

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
<b>3</b>	<b>Football</b>	<b>Inside of foot passing</b>	<b>7</b>						<b>SEN:</b>
<b>Objectives:</b>	To be able to confidently perform with accuracy, 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 develop their understanding, knowledge, awareness and mental capacity of how to correctly receive the ball, and pass with the inside of the foot. E.g. Passing is quicker than a dribble.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder / intense	Observe performances <input type="checkbox"/> Use warm up cards with key phrases	<b>R+</b> To ask for help when needing it <b>R+</b> To be able to listen	<b>Science:</b> Forces to start	Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities.	
<b>Student Stretches</b>	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	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Ball / Objects being used in lesson / or muscle groups	<b>Q &amp; A</b> on benefits of stretching and their warm ups		<b>Objectives:</b> Describe forces as pushes or pulls, arising from the interaction between two objects		
<b>Inside of foot passing</b>	In pairs work on touches and control. Work over 5m	To be able to confidently perform with accuracy, the inside of the foot passes and receive them. To understand and know the benefits of passing and those of this pass. To develop their understanding, knowledge, awareness and mental capacity of how to correctly receive the ball, and pass with the inside of the foot. E.g. Passing is quicker than a dribble To incorporate the previous learnt skills e.g. <i>Passing, Receiving and Stopping / controlling the Ball</i> . To know the importance of keeping their head up whilst performing drills To appreciate how to make adjustments and adaptations to passes	- 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.	↑ Increase distance of pass ↑ Use opposite / non dominant foot ↑ Pass through targets / gates	<input checked="" type="checkbox"/> Pupils state, identify and reflect on the strength and weaknesses of passing and performances.	<b>R+</b> How do you bounce back from a wayward pass.	<b>Student expectations:</b> I can give a simple definition of what a force is. I can describe how forces cause objects to move or change shape. <b>Maths:</b> Fractions of quantities of passing stats found in Football analysis <b>Objectives:</b> To calculate fractions of a quantity <b>Student expectations:</b> I know how to calculate a third of a value or three quarters of something <b>English:</b> Using different media (newspaper, twitter, facebook, radio, TV, etc) read/ watch 2 reports about a football event. Then create 2 of your own reports using the different media available.	Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities.	
	Pass and move with one player going back								
	In triangles – pass the ball between A,B and C								
	Pass the ball to partners over 10 m and increase the intensity of passing. (Use both feet)								
	In half a pitch: Place 30 different gates 1 – 2 m apart. In pairs they must dribble to and pass through each gate using minimum touches								
	Pass and follow								
	In three groups, groups A and C are opposite each other 15m apart. A passes to B which gives and passes back to A who is moving forward. A then passes to C. C then passes to B, B back to C who is moving and then passes to A.								
In pairs - pass the ball on the move down channel the channel.									
3 v 1 – Keeping possession				↑ Three touches only to control ↑ Two touches only to control ↑ You cannot pass through a gate that is occupied	<input type="checkbox"/> Assess the weak passes <input type="checkbox"/> Assess the accuracy of the passing	<input type="checkbox"/> Discuss the importance of quick feet movement when quick passing and receiving in games			
				↑ One touch only to control ↑ One touch passing	<input type="checkbox"/> Assess the hand and eye co-ordination when performing a pass				
				↓ Decrease the size of channel ↑ Increase size of channel ↑ Pass and follow ↑ Add a goal to pass into	<input type="checkbox"/> Assess the mistakes made when passing and receiving on the move	<input type="checkbox"/> Discuss teaching points used to beat / outwit opponent with passing			
				- Use any type of pass. - DEF cannot tackle they can only intercept the ball.	↑ 2 v 2 – Keeping possession ↑ Increase size of area ↓ Decrease size of area	<input type="checkbox"/> Assess the mistakes made when passing	<b>R+</b> Students acknowledge decisions		
<b>Games</b>	3 V 3 GAME Add in small goals	To incorporate these skills into small sided games of football To be able to confidently perform with accuracy, these skills in a competitive situation	- with small goals - no dribbling allowed	↑ Everyone must touch the ball ↑ Limit number of touches ↑ Limit height of ball	Observe Games <input type="checkbox"/> Ask pupils for feedback and analysis of passing within games	<input type="checkbox"/> Discuss how performers can use varying passing skills to outwit opponents in games	Make comparisons of the reporters techniques, what information has the report given and what can you infer from this. Learn new/ different types of vocabulary used depending on audience and style. Use accurate spelling and grammar. <b>Student expectations:</b> Reading for meaning and understanding of writer's technique. Information retrieval and inference. Learning new vocabulary and technical terms. Writing for specific purpose (comparison) using accurate spelling and grammar.	the removal of lactic acid/CO2/waste products  revent (delayed onset of) muscle soreness/ DOMS.	
	3 v 3 GAME Add in height of ball	To comprehend and grasp the simple rules of football such as starting, throws ins and scoring To be able to outwit opponents with passing and dribbling skills.			<input checked="" type="checkbox"/> Analyse the strengths and weaknesses in the passes within the 3 v 3 games				
<b>Leadership &amp; Coaching</b>	Discuss the basic skills, tactics, and teaching points used to beat and outwit opponent in 3 v 3 games	To understand how to coach and lead a team correctly To be able to communicate correctly and accurately for all students. To comprehend and grasp the basic types of tactics used	Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.	↑ Play and introduce new tactics every 4 to 5 minutes ↑ Reward for positive skills, techniques, tactics, understanding and knowledge shown	<b>Q &amp; A</b> : Are the skills, moves and tactics predictable or unpredictable when in 3 v 3 situations	<b>R+</b> Can they create their own drills			
<b>Officiating</b>	Officiate the 3 v 3 Game	To be able to officiate the Football Game correctly using the correct signals, comments, scoring and techniques	Use the correct signals Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions Be fair and consistent	Focus on the rules regarding scoring, shooting, dribbling and tackling	<input checked="" type="checkbox"/> Analyse strength and weaknesses in signals, calls, fairness and accuracy of decisions	<input type="checkbox"/> Introduce new rules regarding passing, controlling and dribbling	<b>Skills:</b> Background reading, viewing and research about sporting events. Group work and discussion. Multiple-choice. Self/peer/teacher assessed writing project.		
<b>Cool Down</b>	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 / stretches	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback regarding their performances <input type="checkbox"/> Use cool down cards with key phrases	Pupils create a new cool down for passing			
<b>Active lifestyle &amp; Social Guidance</b>		Where is a good local place to walk the dog or go a bike ride?							
<b>Equipment</b>		Balls, Cones, Bibs, Stopwatch, Whistle, Peer evaluation sheets							
<b>Healthy Lifestyles and well being</b>		State why being hydrated is paramount for optimum performance							