

Subject: Football Lesson: Passing and Receiving NCPE Location: 1.1a; 1.1b; 1.1c; 1.2c; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2a; 2.2b; 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.1b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Year:	Group:	Total No.:	M:	F:
	Ability:	Period:	SEN:		
	Duration:	w/c			

Objectives: To be able to perform the inside of the foot passes and receive them. To understand where this pass is used in football. To develop their understanding and knowledge of how to correctly receive the ball,

Key Aspect of Transfers of Skills and Analysis	Throughout every aspect of this session : <ul style="list-style-type: none"> - Discuss and analyse the different types of passing and receiving skills that gain / keep possession and create the opportunity to outwit an opponent - Identify the similarities and the teaching points found in each of these passing and receiving skills to gain possession and a strategic advantage when performing them - Enhance knowledge, understanding and the ability to transfer the range of passing and receiving skills in Hockey, Basketball, Football, Rugby and Netball
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Activity	Description	Objectives	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	<ul style="list-style-type: none"> - listen to and follow instructions of those leading the warm-up 	Observe pupils performances	<ul style="list-style-type: none"> Ⓢ Ask students how they could make warm up easy / harder / intense
Student Stretches	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Football	<ul style="list-style-type: none"> - Hold stretches for 8 seconds. - No bouncing. 	Q & A on benefits of stretching and their warm ups	<ul style="list-style-type: none"> ⬆ Get pupils to incorporate stretching with Ball / Objects being used in lesson / or muscle groups
Passing and turns - Instep & laces	<ul style="list-style-type: none"> - Pass and follow, then sprint. - Passing as quickly as possible through two cones with one touch. - Pass with opposite foot 	To be able to perform the inside of the foot passes and receive them. To understand and know the benefits of passing and those of this type of pass. To understand where this pass is used in football To develop their understanding and knowledge of how to correctly receive the ball, To increase there accuracy and precision when passing the ball To be able to perform the pass accurately To use commands of time and man on when in competitive situations, and know the importance of using these in all situations	Instep <ul style="list-style-type: none"> - Approach at an angle - Shoulders and hips face target, planting non-kicking foot besides the ball pointing at target. - Draw back kicking foot and extend it with the knee of the kicking foot over the ball - Transfer weight forward and kick with a firm foot in the centre of the ball. 	Peer evaluation sessions – Pupils state strength and weaknesses of passing and performances. Q & A : Are they performing the skill and techniques to beat opponents at speed Q & A : How are they outwitting their opponents Q & A : How are they maintaining possession	COMPETITION: pass to a target i.e. A students feet 20 metres away. 3pts if partner doesn't move. 1pt if they move one step. 5 goes each Cr - Are they outwitting their opponent with new strategies
	Passing on move				
Games	<ul style="list-style-type: none"> - Play 7 v 7 games with small goals - Discuss teaching points used to beat / outwit opponent in games - Discuss the skills used to beat / outwit an opponent in games - Discuss the skills used to gain ascendancy in games 	To incorporate these controlling skills into small sided games To know and understand the laws governing controlling, handball and other infringements found in Football	<ul style="list-style-type: none"> - To score you must shoot through the goal using an Instep Drive shot - The ball cannot go over head height 	Observe Games Ask pupils for feedback and analysis of passing within games	<ul style="list-style-type: none"> ⬇ Not everyone has to score. ⬇ Increase the goal size ⬆ Everyone must touch the ball ⬆ Limit touches ⬆ Limit height of ball

Cool Down	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	Ask students for feedback regarding their performances	↑ Ask pupils questions why a Cool down is essential after exercise			
Informed Choices and Lifestyle	Discuss how by joining a Football club it can change a person's lifestyle Highlight any Football clubs within school and any upcoming fixtures Identify any upcoming international Football fixtures and tournaments with times, dates, venues and even TV channels clubs State and highlight all the Football clubs locally in the area that have junior development teams and practices							
Equipment	Balls, Cones, Bibs, Stopwatch, Whistle, Peer evaluation sheets,							
ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology
Comments / Notes:								

HEALTH AND SAFETY THROUGHOUT THIS LESSON

<ul style="list-style-type: none"> -Tell the students that they must remove all jewellery - check the working areas for glass, objects, at the beginning of every lesson. - NO CONTACT ALLOWED - Students must always remain in their grids at all times when performing drills. - pupils all shoot the same way 	<ul style="list-style-type: none"> - Tell students never to leave anything lying around grids - Tell pupils to keep head up when performing every skill - space group out - Equal distances between groups - Do not use excessive force - - Do not slide in - Do not tackle from behind
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ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
Developing Skills	Making and Applying	Physical and Mental Capacity	Evaluating and Improving