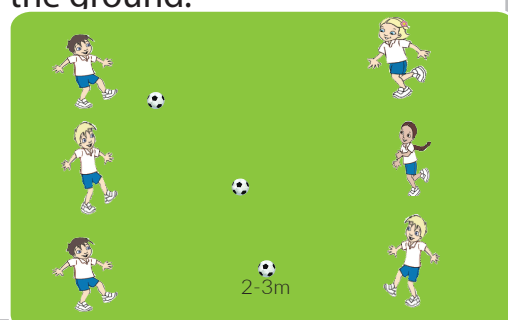
**Extension:** Teacher calls “inside left” or “inside right”, “outside left” or “outside right”.

## ACTIVITY 1: Control in Pairs

1. Children work in pairs to experiment with ways they can control the ball using their feet.
2. Passing over a distance of 2–3m; the ball must travel on the ground.

**Q & A** – Which surfaces of your feet did you use to control the ball? Inside, sole, outside.

**Make it harder:** Use either foot to control the ball.



## ACTIVITY 2: Passing Islands

1. Set up the area as shown in the picture (teacher to use triangles and diamonds as key words during this activity).

2. Children work in groups of 3 or 4 players.

3. Each team has a ball and works in a different shape (island).

4. Challenge 1: standing still, players must pass the ball to one another – keeping the ball within their island.

Q & A – What is important when we are passing to a teammate?

5. Challenge 2: once you have passed the ball you must run to a different space within the island in which you are working.

Q & A – Why is it important to move once we have passed the ball?

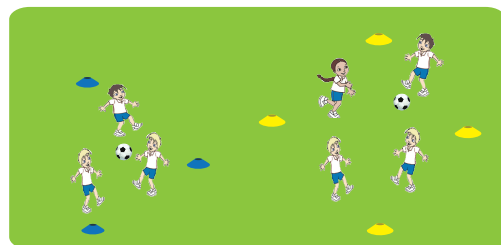
**Extension:** After 5 consecutive passes you must move to a new island that is free.

Q & A – Why is communication important in team games?

**Make it easier:** Concentrate on passing while standing still.

### TEACHING POINTS:

1. Move body in line with the ball
2. Foot ready to act as a block/stop
3. Use the surface of the foot that you think will give the most control
4. Move quickly after passing – body position open so you can receive another pass



## ACTIVITY 3: Football Rondo

1. Working in the same groups as the previous activity; children form a circle as shown in the picture.

2. 2 children start as the defenders in the centre of the circle

3. The children on the outside of the circle pass 1 ball between themselves in any direction (standing still).

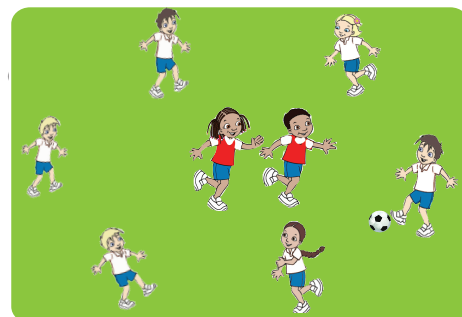
4. If one of the defenders intercepts a pass or tackles the child with the ball they swap places with that child.

5. If the ball is passed outside of the circle the child that misplaced the pass becomes the new defender and gets to pick another child to help them defend.

6. If after 1 minute the ball hasn't been intercepted – tackled or passed over – and 2 new defenders are picked.

Q & A – What was important in Rondo? Control – first touch so defender can't get the ball.

**Make it harder:** Use non-preferred foot to control.



## ACTIVITY 4: Interceptors (year 6 extension)

1. Set up the area as shown in the picture.
2. Children work in groups of 8 to 10.
3. 2 or 3 children in each group start with a ball each and are the defenders (interceptors).
4. The rest of the group work together passing 1 ball between themselves.
5. The interceptors must dribble their ball as they move and try to intercept the ball that is being passed around.
6. If one of the interceptors gets a touch on the ball that is being passed around they are free and the child that gave the ball away becomes the next interceptor.

Q & A – How did you keep the ball away from the interceptors?

7. Challenge 1: play again but you are not allowed to move once a pass is made.

Q & A – Why is movement important?

8. Challenge 2: personal best – what is the most passes your team can score before the ball is intercepted?

Extension: Add more defenders in each group.

**Make it harder:** Move first touch into a new space away from the interceptors.

**Make it easier:** Move closer together. Or use crazy catch nets or a target against a wall.

**Make it harder:** Move further away.

### TEACHING POINTS:

1. Move to a new space once you've passed
2. Once the ball is under control, look up so you can see the next pass
3. Move your first touch in the direction of your next pass



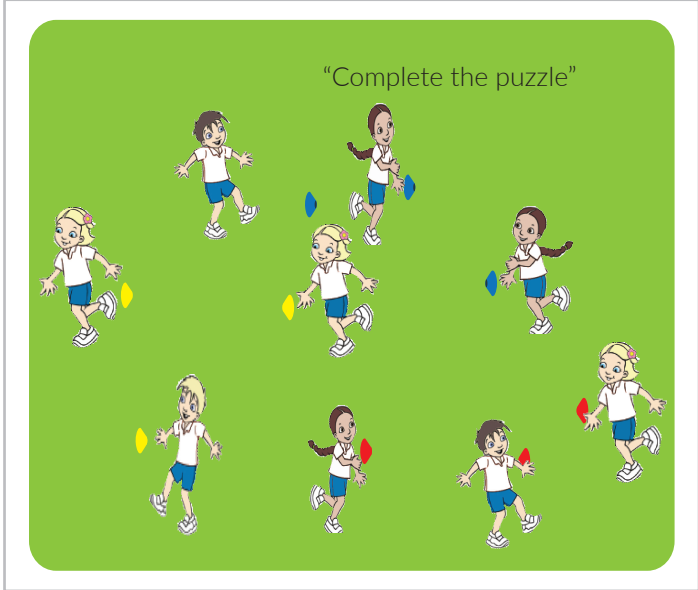
## COOL DOWN

Children to move around the area slowly (jog slowly, walking, tiptoeing); if the teacher passes them the ball, they must control it – stop – and say something they've learnt today.

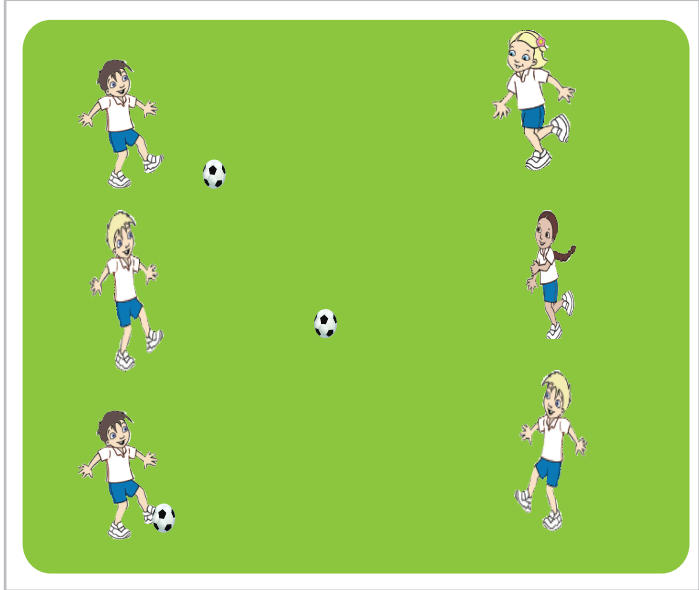
## PLENARY

Plenary: What did you enjoy about the lesson? How can you control a ball using your feet? Why was movement important?

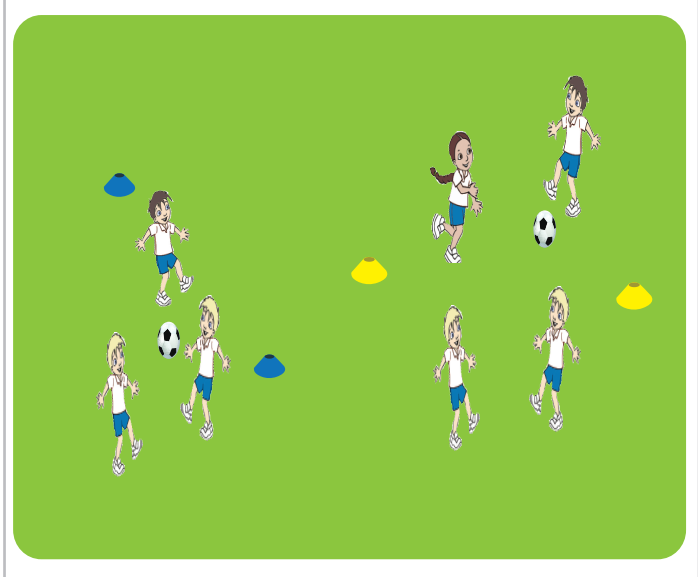
## WARM UP: The Cone Puzzle



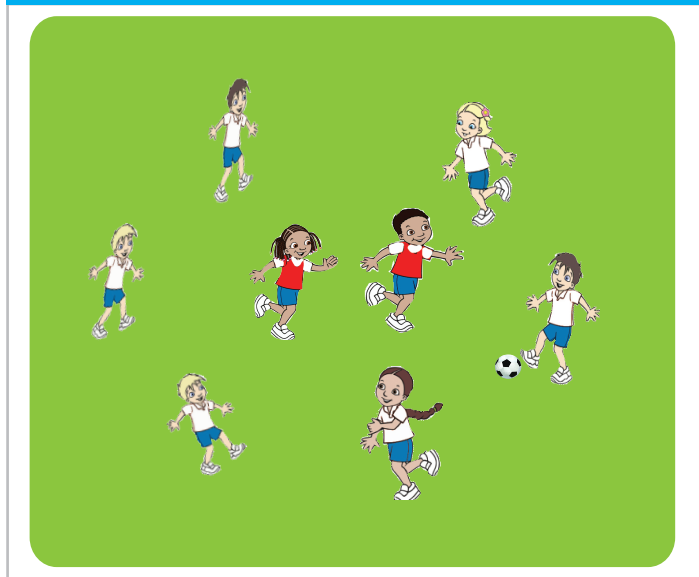
## ACTIVITY 1: Control in Pairs



## ACTIVITY 2: Passing Islands



## ACTIVITY 3: Football Rondo



## ACTIVITY 4: Interceptors

