

# Year 1 Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To be able to dribble a ball using their feet in several small competitive games.	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Footballs – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>dribble the ball with their feet, keeping it under control.</li><li>move in a variety of directions whilst keeping the ball under control.</li></ul>	

### EDSTART KNOW

- I can keep the ball close to my feet when dribbling.
- I can use both feet helps me change direction quickly.
- I can look up to stay aware of others around me.

### EDSTART GO

- I can dribble the ball safely and under control in different directions.
- I can adjust my speed to keep the ball close when changing direction.
- I can use small touches to keep possession in competitive games.

### EDSTART SHOW

- I can demonstrate good control and awareness when dribbling.
- I can show teamwork and fair play in small competitive games.
- I can explain what helped me keep control during the activities.

### Key Question

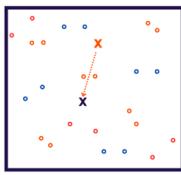
**How do we dribble a ball with our feet?** Keep the ball in front of them, using light touches. Try and use different parts of the foot to keep control.

### Warm Up

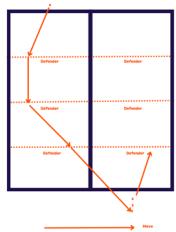
**PIRATE COMPASS:** All children are pirates with a football treasure! They dribble around the ship's deck (the area), listening for the captain's call of "North!", "South!", "East!" or "West!" and quickly change direction to sail that way. Keep changing calls to challenge reactions and control. **PROGRESSION:** Add commands like "storm!" (stop and shield) or "treasure!" (turn and change direction).

### Main Activity

**CAR CHAOS:** Children become race car drivers, navigating their "cars" (balls) around the track while following the coach's traffic commands. When the coach calls "Red!", they stop and freeze with one foot on the ball. "Yellow!" means move slowly in control, and "Green!" means drive fast but carefully around the space. "Beep your horn!" means five quick toe taps, "Windscreen wipers!" means side-to-side taps, and "Change car!" means swap balls with a nearby player. This fun, high-energy activity builds ball control, listening skills, and quick reactions. **PROGRESSION:** Add new challenges such as "Reverse!" (dribble backwards), "Roundabout!" (dribble in a circle), or "Speed Bump!" (jump over the ball).



**GATE CHALLENGE:** Set up a maze of colourful gates across the playing area using cones — large red, medium blue, and small orange. Each player dribbles their ball around the space, passing through as many gates as possible while keeping control and awareness of others. Encourage players to use both feet, change direction quickly, and look up to find the next gate. The focus is on accuracy, control, and spatial awareness. **PROGRESSION:** Time each round for 60 seconds and see how many gates players can dribble through. Award bonus points for smaller gates or challenge players to use only their weaker foot for extra precision and control.



**ESCAPE THE GAUNTLET:** Children enter the thrilling "gauntlet zone," where they must dribble their ball safely from one end to the other without losing control. In teams of four, one player dribbles at a time while others cheer and guide from the sidelines. To begin, there are no defenders, allowing children to practise moving at their own pace. Then, one defender is added who tries to block or steal the ball by stepping in front (without contact). Players must use sharp turns, quick feet, and teamwork to escape safely into the "safe zone." **PROGRESSION:** Add a second defender, make the channel narrower, or introduce timed races between teams to increase pressure and excitement while reinforcing control and teamwork.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Smaller spaces improve control, larger areas develop speed and dribbling into space.

**TASK**  
Introduce new commands, time limits, or targets to match skill level.

**EQUIPMENT**  
Use different ball sizes, colours, or textures to suit ability and age, improving control and engagement

**PEOPLE**  
Use defenders, teammates, or solo tasks to build confidence and competition fairly.

### Cooldown

**REFUEL STATION** (Recap and Discuss Success Criteria): Drivers park their footballs in the pit stop (cones), then stretch legs, arms, and back. Discuss how they controlled the ball and moved in different directions. **PROGRESSION:** Let children lead a stretch or share one new dribbling trick they learned today.

# Year 1 Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To introduce turning and changing direction whilst dribbling a ball with their feet. **Lesson 2/6**

**Equipment Needed** Footballs – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.

**Success Criteria** Children can:

- change direction with the ball whilst moving.
- turn with the ball using different surfaces of the foot.
- turn in different direction whilst keeping the ball under control.

### EDSTART KNOW

- I can use small touches help me keep the ball close and in control.
- I can use both the inside and outside of my foot to turn.
- I can keep my head up helps me see space and avoid defenders.
- I can dribble and turn using different techniques in small spaces.
- I can change direction and speed while keeping the ball close.
- I can keep control while dribbling through gates or avoiding defenders.

### EDSTART SHOW

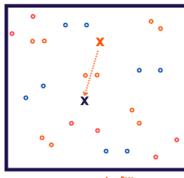
- I can demonstrate control and awareness in each activity.
- I can show good teamwork and sportsmanship in competitive games.
- I can explain what helped me control the ball and turn effectively.

**Key Question** Why is it important to keep the ball close when turning? It helps you stay in control, change direction quickly, and stop defenders from taking the ball.

**Warm Up** **FOOTBALL WIZARDS:** Each child becomes a magical football wizard controlling their enchanted ball! They move freely around the “training ground,” taking lots of light touches to keep their spell (ball) under control. The coach introduces new “wizard moves” such as the inside turn, outside turn, and drag back, which the children practise while moving around the area. Encourage them to keep their heads up, stay balanced, and use both feet to control their magic. This activity focuses on close control, coordination, and confident movement with the ball. **PROGRESSION:** Add fun commands like “Switch spell!” (change foot), “Freeze!” (stop and balance the ball), or “Magic spin!” (perform a turn on the spot).

**Main Activity** **FIELD ESCAPE:** Children begin on one side of the pitch and must dribble their footballs to the opposite side without losing control or being caught by the defenders. Defenders try to win possession or knock the ball away safely. When a dribbler’s ball is stolen, they join the defenders for the next round, learning both attacking and defending roles. The game continues until only a few skilled dribblers remain — they are crowned the Champions of Control! This activity builds agility, awareness, and decision-making under pressure. **PROGRESSION:** Add more defenders, reduce the playing area, or use time limits to increase challenge and intensity.

**COMPASS CHALLENGE:** Children become fearless explorers dribbling their footballs around the world. When the coach calls out a direction — “North!”, “South!”, “East!”, or “West!” — they must quickly turn and dribble towards that side of the area. The aim is to react quickly while keeping control of the ball. Encourage sharp turns, quick changes of pace, and awareness of others. This fun directional game develops listening, reaction speed, and dribbling accuracy. **PROGRESSION:** Add creative commands such as “Volcano!” (perform a drag back turn), “Avalanche!” (shield the ball for three seconds), or “Treasure!” (dribble to a cone and stop with the ball).



**TURNING TRAILS:** Set up colourful cone gates around the area — large red, medium blue, and small orange — to create a network of turning zones. Children dribble their footballs freely, aiming to pass through as many gates as possible. Each time they pass through a gate, they must perform a turn, such as an inside hook, outside turn, or drag back, before moving to the next gate. Encourage quick decisions and smooth movements to keep the ball close and under control. Players count how many clean turns they can complete in one minute. **PROGRESSION:** Make the gates smaller, add time pressure, or introduce combination turns (e.g., drag back followed by an inside turn) to challenge balance, agility, and precision.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Smaller spaces to improve close control, larger ones to develop dribbling speed and awareness

**TASK**  
Add more defenders, time limits, or extra turns to increase difficulty and variety.

**EQUIPMENT**  
Use smaller or larger footballs, coloured gates, or different cones to suit each child’s ability level.

**PEOPLE**  
Use partners, defenders, or small teams to build confidence and cooperative learning

### Cooldown

**SKILL CIRCLE:** Children gather in a large circle with their footballs, gently rolling them side to side while stretching their legs, arms, and shoulders. The calm movements help their bodies recover while keeping the ball under control. As they stretch, the coach leads a short discussion: “Which turn did you find easiest?” and “Which one would you like to get better at next time?” This reflection helps pupils think about their progress and celebrate effort. **PROGRESSION:** Pupils take turns leading a stretch or demonstrating their favourite new turn for others to copy and practise together.

# Year 1 Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To be able to dribble a ball using their hands against an opponent.	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Basketball – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>dribble a ball with their hands in a stationary position.</li><li>understand how they need to bounce the ball to keep control.</li><li>play against an opponent and understand how to keep the ball under control. use their bodies to protect the ball against the defender.</li></ul>	

### EDSTART KNOW

- I can use both hands to dribble with control.
- I can watch the ball and my surroundings at the same time.
- I can protect the ball by keeping it low and close.

### EDSTART GO

- I can dribble confidently with either hand in different activities.
- I can move in all directions while keeping the ball under control.
- I can pass and receive the ball accurately while staying aware of others.

### EDSTART SHOW

- I can demonstrate confidence and control when dribbling in competitive games.
- I can show teamwork and spatial awareness during group activities.
- I can explain how I improved my dribbling technique throughout the lesson.

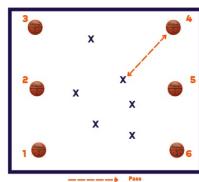
### Key Question

How can you keep control of the basketball when moving around the court? By using soft fingertips, keeping the ball close, staying low, and looking up to see where you're going.

### Warm Up

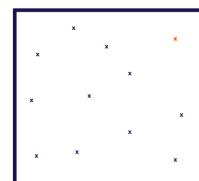
**BOUNCE CONTROL:** Children work in pairs to develop confidence and control with the basketball. Each player begins by dribbling the ball on the spot using their preferred hand, focusing on soft fingertips, bent knees, and eyes looking forward. After a short time, they switch to their non-preferred hand, learning to balance and control the ball on both sides. Finally, they alternate hands to create a steady rhythm and improve coordination. Encourage light, consistent bounces rather than powerful hits. This activity builds the foundation for dribbling in all directions. **PROGRESSION:** Add gentle movement by taking small steps forward, backward, and side to side while maintaining control of the ball.

### Main Activity



**COURT COMMANDS:** Children become cars on a busy basketball highway! Each player dribbles carefully around the court, keeping their head up to avoid collisions and respond to the coach's signals. When the coach calls or shows "Green", players move freely around the space; "Amber" means dribble on the spot; and "Red" means stop and balance the ball still in one hand. This activity strengthens listening, focus, and ball control under pressure. **PROGRESSION:** Remove verbal commands so players must react only to coloured cones or cards held up by the coach, encouraging visual awareness and decision-making. Add bonus commands such as "Roundabout!" (dribble in a circle) or "Reverse!" (dribble backwards).

**PASS & MOVE CIRCLE:** Split the class into two groups: one group forms a large outer circle while the other group stands inside with basketballs. Inside players dribble towards an outside partner, perform a controlled pass, then move quickly to find a new partner. Outside players return passes and stay alert for the next ball. Once the pattern is established, groups switch roles. This activity develops teamwork, communication, and moving with purpose while maintaining control. **PROGRESSION:** After each pass, inside players swap positions with their partner before finding another target. You can also challenge players to use their weaker hand or add a time limit to keep the pace high and engaging.



**COURT CHAMPION:** All children dribble freely within the playing area, protecting their basketballs from being knocked away by others. Players must keep their heads up, stay in control, and use quick changes of direction to avoid losing their ball. If a player's ball goes out of the court, they become a defender, joining the outer group to try and knock others' balls away. The last player still dribbling inside the area is crowned the Court Champion! This fast-paced game develops agility, awareness, and confidence under pressure. **PROGRESSION:** Add a time limit, reduce the court size, or require players to dribble with their weaker hand to increase challenge and improve control.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
smaller areas build close control, larger areas develop movement and awareness.

**TASK**  
visual signals only, faster transitions, or time limits for quick reactions.

**EQUIPMENT**  
Use different-sized basketballs or softer balls to suit ability and improve comfort and control.

**PEOPLE**  
Pair or group by ability — vary defenders, partners, and team sizes to support learning and inclusion

### Cooldown

**TEAM HUDDLE:** Children form a large circle and gently dribble their basketballs side to side while performing light stretches for their legs, arms, and shoulders. The coach leads a calm reflection, asking questions such as, "What helped you keep control of your ball?" and "How did you react when other players came close?" This discussion encourages children to recognise their progress and celebrate effort. The slow rhythm of bouncing helps their bodies cool down and their minds refocus. **PROGRESSION:** Invite pupils to lead a stretch, demonstrate a dribbling skill they improved during the session, or share one goal they want to work on next time.

# Year 1 Intro to Games

## Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to move with a ball using a variety of techniques against an opponent. **Lesson 4/6**

**Equipment Needed** Basketballs, cones, markers, hoops

**Success Criteria** Children can:

- play against an opponent and understand how to keep the ball under control.
- know what technique is needed depending on the game and / or ball.
- what equipment can be used for to create multi skilled games.

### EDSTART KNOW

- I can dribble using both hands confidently.
- I can protect the ball from defenders.
- I can keep my head up helps me see space and opponents.

### EDSTART GO

- I can dribble and move while reacting to others in competitive games.
- I can pass, receive, and dribble quickly under pressure.
- I can make quick decisions while keeping control of the ball.

### EDSTART SHOW

- I can demonstrate control, balance, and awareness during challenges.
- I can show teamwork and respect in competitive play.
- I can explain what helped me improve my dribbling or passing today.

### Key Question

How can you keep control of the ball when someone is close to you? By staying low, using your fingertips, keeping the ball close, and moving your body to protect it.

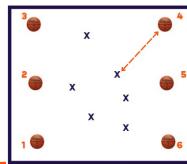
### Warm Up

**BOUNCE CONTROL:** Children work in pairs to build confidence and control with the basketball. Each player begins by dribbling the ball on the spot with their preferred hand, using soft fingertips, bent knees, and a steady rhythm. After 30 seconds, they switch to their non-preferred hand to strengthen control and coordination on both sides. Finally, they alternate hands in a smooth rhythm, keeping their eyes up to stay aware of others. This activity focuses on rhythm, balance, and ball awareness, helping pupils feel comfortable with the ball in motion. **PROGRESSION:** Add small, controlled movements forward, backward, and side to side while dribbling, keeping the ball close to the body at all times.

### Main Activity

**TAIL CHASERS:** Set up two side-by-side play zones and give each child a bib to tuck into the back of their shorts as a "tail." While dribbling their basketball, players try to steal others' tails without losing control of their own ball. If a player's tail is stolen, they move to the opposite play zone and continue playing. This energetic game builds spatial awareness, agility, and multitasking as pupils must move, protect, and control at the same time. **PROGRESSION:** Dribble using only one hand, add a time limit, or give bonus points for each tail collected without losing control.

**PARTNER PUSH:** Children work in pairs standing side by side, each with a basketball. On the coach's signal, both begin dribbling while gently leaning their shoulder against their partner's to keep balance and control. The aim is to maintain a steady dribble without losing rhythm or letting the ball go out of control while staying close to their partner. This develops strength, coordination, and body control under pressure. After a minute, partners switch sides or compete to see who can keep their dribble longest. **PROGRESSION:** Move around the area together while maintaining shoulder contact, or have one partner apply gentle pressure by moving slightly faster to challenge stability and awareness.



**PASS & DRIVE:** Split the class into groups of 12. Half of the players stand evenly spaced around the outside, each holding a ball, while the others move freely inside the space. Inside players approach an outside partner, receive a pass, dribble forward, return the pass, and move to find a new partner. This activity develops communication, movement, and spatial awareness while reinforcing passing accuracy and ball control. **PROGRESSION:** Add one or two defenders in the middle to intercept passes, encouraging quicker decisions, stronger dribbling, and confident ball protection. Swap roles every two minutes so all players experience both inside and outside positions.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
smaller spaces improve control, larger spaces encourage faster movement.

**TASK**  
Specific dribbling hands, or extra defenders to match ability levels

**EQUIPMENT**  
Use different-sized basketballs or softer balls for comfort and control depending on age and skill

**PEOPLE**  
Add defenders or change group sizes to build confidence and competition safely.

### Cooldown

**SKILL HUDDLE:** Children form a circle with their basketballs, gently bouncing side to side while performing light stretches for arms, shoulders, and legs. The coach leads a short reflection: "What helped you stay in control today?" and "How did you react when other players came close?" This helps pupils recognise improvement and build self-awareness. **PROGRESSION:** Pupils lead a stretch, demonstrate their favourite new skill, or share one thing they'd like to improve next time.

# Year 1 Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To introduce and develop different types of passing.	<b>Lesson 5/6</b>		
<b>Equipment Needed</b>	Basketballs / Footballs – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>can chest pass the ball to a partner.</li><li>cushion the ball into their chest when catching.</li><li>be introduced to different passes including the overarm and bounce passes.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>		
<ul style="list-style-type: none"><li>I can perform a chest pass with correct hand and arm positioning.</li><li>I can receive a pass safely using both hands and soft fingers.</li><li>I can use communication and movement and know they important when passing and receiving.</li></ul>	<ul style="list-style-type: none"><li>I can pass and receive the ball accurately with my partner.</li><li>I can move into space to support my teammate after passing.</li><li>I can dribble and pass smoothly in small group activities.</li></ul>	<ul style="list-style-type: none"><li>I can demonstrate control, teamwork, and accuracy when passing and receiving.</li><li>I can show confidence when moving and communicating with my group.</li><li>I can explain how I improved my passing technique and control during the lesson.</li></ul>		
<b>Key Question</b>	<b>What makes a good chest pass in basketball?</b> Using both hands to push from your chest with power, aiming for your partner's chest, and communicating clearly so they're ready to catch.			
<b>Warm Up</b>	<b>COMMAND COURT:</b> Pupils jog around the court, moving into open spaces while listening carefully for the coach's instructions. When "Ready Position!" is called, pupils place their hands in front and shout "Shoot, Pass, Dribble!"; when "Block!" is called, they jump with one arm raised; and when "Defence!" is called, they crouch in a defensive stance. This builds awareness, energy, and reaction speed. <b>PROGRESSION:</b> Add more commands such as "Pivot!" or "Switch!" to increase focus and coordination.			
<b>Main Activity</b>	<p><b>CHEST PASS PRACTICE:</b> Begin by explaining and demonstrating the correct technique for a chest pass — hands placed on either side of the ball, elbows out, and pushing sharply forward from the chest to a partner's chest. Emphasise control, accuracy, and clear communication when passing. Children work in pairs about three metres apart, focusing on strong, accurate passes and soft, secure catches.</p> <p><b>PASSER:</b> Push the ball firmly from your chest, finishing with thumbs pointing outward.</p> <p><b>RECEIVER:</b> Present hands in a target position, catch softly, and bring the ball into the body for control.</p> <p>This drill helps develop fundamental coordination, teamwork, and awareness. <b>PROGRESSION:</b> Gradually increase the distance between pairs, add a light jog before and after the pass, or introduce bounce passes to extend variety and challenge timing.</p> <p><b>PASS AND FOLLOW:</b> Children form small groups of four, each with one ball. Players pass the ball across the group and then immediately follow their pass to the next position in the sequence, creating a moving pattern around the area. The emphasis is on timing, focus, and communication — players must call out names before passing to build teamwork and awareness. Encourage smooth transitions and accurate passing rather than speed at first.</p> <p>This activity improves rhythm, movement, and spatial awareness as children learn to pass and move simultaneously. <b>PROGRESSION:</b> Add a timed challenge (e.g., one minute) to see how many clean chest passes the group can complete without dropping the ball. Introduce a second ball for extra challenge and to increase focus and reaction time.</p> <p><b>PASS, DRIBBLE, MOVE:</b> Split the class into groups of 12. Half of the pupils stand evenly spaced around the outside of the court, each holding a ball, while the other half move freely inside the area. Inside players approach an outside partner, receive a chest pass, dribble towards another outside player, and return a controlled chest pass before moving again. This continuous cycle encourages children to stay alert, use effective communication, and maintain control when moving between passes. The focus is on accuracy, decision-making, and teamwork, helping pupils transfer their passing skills into more game-like scenarios. <b>PROGRESSION:</b> Add one or two defenders inside the circle who try to intercept passes or block dribbling routes. This encourages quicker decisions, stronger ball protection, and improved movement off the ball. Swap roles after two minutes so every child experiences both passing and receiving.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Bigger areas for beginners, smaller spaces for more challenge.	<b>TASK</b> Start simple, then add time limits, weaker hands, or harder targets.	<b>EQUIPMENT</b> Use soft, large balls first, then smaller or firmer ones.	<b>PEOPLE</b> in alone or in pairs, then move to small groups or teams.
<b>Cooldown</b>	<p><b>TEAM HUDDLE:</b> Children form a large circle and begin gently dribbling on the spot to slow their heart rates. Gradually transition to rolling the ball side to side while stretching arms, shoulders, and fingers. As they stretch, the coach leads a reflective discussion: What makes a good pass? How did you and your partner communicate effectively? Encourage pupils to celebrate what they did well and identify one area to improve next time. The calm dribbling and stretches help the body recover and the mind reflect. <b>PROGRESSION:</b> Pupils take turns leading stretches, demonstrate their best passing stance for the group, or show a creative pass they enjoyed using during the lesson.</p>			

# Year 1 Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To be able to play small games using the techniques learnt. **Lesson 6/6**

**Equipment Needed** Footballs (size 3) Basketballs, cones, markers, bibs

**Success Criteria** Children can:

- play small games using the skills learnt throughout the term.
- dodge and avoid players on the opposite teams.
- understand basic rules of games and can follow them.

### EDSTART KNOW

- I can work as a team when passing, dribbling, and defending.
- I can show the difference between using my feet and hands in different game types.
- I can move into space helps create scoring opportunities for my team.

### EDSTART GO

- I can dribble and pass accurately in both football-style and basketball-style games.
- I can play fairly, work with teammates, and use good positioning to support play.
- I can change between attacking and defending quickly during small-sided games.

### EDSTART SHOW

- I can demonstrate teamwork, awareness, and decision-making during conditioned games.
- I can show good control and technique when dribbling, passing, and scoring.
- I can explain how communication helped my team succeed in matches.

### Key Question

How can teamwork help your team score in the End Zone Challenge? By communicating, spreading out to create space, and using accurate passes so everyone can move the ball towards the end zone safely.

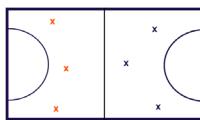
### Warm Up

**GAME ZONE:** Children begin on one side of the area, each with a ball. On the coach's signal, they dribble to the opposite side while avoiding defenders. Defenders try to stop players by placing their foot on their ball. If stopped, players join the defending team. **PROGRESSION:** Add more defenders or reduce the size of the area to increase challenge and awareness.

### Main Activity

**SUPER SPORTS SWITCH:** Begin with an exciting crossover challenge to get everyone active and thinking! Split the class into two halves — one half starts as footballers, the other as basketballers. Footballers dribble their balls with their feet around cones, while basketballers dribble with their hands through a zig-zag path. After 60 seconds, shout "SWITCH SPORTS!" and players quickly swap equipment and roles. Keep switching every minute, encouraging quick reactions, coordination, and control. **PROGRESSION:** Add defenders or mini-goals hoops, players must score before switching sports again.

**MULTI-GAME ARENA:** Create several mini-pitches for small-sided games, mixing football and basketball-style activities. Split children into groups of 3 and ensure similar abilities play together. In each game, players can only score from within a marked area, encouraging teamwork and control. Alternate between foot-based and hand-based play to develop all-round skills. **PROGRESSION:** Add rules like "3 passes before scoring" or "use your weaker foot/hand" to test adaptability.



**EDSTART END ZONE CHALLENGE:** Set up several small courts on the playground or in the sports hall, each with clearly marked end zones at either end. Divide the class into teams of three, creating multiple mini-games running at once to keep everyone active and engaged. The aim of the game is for teams to work together to pass the ball accurately and move into space, completing a pass to a teammate standing in the opponent's end zone. Once a player receives the ball inside the end zone, they can take a controlled shot to score a point for their team.

Encourage pupils to use a range of passes, chest passes for distance, bounce passes for control, and quick passes to keep possession. Remind them to keep their heads up, communicate clearly, and spread out to create passing options. Defenders should focus on marking opponents closely and intercepting passes without making physical contact.

This activity develops teamwork, spatial awareness, decision-making, and understanding of attacking and defending principles. It mirrors real game scenarios, helping children apply their dribbling and passing skills in a purposeful, competitive setting. **PROGRESSION:** Rotate roles every few rounds so all pupils experience attacking and defending positions. To add challenge, introduce time limits for possessions, require a minimum number of passes before scoring, or add zones where only certain players can move to encourage tactical play and collaboration.



### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Vary the size of pitches or end zones to change challenge levels and encourage movement into space

#### TASK

Set passing targets, introduce touch limits, or swap between foot and hand games for variety.

#### EQUIPMENT

Use different balls (e.g., basketballs, footballs, foam balls) to match the activity and ability level.

#### PEOPLE

Group children by ability or rotate teams to promote fairness, inclusion, and competitive balance.