

Year 5 - Football

Lesson Plan

COMPETING
EDSTART

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| Lesson Objective | To dribble a ball using their feet | Lesson 1/6 | | |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">Dribble the ball with their feet, keeping it under controlMove in a variety of directions whilst keeping the ball under controlMove the ball away from the defender whilst keeping it under control | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain when and why we dribble with the ballI can describe how to keep the ball close using small touchesI can understand how to move away from defenders while dribbling | EDSTART GO <ul style="list-style-type: none">I can dribble with control using different parts of my feetI can change speed and direction while dribblingI can keep the ball under control in games like The Gauntlet | EDSTART SHOW <ul style="list-style-type: none">I can respect defenders while trying to dribble past themI can encourage my teammates when they practise dribblingI can celebrate others' success when they improve control | |
| Key Questions | <p>How can you keep control of the ball when there is lots of traffic and pressure around you? By using small, soft touches with both feet, keeping your head up to scan for space, changing speed and direction quickly, and using your body to protect the ball from defenders</p> | | | |
| Warm Up | <p>TRAFFIC JAM DRIBBLERS: Pupils each have a ball and move freely around the playing area. On the coach's commands, they react quickly:</p> <ul style="list-style-type: none">"Red Light!" – stop the ball and keep it still under one foot"Amber Light!" – dribble slowly with small controlled touches"Green Light!" – dribble quickly into space while keeping the ball close"Roundabout!" – perform a small circle dribble before changing direction <p>Encourage pupils to keep their heads up to avoid collisions and to use both feet while moving. This fun, high-energy warm-up develops control, awareness, and quick decision-making. PROGRESSION: Add obstacles (cones or markers) to weave through or introduce "traffic police" — pupils who try to tag dribblers who lose control of their ball, helping to encourage better ball handling under pressure.</p> | | | |
| Main Activity | <p>SUPER SKILLS CIRCUIT: Every pupil has a ball and moves continuously around the area, keeping the ball close with small, soft touches to maintain full control. Encourage pupils to use both feet, the inside and outside of the foot, and to change speed and direction regularly. Demonstrate key techniques such as toe taps, sole rolls, drag-backs, pull-backs, and gentle push touches. Emphasise staying on the balls of the feet, keeping the head up to scan space, and cushioning the ball with soft contact rather than kicking it away. The focus is on control, balance, coordination, and confidence with the ball at all times. PROGRESSION: Add timed challenges such as "How many toe taps can you complete in 20 seconds?", introduce specific turns on command (e.g. stop turn, drag-back, outside cut), or create zones where pupils must perform a skill before exiting.</p> <p>DUEL DASH: Pupils pair up and face each other with one ball between them. The first player passes the ball to their partner, who becomes the attacker, while the other becomes the defender. The defender runs straight forward to apply light pressure without tackling at first, aiming only to block space. The attacker dribbles toward the defender with close control, lowers their centre of gravity, uses quick touches, and changes direction at the right moment to move past without bumping. Emphasise keeping the ball on the side furthest from the defender, using body shape to protect possession, and accelerating away once past. This develops 1v1 confidence, balance, timing, evasion, and decision-making under pressure. PROGRESSION: Allow defenders to win the ball only when moving forward, then add a cone gate or small goal behind the defender for the attacker to dribble through after evading them for added challenge.</p> <p>THE GAUNTLET CHALLENGE: Divide the class into groups of four, each working in a wide dribbling channel marked with cones. Pupils start at one end and must dribble through the channel to a safe zone at the far end without losing control of the ball. Begin with no defenders to build confidence, focusing on keeping the ball close, using both feet, and changing direction smoothly. Once pupils understand the task, add one defender inside the channel to create a 3v1 challenge. The three attackers must work together, using quick touches, feints, changes of direction, and supportive movement to help each other reach safety. Defenders can move side to side within their channel only. This activity develops dribbling under pressure, teamwork, shielding, spatial awareness, and tactical decision-making. PROGRESSION: Add a time limit for attackers to reach the safe zone, reduce channel width to increase difficulty, or add extra defenders for advanced groups to further challenge control, speed, and teamwork.</p> | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Larger channels for beginners, tighter for advanced dribblers. | TASK Start with ball mastery, progress to 1v1 and group gauntlet games. | EQUIPMENT Use smaller/lighter balls for beginners, size 4 balls for advanced. | PEOPLE Work individually first, then in pairs, then in small groups. |
| Cooldown | <p>COPY THE CAPTAIN: Pupils spread out in the playing area, each with a ball. The coach (or a chosen pupil leader) performs slow dribbling movements, and everyone else must mirror them, gentle turns, toe taps, and rolls. Gradually slow the tempo until everyone comes to a complete stop. Follow with light stretches for calves, hamstrings, and shoulders while holding the ball for balance. End with a reflection by asking, "What helped you keep control of the ball in tight spaces today?" and "How did teamwork help you in the gauntlet?" PROGRESSION: Allow different pupils to take turns as Captain, creating their own movements for the class to follow, promoting creativity and leadership.</p> | | | |
| Key Technical Points | Encourage children to keep the ball in front of them, use the part of the foot just to the outside of the laces – lots of light touches. | | | |

Year 5 - Football

Lesson Plan

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| Lesson Objective | To turn/change direction using different surfaces of the foot whilst up against a defender | | | |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | Lesson 2/6 | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none"> Change direction with the ball whilst moving. Turn with the ball using different surfaces of the foot. Understand to keep their knee bent when changing direction, to be able to push away with speed Start the turn slow then push away fast | | | |
| EDSTART KNOW | EDSTART GO | EDSTART SHOW | | |
| <ul style="list-style-type: none"> I can explain the different parts of the foot I can use to turn I can describe how to bend my knees to push away with speed I can understand why turning helps me lose a defender | <ul style="list-style-type: none"> I can turn using different parts of my foot I can change direction while keeping the ball close I can practise turns in 1v1 and 2v2 situations | <ul style="list-style-type: none"> I can respect my partner when practising turns I can encourage others when trying new skills I can share responsibility in team activities | | |
| Key Questions | <p>How do dribbling control, movement into space, and teamwork help you keep possession and beat defenders in games? They help you keep the ball close, avoid pressure, support teammates, create passing options, and make decisions under defensive pressure.</p> | | | |
| Warm Up | <p>ESCAPE THE SHARKS: All pupils begin with a ball on one side of the playing area. On the coach's signal, they must dribble to the opposite side while keeping the ball close with small, controlled touches and their head up to scan for space. Several pupils are chosen as "sharks" and act as defenders, moving to track dribblers and attempting to stop their progress by placing a foot firmly on top of the dribbler's ball. If a dribbler's ball is stopped under control by a shark, they immediately become a shark and join the defending team for the next round. The game continues until only one dribbler remains with control of their ball and is declared the winner. Emphasise keeping the ball on the foot furthest from defenders, using quick changes of direction, shielding with the body, and accelerating into space after evading a shark. This high-energy game develops close control, awareness, evasion, and spatial understanding under pressure. PROGRESSION: Add more sharks each round, create smaller "safe zones" on the sides where players must stop the ball under control before continuing, or require advanced groups to use only their weaker foot.</p> | | | |
| Main Activity | <p>SKILL MASTERS: Every pupil has a ball and moves freely around the area, practising close control with small, soft touches to keep the ball within one step at all times. Encourage pupils to keep their heads up, use both feet equally, and vary their speed from slow dribbling to quick bursts. Introduce and model a range of turns and control techniques such as drag-backs, inside and outside cuts, step-overs, sole rolls, and Cruyff turns. Pupils are given time to explore these movements in a relaxed, non-competitive environment to build confidence, coordination, and creativity with the ball. Emphasise cushioning the ball with the foot, staying balanced on the balls of the feet, and changing direction with control rather than kicking the ball away. PROGRESSION: Call out a turn or movement at random for pupils to perform on the whistle, introduce short challenge rounds such as "How many toe taps in 20 seconds?", or link two skills together in a sequence for more advanced control.</p> <p>FIND THE SPACE: Combine two ability groups in a marked grid. Six feeders stand evenly spaced around the outside, each with a ball. Inside the grid, three pairs work at a time with one attacker and one marker per pair. The attacker's aim is to use quick changes of direction, acceleration, and clever movement to lose their marker, receive a pass from an outside feeder, return it quickly with one touch if possible, and then move immediately into a new space to find a different feeder. The marker must track the attacker closely, block passing lines, and stay between the attacker and the feeder without making contact. Emphasise timing of runs, scanning for space before moving, showing clear target hands or feet to receive the ball, and quick safe returns of the pass. This develops agility, awareness, passing under pressure, and intelligent movement off the ball. PROGRESSION: Allow attackers one controlled touch before returning the pass, introduce a rule where three successful passes must be completed before swapping roles, or increase the number of markers to raise defensive pressure.</p> <p>MINI MATCH MADNESS: Set up several 15x15 metre squares and group pupils by ability. Each square hosts a 2v2 mini match where teams work together to maintain possession, complete passes, and keep the ball away from their opponents. Players are encouraged to use quick turns, changes of direction, feints, shielding with the body, and constant movement to create space and support each other. Emphasise communication, spreading out to use the whole area, and immediate transition from attack to defence. Rotate opponents regularly to provide variety and fresh challenges. This activity develops teamwork, decision-making, ball retention, and confidence in small-sided game situations. PROGRESSION: Add a small goal or target zone to encourage attacking play, introduce a rule where teams must complete a set number of passes before scoring a point, or run time-based challenges where teams score as many points as possible in two minutes.</p> | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Wider areas for beginners, smaller areas for advanced turns. | TASK Begin with simple ball mastery, progress to 2v2 keep-ball. | EQUIPMENT Use cones to mark turning zones, size 4 balls for play. | PEOPLE Pairs for skill practice, groups for competitive games. |
| Cooldown | <p>MIRROR DRIBBLE FLOW: Pupils pair up, each with a ball, and face one another. One pupil acts as the "leader" and performs slow, controlled dribbling movements such as gentle turns, stops, sole rolls, and small changes of direction, while the partner mirrors every action as closely as possible. Emphasise keeping the ball close to the feet, using soft touches, staying balanced, and keeping the head up to remain aware of the partner's movements. After one minute, pupils swap roles so both experience leading and following. This calming activity reinforces ball control, coordination, awareness, and focus while gradually lowering the intensity of the session. Finish with gentle stretches for the calves, hamstrings, quadriceps, and shoulders while holding the ball for balance and control. PROGRESSION: Add a creative round where pupils design their own short dribbling routine to share with a partner or small group, combining turns and control moves learned in the lesson to promote confidence, creativity, and leadership.</p> | | | |
| Key Technical Points | Encourage children to keep the ball in front of them, use the part of the foot just to the outside of the laces – lots of light touches. | | | |

Year 5 - Football

Lesson Plan

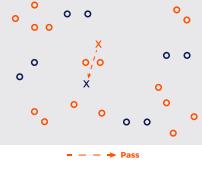
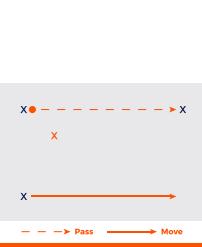
COMPETING
EDSTART

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| Lesson Objective | To understand the role of the defender | Lesson 3/6 | | |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | | | |
| Success Criteria | Children can: <ul style="list-style-type: none">Know how to stand when defendingClose down the attacker and try to win the ball | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain how to stand when defendingI can describe how to close down and pressure an attackerI can understand when to tackle and when to delay | EDSTART GO <ul style="list-style-type: none">I can position my body between attacker and goalI can close down space to stop attackers scoringI can work with a partner in defending games | EDSTART SHOW <ul style="list-style-type: none">I can encourage teammates when defending togetherI can respect attackers by tackling fairlyI can show patience even if I don't win the ball | |
| Key Questions | How do good defenders stop attackers from scoring or keeping possession? By staying balanced and side-on, delaying the attacker, communicating with teammates, and timing tackles to intercept or dispossess safely. | | | |
| Warm Up | SHADOW HUNTER: Pupils work in pairs, one behind the other. The front player starts with a ball and dribbles freely around the area, changing direction, pace, and turns to evade their partner. The player behind, without a ball, acts as the "hunter" and tracks their partner closely. When they manage to dispossess the ball using a clean tackle or interception, they score a point and roles switch immediately. This game develops agility, awareness, close control, and defensive positioning while keeping intensity high. PROGRESSION: Add a time limit for each round, allow attackers to use specific turns such as drag-backs or step-overs, or restrict defenders to side-on approaches to practise realistic tackling angles. | | | |
| Main Activity | STOP THE RUNNER: In a 10x10m area, players pair up and take turns as attacker and defender. The attacker begins by passing to the defender, who returns the ball to start the duel. The attacker aims to dribble past the defender and cross the end line using close control, quick changes of pace, feints, and changes of direction. The defender closes down space quickly with short, fast steps, staying low with knees bent, body side-on, and weight on the balls of the feet to stay balanced and ready to react. Emphasise angling the attacker away from the end line, showing them toward the side, keeping the ball on the defender's weaker side, and using an outstretched front foot to poke or block rather than diving in. Defenders should delay first, keep eyes on the ball, match the attacker's speed, and only tackle once they see a heavy touch. After each attempt, reset quickly and swap roles regularly so both players practise attacking and defensive techniques under pressure. PROGRESSION: Add scoring — one point for the attacker crossing the line, one for the defender forcing the ball out, and two for a successful clean tackle. Introduce a second end zone so that once possession changes, the new attacker can counter-attack immediately to develop transition speed and decision-making.  | | | |
| | PRESS & PROTECT: In groups of six, four attackers keep possession against two defenders inside a 10x10m grid. The attacking team scores one point for completing five consecutive passes. Defenders press together, communicate, angle their runs, and attempt to intercept or force errors. When defenders win possession, roles immediately switch. This develops pressing, teamwork, anticipation, and quick transitions between attack and defence. PROGRESSION: Reduce the number of touches for attackers, add a time limit for defenders to win the ball, or increase to 3v4 for greater challenge.  | | | |
| | MINI MATCH DEFENDERS: Set up several 20x15m grids and group pupils by ability. Teams play 3v3 mini matches with a strong focus on defensive teamwork, shape, and communication. Defenders are encouraged to stay compact, recover quickly, support each other, and move as a unit while attackers attempt to create space and retain possession. This allows pupils to apply individual defending skills in realistic game conditions. PROGRESSION: Add small goals or scoring gates for direction, or award bonus points for clean interceptions, successful pressing as a unit, or preventing a shot. | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Smaller areas for beginners, bigger areas for advanced defenders. | TASK Start with shadow defending, progress to rondos and 3v3 games. | EQUIPMENT Use markers and bibs for clarity. | PEOPLE Pairs for defending practice, groups for rondos. |
| Cooldown | DEFENSIVE MIRROR: Pupils pair up and face each other in strong defensive stances with knees bent, feet apart, and hands out ready. One pupil leads by moving slowly side to side, forward, or backward, and the partner mirrors their movements to maintain the same distance and angle, just like a defender marking an attacker. After one minute, swap roles. Gradually slow the pace before finishing with gentle stretches for legs, back, and shoulders. End with a reflection: "What helped you stop your opponent today?" and "How did communication make your defending stronger?" PROGRESSION: Add a ball for the leader to dribble slowly while the partner mirrors defensive movements, combining control, tracking, and positioning in a calm, focused way. | | | |
| Key Technical Points | Keep your body between the attacker and the goal, using small lateral movements to deny them any space. Stay patient and avoid diving into tackles; instead, time your challenges carefully to win back possession effectively. | | | |

Year 5 - Football

Lesson Plan

COMPETING
EDSTART

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| Lesson Objective | To pass the ball over a short distance | Lesson 4/6 | | |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | | | |
| Success Criteria | Children can: <ul style="list-style-type: none">Understand where they need to contact the ball to pass it correctlyKnow how to stand and approach the ball to pass itAim a pass at a partner over a short distance | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain how to use the inside of my foot to passI can describe why short passes help my team keep possessionI can understand when to pass rather than dribble | EDSTART GO <ul style="list-style-type: none">I can pass accurately to a partner over a short distanceI can control the ball before passing itI can complete passes in games like Passing Gates and Battleships | | |
| Key Questions | How can quick movement and accurate passing help your team keep possession and create scoring opportunities? By moving into space quickly and passing accurately, teams keep the ball away from defenders and create more chances to score. | EDSTART SHOW <ul style="list-style-type: none">I can respect my teammates when receiving passesI can encourage others during passing gamesI can share feedback on passing accuracy | | |
| Warm Up | STEAL THE TAIL: Each pupil tucks a bib into the back of their shorts to act as a tail. On the coach's signal, all pupils move continuously around the playing area, attempting to steal as many tails as possible while protecting their own. Pupils keep any captured tails in their hand or waistband. If a pupil's tail is taken, they remain in the game and can win a new tail by stealing from someone else. Emphasise light footwork, sharp changes of direction, scanning for space, and keeping the body between opponents and their tail. This energetic warm-up develops agility, balance, awareness, evasion skills, and quick reactions. PROGRESSION: Add safe zones where pupils can stay for three seconds to reset before rejoining play, or introduce team rounds where groups must collect the most tails within a set time. | | | |
| Main Activity | <p>GATE GETTERS: Mark out a large rectangular area and scatter cone gates of three different colours and sizes: large red, medium blue, and small orange. In pairs, pupils dribble around the area and pass the ball through as many gates as possible, communicating clearly with their partner to stay accurate and controlled. Large gates are worth one point, medium gates two points, and small gates three points. Emphasise good passing technique, controlled first touch, supporting movement, and keeping heads up to avoid collisions. This game builds passing accuracy, movement off the ball, awareness, and teamwork. PROGRESSION: Add a one-minute time limit to see how many points each pair can score, or introduce moving defenders who attempt to block gates to increase difficulty.</p>  <p>TARGET COMMAND: Pupils work in pairs, each set with five cones — one as their passing mark and four placed as coloured "ships." Starting from the passing mark, one pupil calls out the colour they are aiming for before attempting to pass the ball to strike it. If they hit the correct cone cleanly, they "sink" that ship. Players take turns, and each pupil begins with four lives, losing one life if they miss their announced target. The aim is to sink all of the opponent's ships while protecting your own through accuracy, focus, and decision-making. Emphasise controlled passing, aiming before striking, and following through toward the target. PROGRESSION: Move cones further apart to increase challenge, reduce target sizes, or allow players to earn an extra life by sinking two ships consecutively.</p>  <p>KEEP THE PASS: Pupils form groups of four, with one defender in the middle and three attackers forming a triangle on the outside of a marked 5x5m grid. The three outside players must pass the ball between them, keeping possession away from the defender through quick movement, accurate passing, and clear communication. The defender works actively to intercept, pressure, or touch the ball. When the defender wins possession, they swap with the attacker who lost control. Emphasise moving after every pass, showing for the ball, and creating clear passing angles. This activity develops teamwork, quick decision-making, spatial awareness, and ball control under pressure. PROGRESSION: Reduce the size of the grid to increase intensity or add a second defender for advanced groups, creating a 3 vs 2 challenge.</p>  | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Start with short passing gates, progress to larger distances. | TASK Begin with static passes, progress to 3v1 passing games. | EQUIPMENT Use cones and colour-coded gates. | PEOPLE Pairs for practice, groups for passing challenges. |
| Cooldown | PASS & PRAISE: Pupils form small circles of four or five and pass the ball gently around while walking slowly. After every pass, the receiver gives a quick positive comment to their teammate (e.g. "Nice pass!" or "Good aim!"). This builds a supportive environment while lowering the heart rate. Gradually slow down to static stretches focusing on legs, shoulders, and arms. PROGRESSION: Add a mini challenge at the end — each group must complete five perfect passes without dropping or mis-controlling the ball before they finish stretching. | | | |
| Key Technical Points | Encourage children to use the instep of the foot to 'push' the ball. | | | |

Year 5 - Football

Lesson Plan

COMPETING
EDSTART

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| Lesson Objective | To shoot the ball towards a target using the correct technique | | |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none"> • Know how to stand and approach the ball to shoot correctly • Understand the ABCs of shooting (Angle Balance Contact) • Understand how to hit the ball, and where to aim | | |
| EDSTART KNOW | EDSTART GO | EDSTART SHOW | |
| <ul style="list-style-type: none"> • I can explain the ABCs of shooting (Angle, Balance, Contact) • I can describe where to place my standing foot when shooting • I can understand how to strike the ball with my laces | <ul style="list-style-type: none"> • I can shoot with power and accuracy at a target • I can combine passing and shooting in small groups • I can attempt different types of shots in conditioned games | <ul style="list-style-type: none"> • I can respect goalkeepers and defenders when shooting • I can encourage my teammates when they score • I can celebrate others' success fairly | |
| Key Questions | How can we improve our shooting accuracy in games? By approaching the ball at an angle, staying balanced, keeping eyes on the ball, striking with the laces, and choosing placement over power. | | |
| Warm Up | <p>STOP & GO DRIBBLERS: Mark out a large square or rectangle big enough for all pupils to move around safely with a ball. The coach stands outside the area holding three coloured cones: green, amber, and red. When the coach calls "Green!", pupils dribble freely around the area, keeping the ball close and avoiding others. On "Amber!", they stay still but perform controlled touches, rolling the ball side to side between their feet. On "Red!", pupils must stop their ball instantly by placing one foot on top. Emphasise quick reactions, close control, and spatial awareness throughout. PROGRESSION: Add "Blue Light!" where pupils must perform a specific turn (e.g. drag back, inside cut) or "Roundabout!" where they must dribble in a small circle before continuing.</p> | | |
| Main Activity | <p>AIM FOR ACCURACY: Pupils work in pairs with a clear target (cone, small goal, or gate) positioned between them. Each pupil takes turns striking a stationary ball toward the target, focusing on precision rather than power. Reinforce the ABC of shooting — Approach the ball at a slight angle, Balance with the non-kicking foot placed beside the ball and body leaning slightly forward, and Contact the ball cleanly with the laces through the centre. Emphasise locking the ankle, pointing the toe slightly down, striking through the middle of the ball, and following through in the direction of the target. Pupils should keep their eyes on the ball at the moment of contact and aim low for greater accuracy. Partners retrieve each other's shots, reset the ball, and give simple feedback on body position and technique. PROGRESSION: Move the target further away, make it smaller, or add a light moving ball for pupils to strike first time to develop timing and control.</p> <p>PASS, SET & STRIKE: Pupils work in groups of four or five facing a goal or target area. Player 1 passes firmly and accurately to Player 2, who cushions the ball (the "set") using the inside of the foot, softening the touch so the ball rolls perfectly into the path of Player 1. Player 1 times their run, opens their body, and strikes the moving ball using correct shooting technique: balanced stance, eyes on the ball, locked ankle, laces contact, and full follow-through toward the target. Emphasise correct weight of pass, soft first touch on the set, communication between players ("Set!", "Hit!"), and smooth movement after passing. After the shot, Player 1 collects the ball and joins the back of the line, Player 2 becomes the next shooter, and roles rotate continuously. PROGRESSION: Add a goalkeeper, introduce cone targets inside the goal, or make it competitive by awarding points for accurate on-target shots or goals.</p> <p>MINI MATCH MASTERS: Set up multiple 20x20m pitches with a goal at one end and organise pupils into balanced 3v3 teams. The focus is on applying shooting, passing, and movement skills in a game context. Encourage attackers to spread out, use width, and support the ball, while defenders apply light pressure and recover quickly. Reinforce shooting techniques in-game: opening the body when striking, choosing accuracy over power, striking across the ball into corners, and shooting early when space appears. The attacking team must complete three passes before being allowed to shoot, promoting teamwork, patience, and decision-making. Rotate teams regularly to ensure maximum engagement and equal opportunities to shoot. PROGRESSION: Add scoring rules (one point for any goal, two points for a goal scored after a three-pass build-up), introduce a time limit to increase tempo, or add neutral "joker" players to create overloads and increase shooting opportunities.</p> | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Closer targets for beginners, longer range for advanced. | TASK Begin with stationary shooting, progress to pass-set-shoot drills. | EQUIPMENT Use larger goals for beginners, smaller targets for challenge. |
| PEOPLE Pairs for technique, groups for shooting games. | | | |
| Cooldown | <p>WALKING FOOTBALL: Pupils form a semi-circle facing the goal. One at a time, they take a gentle, accurate shot while the rest of the group perform slow movements such as light jogging or toe taps. After everyone has had a turn, gather pupils to perform static stretches focusing on the legs and lower body, including calves, hamstrings, and quads. End with a reflection using the questions, "What helped you shoot more accurately today?" and "How did passing and teamwork help create better shooting chances?" PROGRESSION: Add a final challenge where pupils must pass, set, and finish one final slow-motion shot before cooling down, combining technique and fun to close the session.</p> | | |
| Key Technical Points | <p>SHOOTING: When shooting, approach the ball on an angle to create a better striking position, place the standing foot next to the ball to maintain balance, and strike through the centre of the ball with the laces for power and accuracy. Keep the head over the ball at contact to ensure the shot stays low and controlled, following through toward the target for a clean, accurate finish.</p> | | |

Year 5 - Football

Lesson Plan

COMPETING
EDSTART

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| Lesson Objective | To play small-sided games using the techniques shown throughout | | | Lesson 6/6 |
| Equipment Needed | Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs. | | | |
| Success Criteria | <p>Children can:</p> <ul style="list-style-type: none">Play small games following the rules providedPut into practice the techniques shownUnderstand when and where certain techniques need to be used. Dribble, pass or shoot? | | | |
| EDSTART KNOW | <ul style="list-style-type: none">I can explain the basic rules of footballI can describe when to dribble, pass, or shootI can understand how teamwork helps in matches | | | EDSTART GO |
| | <ul style="list-style-type: none">I can combine dribbling, passing, and shooting in gamesI can follow football rules in small-sided matchesI can use tactics like teamwork and communication | | | EDSTART SHOW |
| Key Questions | How did using teamwork and close control help you keep possession and create chances to score? Using teamwork helped us pass into space and support each other, while close control allowed us to keep the ball under pressure and attack with confidence. | | | |
| Warm Up | <p>DRIBBLE TAG SHOWDOWN: Each pupil starts with a ball in a defined playing area. A small group of pupils are selected as "taggers," who also dribble their own ball. All players move continuously, keeping the ball close with soft touches while avoiding collisions and scanning for space. Taggers attempt to gently tag another player's ball using controlled foot contact while maintaining control of their own dribble. If a pupil's ball is tagged, they immediately perform five controlled toe taps on the spot before rejoining the game. Emphasise head-up dribbling, use of both feet, quick changes of direction, shielding the ball with the body, and accelerating into space after evasion. This activity develops close control, awareness, agility, reactions, and confidence under pressure. PROGRESSION: Add more taggers to increase difficulty, require a specific turn (drag-back, inside cut) before re-entering, or limit pupils to their weaker foot for advanced groups.</p> | | | |
| Main Activity | <p>EDSTART NUMBERS CUP: Set up several mini-pitches with two teams lined up at opposite ends and one ball placed in the centre of each pitch. Players in each team are numbered (e.g. 1-4). When the coach calls a number, the corresponding players from each team sprint onto the pitch, compete for possession, and attempt to score in the opponent's goal. Play continues until a goal is scored or a set time expires, then new numbers are called. Encourage quick reactions, strong first touch, controlled dribbling at pace, shielding, and fast decision-making under pressure. Emphasise fair competition, quick transitions from defence to attack, and immediate recovery after losing possession. PROGRESSION: Call two numbers at once for 2v2 match-ups, introduce a 30-second shot clock, or require a pass before shooting to promote teamwork.</p> <p>EDSTART WORLD CUP FINAL: Divide the class into balanced, ability-based teams of four and organise small-sided matches across multiple pitches. Each game includes simple conditions to focus learning, such as completing three passes before shooting, scoring only with the weaker foot, or earning double points for team goals. Encourage players to spread out, provide passing options, communicate clearly, and support teammates both in attack and defence. Emphasise movement off the ball, quick passing combinations, controlled dribbling into space, and positive teamwork throughout. This competitive format builds confidence, game understanding, tactical awareness, and enjoyment through realistic match play. PROGRESSION: Add bonus points for goals scored after a team passing sequence, introduce neutral "joker" players to create overloads, or add a time limit to increase game intensity.</p> | | | |
| Adapted Learning (Differentiation) (Challenge) | SPACE Adjust pitch size to ability level. | TASK Start with conditioned games, progress to Edstart World Cup. | EQUIPMENT Use cones, bibs, and footballs. | PEOPLE Teams balanced for fairness, rotate positions for equal play. |
| Cooldown | <p>EDSTART WORLD CUP COOL DOWN & UNIT REFLECTION: Pupils walk slowly around the area with a ball each to gradually lower their heart rate, then form a circle to complete gentle static stretches for calves, hamstrings, quads, hips, shoulders, and arms. Between stretches, pupils perform very light ball movements such as slow toe taps or rolling the ball under one foot to maintain control while recovering. The class then reflect together on the whole Unit of Work, with each pupil sharing one skill they have improved (e.g. dribbling, passing, shooting, defending, teamwork) and one moment they felt proud of during the unit. The teacher reinforces key themes of effort, teamwork, resilience, fair play, and enjoyment to positively close the learning journey.</p> | | | |
| Key Technical Points | There is no off-side rule in play, and all free kicks are direct, meaning a goal can be scored directly from the kick. Penalty kicks are taken from 8 yards (7.32 metres) directly in front of the centre of the goal. Throw-ins must be taken using the normal two-handed over-the-head technique; if a foul throw is taken, the player is given one additional chance, after which the throw-in is awarded to the opposition. When a corner or free kick is awarded, the opposition must retreat at least 5 yards (4.5 metres) to allow the kick to be taken safely and fairly. | | | |