## Learning objective:
1. To practice shooting technique with different parts of the foot.
2. To practice shooting with accuracy

### Lesson Structure

<table>
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<th>Introduction/ warm up (Connection and Activation)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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</table>
| **Hi Baby** - Children walk around space greeting other children in different ways (ways selected by teacher e.g wave, high five). **Progress**
  - Give half the class with a football to dribble with. Encourage keeping head up to communicate the “Hi” or make a “Hi five”. Rotate the children who have a ball.
  - Introduce the command ‘swap’ children who don’t have a ball must find one and ones that do must leave theirs. | 10 mins | Extend:
  - Have 5 different coloured cones, every time that you hold up a colour or a colour combination the class should call out what you’re holding up.
  - Change the command to a blow of a whistle, a clap etc. |

### Main (Development/ Application)

| Activity 1 - Divide class into groups of 4 with 1 or 2 balls per group. Number the children in each group 1-4. Set up a goal about 2 metres in width and a shooting zone about 5 metres away from the goal (just a gate of cones/line). Try to use larger cones if possible for the goals and smaller discs or spots for the zone. Children must pass and dribble the ball amongst each other. Teacher shouts a number 1-4, the relevant child must dribble to the shooting zone, stop the ball in the zone and shoot into the goal. **Progress**
  - Dribble and shoot
  - Introduce a goalkeeper
  - In pairs other child becomes a passive defender to obstruct the shooter
  - Strike a moving ball | 15 mins | Extend:
  - Increase shooting distance
  - Make goal smaller to increase accuracy challenge
  - Support:
    - Make the goal wider
    - Decrease shooting distance |

**Mini Plenary** - Discuss the different areas of the foot with which to shoot the ball i.e. laces, instep, outside, toe and remind pupils of the importance of the follow-through pointing in the desired direction of the shot.

**Activity 2** - Give pupils 1 ball each if possible, if not divide the group into two halves and distribute balls evenly between each group. Set up an area with a wide goal at either end with a line of cones on either flank. Groups start at diagonally opposite corners of the area. One at a time, pupils must dribble the ball in and out of the cones and once they reach the last cone they dribble the ball towards the goal and shoot. Once they have had their shot, they join the back of the other group. Pupils keep rotating round the area to take as many shots as they can and score a point whenever they score a goal. **Progress**
  - Introduce a goalkeeper | 10 mins | Extend:
  - Place cones as targets in the goal and challenge pupils to hit them to score points, no points for a goal.
  - Introduce a goalkeeper
  - Support:
    - Award points for scoring a goal, no smaller targets
    - No goalkeeper |

**Mini Plenary** - Discuss where to place standing foot in order to make shooting/striking the ball more comfortable (to the side of the ball, half a foot - a foot away from it).
<table>
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<tr>
<th>Plenary</th>
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<tr>
<td>Refresh learning objectives</td>
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<tr>
<td>Questions: 1. Which parts of the foot can we shoot with? 2. Where should our standing foot be placed when we shoot? 3. What is important to ensure your shot hits the target?</td>
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