

# FOOTBALL LESSON 2 - YEAR 5 & 6

Learning Intention: *How can you pass a ball over a longer distance using your feet?*

Year 5:

I can attempt to play a longer pass off the ground

I can begin to play a longer pass off the ground

I can play a longer pass off the ground with some accuracy

Year 6:

I can begin to play a longer pass off the ground

I can play a longer pass off the ground with some accuracy

I can play a longer pass off the ground with accuracy

## EQUIPMENT:

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

**Linking Learning:** When passing the ball, remember the the P's (Plant, Pass, Point). This knowledge will help you to gain distance when you strike the ball. When passing you will use a different part of your foot and strike with more power.

## 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.

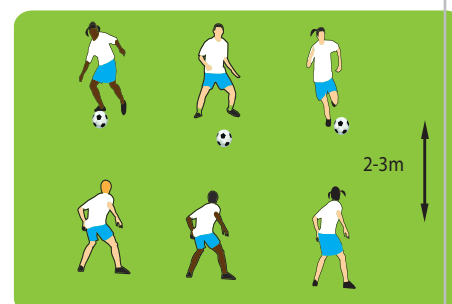
**Extension:** Teacher calls “inside left” or “inside right”, “outside left” or “outside right”.

## ACTIVITY 1: Passing in Pairs

1. Children work in pairs to experiment with ways they can pass the ball using their feet.
2. Passing over a distance of 2–3m; the ball can travel along or off the ground but passes must be accurate.

**Q & A –** Which surfaces of your feet did you use to pass the ball? Inside, sole, outside, top (laces).

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



## ACTIVITY 2: Towers – lofted pass

1. Child A passes the ball, using any part of their foot, aiming to get the ball above the height of the cone and accurately to child B.
2. Child B controls the ball using either the inside, sole or outside of the foot.
3. Child B now passes the ball back to child A.

Q & A – How did you get the ball to travel upwards and over the cone?  
Striking the bottom of the ball – leaning backwards slightly.

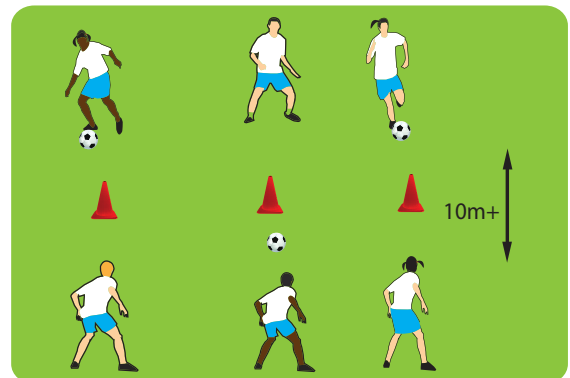
4. Teacher to demonstrate or show a good example of a lofted pass.
5. Children to now have a go at passing the ball aiming to get some height on the ball.
6. Challenge – a point is scored for each successful pass – must be over the height of the cone and accurate – if the cone is hit a point is lost: the first child to score 5 points wins.

*Make it harder:* Increase distance of pass.

*Make it easier:* Use throw-down feet to show where to plant the foot.

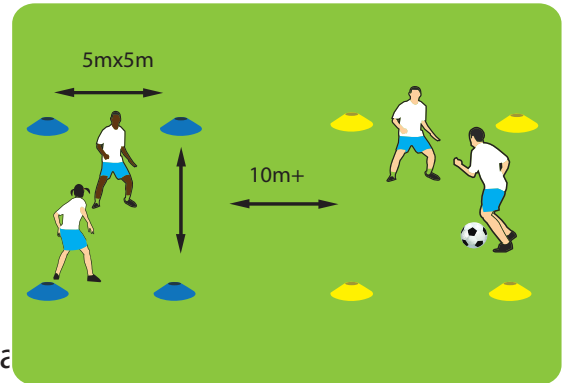
### TEACHING POINTS:

1. Pass the ball using the inside/ front or laces of the foot
2. Strike the bottom of the ball and lean back slightly
3. Include the 3 Ps when passing
  - P – Plant (foot)
  - P – Pass (preferred part of foot)
  - P – Point (direction)



### Activity 3: Squares - long passing

1. Set up the activity as shown in the picture.
2. Children work together in pairs and play against another pair – each pair starts with 10 lives.
3. To begin, one child in square A passes the ball (on the floor or lofted) to the opposite pair in square B; the receiving player must control the ball so it doesn't travel outside the square – their partner then passes the ball back to square A.
4. The game continues in this format – with children taking it in turns to play the long pass.
5. A life is lost if
  - the pass made misses the square.
  - the child that controls the ball misses the ball or their first touch takes them outside the square.
6. Once a pair has lost all their lives the game is over and they play another team.



*Make it harder:* Concentrate on a lofted pass with accuracy.

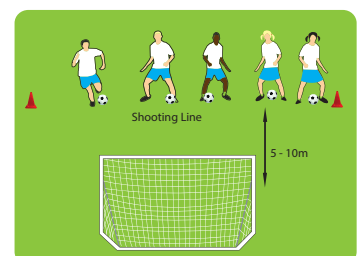
### Activity 4: Cross-Bar Challenge- yr 6 extension

1. Use goals for this activity (tall cones can be used if you don't have a goal).
2. One at a time children kick their ball from the line, aiming to hit the cross-bar.
3. 1 point is scored each time the cross-bar is hit. Safety! Don't shoot until the goal is clear.

Q & A – How do we generate height when striking a lofted pass?

4. Repeat the activity focusing on these points.

*Make it easier:* Kick the ball straight out of their hands or with one bounce.



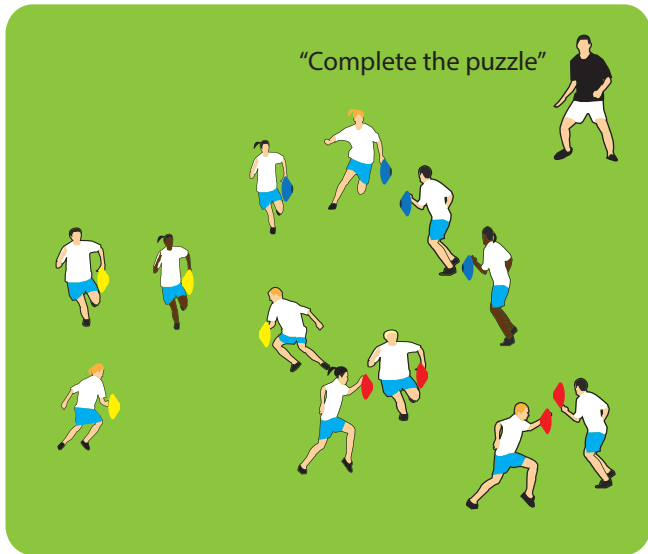
### COOL DOWN

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.

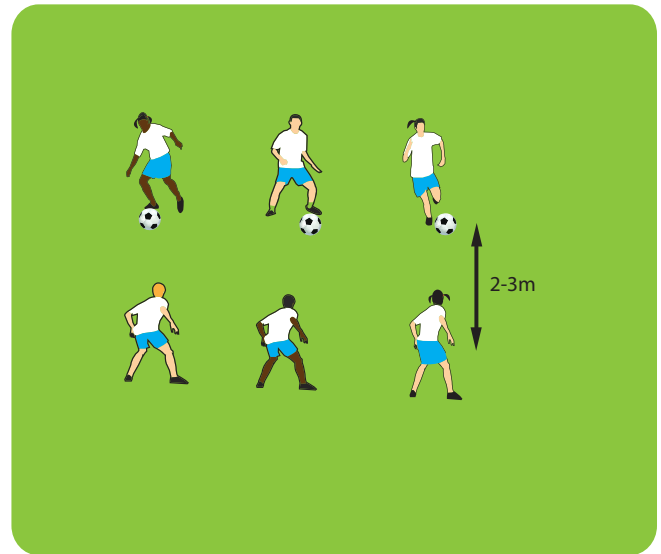
### PLENARY

Plenary: What did you enjoy about the lesson? How can you pass a ball over a long distance?

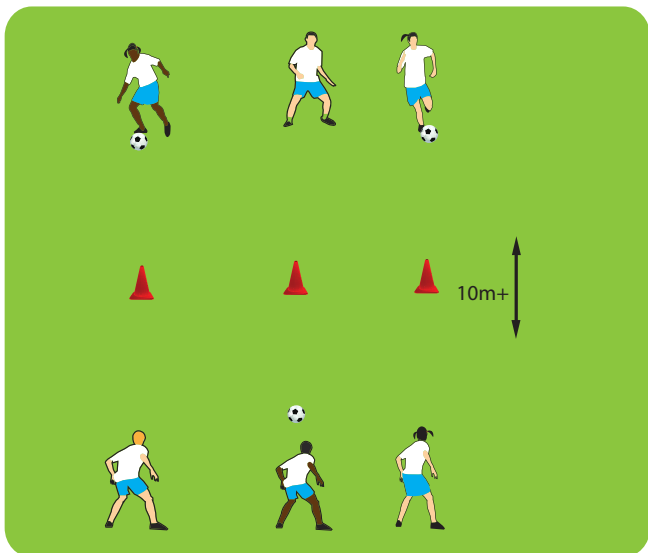
## WARM UP: The Cone Puzzle



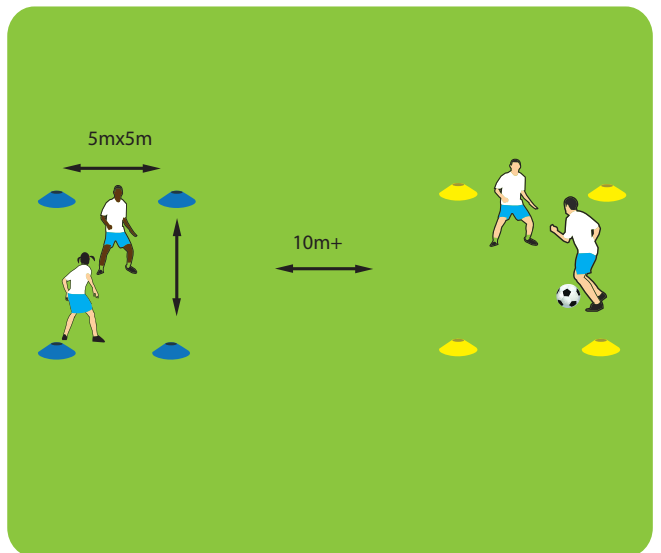
## ACTIVITY 1: Passing in Pairs



## ACTIVITY 2: Towers - lofted pass



## ACTIVITY 3: Squares - long passing



## ACTIVITY 4: Cross Bar Challenge

