

Lesson Objective	To dribble a ball using different surfaces of the foot whilst up against a defender				Lesson 1/6
Equipment Needed	Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs.				
Success Criteria	Children can: <ul style="list-style-type: none">• Dribble the ball with their feet, keeping it under control• Turn with the ball using different surfaces of the foot• Move the ball away from the defender whilst keeping it under control• Understand to keep their knee bent when changing direction, to be able to push away with speed				
EDSTART KNOW	<ul style="list-style-type: none">• I can explain when and why we dribble in football• I can describe how to use different parts of the foot to control the ball• I can understand how bending my knees helps me change direction quickly		EDSTART GO	<ul style="list-style-type: none">• I can dribble with close control using both feet• I can beat a defender using turns and quick changes of direction• I can protect the ball and move it into space	
			EDSTART SHOW	<ul style="list-style-type: none">• I can encourage my partner when dribbling against defenders• I can play fairly in 2v2 games• I can respect my teammates and opponents during challenges	
Key Questions	When should you dribble in a game? You should dribble when you have space to move forward, need to escape a defender, or create time before passing to a teammate.				
Warm Up	CROSS THE AREA: All players dribble across the space while defenders try to stop them by using good positioning and pressure. Dribblers focus on keeping the ball close, changing speed and direction, and protecting the ball with their body. PROGRESSION: Reduce the space or add more defenders so dribblers must use quicker turns and decisions.				
Main Activity	<p>ESCAPE THE MARKER: Combine two ability groups to create a fast-paced teamwork challenge that encourages constant movement and decision-making. Six FEEDERS stand around the outside of the grid, each with a ball, ready to pass. Inside the grid are three pairs (one ATTACKER and one MARKER per pair). Attackers must receive a pass from any feeder, return the ball quickly with control, and then immediately move into a new space to find a different feeder. The marker applies pressure by trying to block passing lines and stay goal-side. Emphasise clear communication (calling for the ball), quick changes of direction, scanning for space before receiving, and clever positioning to create passing angles. Rotate roles regularly so all pupils experience attacking, defending, and feeding responsibilities. PROGRESSION: Reduce the space to increase pressure, limit attackers to one-touch passing to challenge speed of thought, add a time limit, or introduce a scoring system where each successful pass earns a point for the attacking team.</p> <p>RUN THE GAUNTLET: Split the class into groups of four and set up wide dribbling lanes with a clear SAFE ZONE at the end. Each child dribbles their ball from the starting line to the safe zone, focusing on close control, keeping the ball on their stronger foot, and looking up to scan for space. Encourage changes of speed and direction to maintain control while moving forward. Once pupils are confident, add a defender to create a 3 ATTACKERS vs 1 DEFENDER scenario. Attackers must work together by offering passing options, supporting the ball carrier, and using quick touches to move past the defender safely. Rotate roles regularly so everyone experiences attacking and defending. PROGRESSION: Add more defenders to increase pressure, make the lanes narrower to challenge close control, limit attackers to a set number of touches, or set a timed challenge to see which team completes the gauntlet fastest without losing possession.</p> <p>KEEP IT IN PLAY: Set up 15 x 15 metre pitches for each group, matching children by ability to ensure appropriate challenge and success. Teams of two compete in fast 2v2 games, aiming to keep possession through accurate passing, quick decision-making, and effective support play under pressure. Encourage players to move off the ball to create space, use width and depth, and communicate clearly to outplay opponents. Emphasise scanning before receiving, controlling the ball with the first touch, and choosing when to pass or dribble. Rotate opponents regularly to maintain intensity and engagement. PROGRESSION: Add mini goals to score into, limit touches to increase speed of play, introduce neutral players for overloads, or move into a 3v3 TOURNAMENT MODE where winners progress to the CHAMPIONS COURT.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Larger areas for beginners, tighter grids for advanced.	Start with unopposed dribbling, progress to defenders and 2v2.	Use smaller/lighter balls for beginners, standard size 4 for challenge.	Work individually first, then in pairs or small groups.	
Cooldown	DRIBBLE & STRETCH: Pupils dribble slowly around the space, keeping the ball close and under control. On the teacher's signal, they stop the ball safely and hold a stretch (for example a quad stretch or hamstring stretch) to recover. PROGRESSION: Add ball-control challenges such as toe-taps or sole rolls before each stretch. What move helped you beat the defender today?				
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 6 - Football

Lesson Plan

COMPLETE
EDSTART

Lesson Objective To pass the ball over a short distance

Lesson 2/6

Equipment Needed Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs.

Success Criteria Children can:

- Understand where they need to contact the ball to pass it correctly
- Know how to stand and approach the ball to pass it
- Aim a pass at a partner over a short distance

EDSTART KNOW

- I can explain how to pass using the inside of my foot
- I can describe how to aim and follow through for accuracy
- I can understand when to pass instead of dribble

EDSTART GO

- I can pass the ball accurately to a partner
- I can use both feet when passing
- I can combine passing with movement into space

EDSTART SHOW

- I can encourage my partner when practising passes
- I can work with my team to keep the ball
- I can respect others in competitive passing games

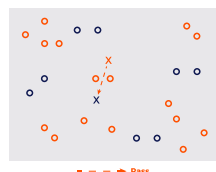
Key Questions

When should you pass the ball in a game? You should pass when a teammate is in a better position, when you are under pressure, or to keep possession and move the ball into space.

Warm Up

TAILS: Children tuck bibs into their shorts to create "tails" and try to steal each other's tails while protecting their own. Emphasise awareness, quick changes of direction, and shielding with the body. **PROGRESSION:** Add footballs so children must dribble while protecting their tail to combine ball control with evasion.

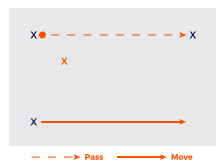
Main Activity



GATE RAIDERS: Mark out a large square and scatter coloured cone gates: RED (LARGE), BLUE (MEDIUM), and ORANGE (SMALL), across the area. In pairs, children dribble through the space and complete accurate passes through as many gates as possible, earning points for each successful pass. Encourage constant communication between partners, scanning before receiving, and adjusting body position to pass with control and accuracy while on the move. Pupils should decide together which gates to attack next, balancing speed with precision as they travel around the area. Rotate roles regularly so both players experience dribbling, passing, and receiving under pressure. **PROGRESSION:** Give one minute to score as many points as possible, make the gates smaller to increase challenge, introduce bonus points for passing through two different gates in a row without stopping, or require pairs to use their weaker foot for certain gates.



SINK THE SHIPS: Working in pairs, children set up five cones, one as a passing line and four as "ships" placed at different distances to vary difficulty. Players take turns aiming accurate passes at the ships, clearly calling their chosen target before each attempt to encourage decision-making and focus. Emphasise a controlled approach, side-on body position, non-kicking foot placed next to the ball, and a smooth follow-through towards the target. Each successful hit sinks a ship, rewarding accuracy rather than power. Once one player sinks all four ships, swap roles so both pupils practise passing and target selection. Encourage partners to give positive feedback and support after each attempt. **PROGRESSION:** Move ships further away, require a specific type of pass (inside foot, laces, or weaker foot), reduce the number of attempts allowed, or add a MYSTERY SHIP worth double points if it is called and hit first time.



DON'T GET TAGGED: In groups of four, three players form a triangle around the outside of a square while one DEFENDER patrols the middle. The outer players must keep possession by passing the ball quickly and accurately, using good spacing, sharp angles, and constant movement to stay away from the defender. Encourage players to scan before receiving, use their first touch to move the ball into space, and communicate clearly by calling names or signalling for the pass. Every 5 successful passes = 1 point, rewarding teamwork and patience rather than rushing play. Rotate the defender regularly so everyone experiences defending and attacking roles. **PROGRESSION:** Add a second defender for a 3v2 challenge, shrink the square to increase pressure and speed of decision-making, limit touches for attackers, or allow defenders to switch with the player they tag to keep everyone active, focused, and alert.

Adapted Learning (Differentiation) (Challenge)

SPACE

Bigger passing gates for beginners, smaller for advanced.

TASK

Start with stationary passing, progress to passing under pressure.

EQUIPMENT

Use cones of different sizes as targets; lighter balls for beginners.

PEOPLE

Work in pairs for drills, 3v1 or 4v2 for rondos.

Cooldown

PASSING CIRCLE: In a circle, pupils pass the ball slowly around the group, focusing on accuracy, timing, and clear communication before holding gentle stretches to recover. **PROGRESSION:** Add a moving target, where one child walks across the circle and pupils aim passes carefully to improve accuracy. *When is the best time to pass instead of dribble?*

Key Technical Points

Encourage children to use the instep of the foot to 'push' the ball.

Year 6 - Football

Lesson Plan

COMPLETE
EDSTART

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:

- Know how to stand when defending
- Close down the attacker and try to win the ball
- Show the opponent in the direction you want them to go
- Individual decision making – recognise when to try and win the ball and when to hold up the play or force the opponent into a certain part of the pitch

EDSTART KNOW

- I can explain how to stand correctly when defending
- I can describe how to show an attacker away from goal
- I can understand when to try and win the ball and when to delay

EDSTART GO

- I can close down attackers quickly and safely
- I can stay balanced while defending
- I can tackle fairly and regain possession

EDSTART SHOW

- I can respect opponents when defending
- I can support my teammates by covering space
- I can encourage my partner during 1v1 defending

Key Questions

How can good defending help your team in games? Good defending slows attackers, wins back possession, protects space, and helps the team stay organised and successful together.

Warm Up

FOLLOW THE LEADER: In pairs, one player dribbles the ball while the other SHADOWS closely, trying to track movement and win the ball at the right moment. Emphasise control for the dribbler and patience, balance, and timing for the defender. **PROGRESSION:** Make the area smaller or add extra pairs to increase pressure and decision-making.

Main Activity



DEFENCE DOMINATORS: In a 10 × 10 metre area, pairs face off in an ATTACKER vs DEFENDER challenge. The attacker's aim is to dribble across the end line, while the defender closes them down, blocks their path, or forces the ball out of play. Encourage defenders to stay low, adopt a side-on stance, keep the attacker in front of them, and time their tackle carefully. **TECHNIQUE:** Bend knees and stay balanced, shuffle sideways rather than crossing feet, watch the ball and the attacker's hips, use an arm's-length distance to apply pressure, and poke or block the ball away when the attacker takes a heavy touch. **PROGRESSION:** Shrink the area to increase pressure, change to 2v1 for teamwork, or challenge defenders to win the ball and dribble it back across their own line to score.



PRESSURE PARTY: In groups of six, 2 DEFENDERS work together to win the ball from 4 ATTACKERS, who must complete 5 consecutive passes to score a point. Defenders apply intelligent pressure by closing down space quickly, angling their runs to block passing lanes, and communicating clearly to decide who presses and who covers. Attackers move constantly to create angles, support the ball, and keep possession under pressure. When the defenders win possession or force a mistake, they immediately swap roles with the attackers to encourage fast transitions and game awareness. Emphasise teamwork, anticipation, quick reactions, and recovery runs throughout the activity. Rotate roles regularly so all pupils experience attacking and defending. **PROGRESSION:** Reduce the space to increase pressure, limit attackers to two touches to speed up decision-making, introduce a time limit to score, or increase the passing target to 10 for added endurance, focus, and concentration.

TAG THE TACKLER: Set up a 15 × 15 metre square. Two defenders start with bibs tucked in as TAGS. Attackers, each with a ball, dribble around the square trying to keep control and protect their ball. Defenders aim to steal the tags while staying balanced and in control. Switch roles every minute to keep intensity high. **PROGRESSION:** Add more defenders, reduce the playing area, or require attackers to perform a specific skill (turn or feint) every 10 seconds to stay safe.

THE DEFENCE DUEL: Split the class into balanced teams and set up 20 × 15 metre pitches. Each match is 3v3, creating fast, tactical games that require constant decision-making, movement, and communication. Teams aim to keep possession and score by passing through mini goals or dribbling over the end line, encouraging creativity and control. Defenders must press smartly, stay compact as a unit, and support each other to delay attacks and win the ball back. Encourage quick transitions between attack and defence, positive communication, and fair play throughout. **PROGRESSION:** Add a scoring bonus for successful tackles, make it 4v4 for increased teamwork, introduce touch limits, or use a WINNER STAYS ON tournament format to crown the ultimate defence champions.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use smaller areas for beginners, bigger for advanced.

TASK

Start with shadow defending, progress to 1v1 and 3v3.

EQUIPMENT

Use markers for end zones, bibs to identify defenders.

PEOPLE

Work 1v1 first, then defend in pairs or small groups.

Cooldown

SHADOW STRETCH: In pairs, one child leads slow movements with or without a ball while the other mirrors, focusing on balance, footwork, and body positioning. Finish with calm stretches to recover. **PROGRESSION:** Add gentle feints and side-steps before each stretch to challenge coordination. What did you do to stay between the attacker and the goal?

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 6 - Football

Lesson Plan

COMPLETE
EDSTART

Lesson Objective

To shoot the ball towards a target using the correct technique

Lesson 4/6

Equipment Needed

Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs.

Success Criteria

Children can:

- 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
- Choose the type of shot: Power, placed, lobbed, chipped, curled, outside of boot, inside of boot, laces

EDSTART KNOW

- I can explain the ABCs of shooting (Angle, Balance, Contact)
- I can describe how to use different types of shot
- I can understand where to aim when shooting

EDSTART GO

- I can strike the ball with my laces for power
- I can place the ball accurately into a target
- I can use first-time shots when the ball is moving

EDSTART SHOW

- I can respect my goalkeeper and attackers during shooting games
- I can celebrate my teammates' goals
- I can play fairly in shooting competitions

Key Questions

When is the best time to shoot in a game? The best time to shoot is when you are balanced, facing the target, have space, and your teammates have helped create a clear shooting opportunity.

Warm Up

TRAFFIC LIGHTS: Children dribble freely around the area. On "GREEN" they dribble forward, on "AMBER" they move side-to-side with the ball under control, and on "RED" they stop the ball quickly and safely. Emphasise close control, awareness, and quick reactions. **PROGRESSION:** Add a "SHOOT" command where players quickly strike the ball into mini goals.

Main Activity



TARGET TAKERS: Split the class into pairs and set up several small goals or cone gates between them as targets. Each child takes turns striking the ball towards the target and their partner, focusing on control and accuracy rather than power. Encourage players to use the laces of their foot, keep their body facing the target, and follow through towards the goal. Remind pupils to watch the ball carefully and adjust their approach to maintain balance and accuracy. The aim is to score as many accurate hits as possible. **PROGRESSION:** Move targets further away, make them smaller, or challenge players to shoot with their weaker foot for double points.

STRIKE ON THE MOVE: In pairs, players use the same targets but now practise shooting a moving ball. One child passes the ball to their partner, who times their run, runs onto the ball, and takes a first-time shot at the target. The shooter then becomes the passer to keep the activity flowing. Emphasise good timing, balanced body position, smooth approach, and keeping eyes on the ball when striking. Encourage players to adjust their speed and angle of approach for accuracy. **PROGRESSION:** Add defenders for pressure, limit touches before the shot, introduce a time challenge, or award points for hitting specific coloured targets.

PASS, SET, SHOOT, CHALLENGE: In groups of 4–5, players attack towards a goal with a goalkeeper. Player 1 passes to Player 2, who sets the ball back into space for Player 1 to shoot. After shooting, Player 1 collects the ball and rejoins the queue, while Player 2 becomes the next shooter, keeping the tempo high and allowing lots of repetitions. Emphasise quality passes, controlled sets, balanced shooting technique, and quick transitions between roles. Encourage clear communication and awareness of positioning around the goal. **PROGRESSION:** Add a defender to block shots, require one-touch sets to increase speed of play, limit shooting time, or challenge teams to score 5 goals in under one minute.

THE MINI CUP FINAL: Set up small 20 × 20 metre pitches with goals at each end. Children play fast-paced 3v3 matches, applying passing, movement, and shooting under pressure. Teams earn points for teamwork, accurate finishing, and strong defending. The team with the most goals wins the MINI CUP FINAL. **PROGRESSION:** Require at least 3 passes before a shot, make goals smaller to reward precision, or run a knockout tournament to crown the ULTIMATE STRIKING SQUAD.

Adapted Learning (Differentiation) (Challenge)

SPACE

Bring goals closer for beginners, increase distance for advanced.

TASK

Practise stationary shooting first, then moving shots and combinations.

EQUIPMENT

Use larger goals/targets for beginners, smaller for advanced.

PEOPLE

Work in pairs for pass-and-shoot, groups for shooting circuits.

Cooldown

SHOOTING RELAX: Pupils take gentle close-range shots, collect the ball, and then hold a calm stretch to recover. Emphasise relaxed technique, control, and accuracy rather than power. **PROGRESSION:** Add a calm PASS, SET, SHOOT sequence before each stretch to reinforce technique. **Which part of ABC (ANGLE, BALANCE, CONTACT) helped you most today?**

Key Technical Points

- Approach the ball on an angle ('A' – Angle)
- Place standing foot next to the ball ('B' – Balance)
- Strike through the ball with laces ('C' = Contact)
- Keep head over the ball (This keeps the flight of the ball low)

Year 6 - Football

Lesson Plan

Lesson Objective	To understand the basic rules of football				Lesson 5/6
Equipment Needed	Footballs (size 4 plus small/lighter for differentiation) cones, marker, bibs.				
Success Criteria	Children can: <ul style="list-style-type: none">• Know that if they drop an attempted catch, they are out• Choose the right moment to attack and defend• Know who to target on the opposition and what tactics might be best deployed				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• I can explain the basic rules of football• I can describe how a player is fouled or offside (if relevant)• I can understand when to dribble, pass, or shoot	<ul style="list-style-type: none">• I can play small-sided games following the rules• I can use different skills in a game• I can apply techniques I have learned in matches		<ul style="list-style-type: none">• I can respect referees and their decisions• I can support my teammates in competitive games• I can show fairness whether I win or lose		
Key Questions	How can pressing and intercepting help your team win possession? Pressing quickly and anticipating passes helps defenders win the ball, stop attacks, and give their team chances to attack and score.				
Warm Up	ROYAL RUMBLE: Teams aim to complete accurate passes while opponents press to win the ball. Encourage quick movement, scanning for space, and clear communication to keep possession. PROGRESSION: Reduce the grid size to force quicker decisions and faster passing.				
Main Activity	<p>DEFENCE DOMINATORS: In groups of six, 2 DEFENDERS work together to press and win the ball from 4 ATTACKERS who must complete 5 passes to score a point. Defenders communicate clearly, block passing lanes, and time interceptions to regain possession, staying compact and supporting each other. Once defenders win the ball, roles switch instantly so new defenders step in, keeping intensity high. PROGRESSION: Reduce the space, limit attackers to two touches, or challenge defenders to win the ball within 10 seconds to earn a bonus point.</p> <p>THE INTERCEPTOR CHALLENGE: Set up a 10 × 10 metre grid with one ball and three players inside. One player acts as the PASSER, one as the RECEIVER, and one as the INTERCEPTOR. The passer and receiver aim to complete quick, accurate passes while the interceptor reads the play and tries to block or intercept the ball. After one minute, rotate roles. PROGRESSION: Add a second interceptor, make passes one-touch only, or award points for every successful interception or every five completed passes.</p> <p>EDSTART WORLD CUP: Create multiple mini-pitches (for example, 3 pitches = 6 teams, 4 pitches = 8 teams). On each pitch, players line up at opposite ends with a ball placed in the middle. When the teacher calls out a number (for example, "Number 3!"), those players sprint onto the pitch to attack or defend. Add excitement by calling multiple numbers for a 2v2 battle. PROGRESSION: Call out three numbers for 3v3, switch goal directions mid-game, or introduce POWER PLAY rounds where goals count double.</p> <p>FOOTBALL FRENZY: Split the class into equal-ability teams of four and set up small-sided pitches. Matches last 3–4 minutes, each with a special CONDITION to keep play exciting, such as 3 passes before shooting, weaker-foot goals only, or every player must touch the ball before a goal counts. Teams earn points for winning, teamwork, and fair play. PROGRESSION: Add GOLDEN GOALS in the final 30 seconds, introduce COACH'S CHALLENGES mid-game (for example one-touch passing), or run a MINI TOURNAMENT to crown your FOOTBALL FRENZY CHAMPIONS.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Use smaller pitches for beginners, larger for advanced.	Start with conditioned rules, progress to full small-sided games.	Use smaller goals for beginners, larger or regulation for advanced.	Teams grouped by ability to keep games fair and challenging.	
Cooldown	WALKING FOOTBALL: Teams play at a walking pace only, focusing on close control, accurate passing, movement into space, and clear communication to keep the game safe and inclusive. Finish with gentle stretches to cool down. PROGRESSION: Add a rule that teams must complete 3 PASSES BEFORE SHOOTING to encourage teamwork and patience. Which rule was most important to keep the game fair today?				
Key Technical Points	<ul style="list-style-type: none">• At kick-offs, corners and free kicks, Opposition players must stand 4.5 metres from the ball• All free kicks are direct – Goals cannot be scored with direct shots from a kick off• Goal kicks can be taken from anywhere in the penalty area. Opposition players must retreat to the half way line• The pass back to the Goalkeeper rule applies. If a pass back occurs, a direct free kick is to be awarded to the opposition on the edge of the penalty area nearest to the point where the Goalkeeper handled the ball• The kick off is taken in the centre of the playing area to start the game and after a goal has been scored. In mini soccer you cannot score directly from a kick off or a drop ball situation				

Year 6 - Football

Lesson Plan

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 Children can:

- Play small games following the rules provided
- Put into practice the techniques shown
- Understand when and where certain techniques need to be used. Dribble, pass or shoot?

EDSTART KNOW

- I can explain the benefits of playing small-sided games
- I can describe how tactics help my team
- I can understand when to attack and when to defend

EDSTART GO

- I can dribble, pass, and shoot in match play
- I can use tactics with my team in games
- I can make good decisions on and off the ball

EDSTART SHOW

- I can respect opponents and officials
- I can encourage my team during games
- I can show good sportsmanship after matches

Key Questions

- Why small-sided games?
- Fewer players = more touches and involvement for everyone
 - More space = more dribbling, passing, and decision-making opportunities
 - Easier to read the game and develop tactical awareness
 - Increased chances to score = higher engagement and enjoyment
 - Every player gets to experience defending, attacking, and teamwork roles

Warm Up

TACTICS WORKSHOP: Children practise 2 OFFENSIVE and 2 DEFENSIVE tactics, discussing and deciding which to use in different game situations. Encourage pupils to explain their choices and recognise when to adapt tactics during play. **PROGRESSION:** Groups test their tactics in 3v3 MINI-GAMES before applying them in full matches.

Main Activity

KEEP AWAY KINGS: In groups of 4 or 5, one player stands in the middle as the DEFENDER, while the other players form a circle around them. The outside players pass the ball quickly and accurately to keep possession and avoid the defender, using movement, angles, and clear communication. Once the group completes a set number of passes (for example 5), they earn 1 point. If the defender intercepts a pass or wins the ball cleanly, the DEFENDER SCORES instead. Rotate the defender frequently so everyone experiences both attacking and defending roles, maintaining high engagement and fairness. **PROGRESSION:** Limit touches to TWO PER PLAYER, reduce the circle size to increase pressure and speed of decisions, or add a SECOND DEFENDER for advanced challenge and teamwork.

FOOTBALL FRENZY MINI MATCHES: Split the class into TEAMS OF 3 and set up multiple small pitches to maximise involvement and ball contact. Each match lasts 3 minutes, after which teams rotate to a new pitch so they experience a range of challenges and opponents. Apply different CONDITIONS to each pitch to encourage varied tactical thinking and skill development, such as: BLUE PITCH – 4 PASSES BEFORE SHOOTING to promote patience and teamwork; RED PITCH – EVERY PLAYER MUST TOUCH THE BALL to encourage inclusion and movement; YELLOW PITCH – WEAK-FOOT GOALS ONLY to build confidence and technical ability. Differentiate groupings by ability, energy, or confidence to keep all pupils engaged and successful. Encourage communication, quick transitions, and fair play throughout. **PROGRESSION:** Add POWER PLAY rounds where goals count double for a short period, designate a CHAMPIONS COURT where winning teams move up to face tougher opposition, introduce time limits to score, or reward 10-SECOND PASSING STREAKS with bonus points to develop possession skills under pressure.

Adapted Learning (Differentiation) (Challenge)

SPACE

Reduce pitch size for beginners, enlarge for advanced.

TASK

Start with simplified rules, progress to competitive matches.

EQUIPMENT

Use cones for goals or larger goals for challenge.

PEOPLE

Small teams for more touches, larger for tactical play.

Cooldown

CELEBRATION CIRCLE: Children dribble slowly around the space, then stop on the signal to demonstrate one stretch or movement they are proud of, which the rest of the group copies. Emphasise calm control, confidence, and positive encouragement. **PROGRESSION:** Each group creates a short STRETCH ROUTINE to perform together. Which skill from this term will help you most in a real match?

Key Technical Points

- There is no off-side
- All Free kicks are direct
- Penalty kicks are taken 8yds (7.32m) from opposite the centre of the goal
- Throw-ins should be taken in the normal way. A foul throw should be given another chance after which it shall be awarded to the opponent
- The opposition should be at least 5yds (4.5m) away when a corner or free kick is awarded