# Intro to Football

**Learning objective:**
1. To familiarise ourselves with the football
2. To practise moving with the ball in a variety of ways
3. To practise passing and stopping the ball

## Lesson Structure

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<thead>
<tr>
<th>Introduction/ warm up (Connection and Activation)</th>
<th>With timings</th>
<th>Differentiation (Extension/Support)</th>
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</table>
| Freeze and Unfreeze – children move around the area in variety of ways (walk, jog, skip, crawl, hop etc). When the teacher calls 'Freeze!', all children must stop in the space they are in. When the teacher calls 'Unfreeze!', all children can continue to move. | 10 mins | Extend:  
• Higher Ability (HA) children can begin to walk with the ball at their feet  
Support:  
• |
| Progress to all children having a football (or another appropriate ball) that they carry in their hands as they move. Allow children to try to bounce, throw and catch the ball as they move. | | |

<table>
<thead>
<tr>
<th>Main (Development/ Application)</th>
<th>With timings</th>
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| **Activity 1 - Ball Familiarisation:**  
If possible, give all children a football. If not, 1 between 2 is ok. Children move around the area walking with the ball, aiming to keep it close to their feet.  
Discuss the parts of the foot to dribble with (instep, sole, laces, outside of foot) and encourage children to have a go at using them all. Encourage children to take lots of gentle touches rather than heavier touches. | 10 mins | Extend:  
• HA can begin to move at greater speed with the ball  
• Practise turning with the ball as they move  
Support:  
• Lower Ability (LA) children can continue to move with the ball in their hands until they feel comfortable with it at their feet  
• LA children can move the ball between their feet on the spot |
| **Activity 2 – Gates**  
A number of different coloured gates are laid out around the area, some wide and some narrow. Children must move through the gates whilst keeping the ball under control at their feet.  
Discuss checking the spaces around them as they move and slowing down as they approach the gates and speeding up again as they pass through the gate.  
Progress to a time challenge, to see how many gates the children can move through in 1 minute. | 15 mins | Extend:  
• HA children must only dribble through the narrow gates  
• Move through a different colour gate each time  
Support:  
• LA children can carry the ball in their hands through the gates  
• Move through the wider gates only and try the narrow gates when they feel comfortable |
| **Activity 2 - Passing and stopping the ball**  
Divide the class into groups of 2 or 3 (depending on the number of balls available). Children stand 1-2m apart with a gate between them and begin by rolling the ball to each other and practise stopping the ball with a variety of parts of the foot.  
Progress to passing back and forth using the instep. Remind children that in follow-through of the pass, their foot should end pointing towards their partner. | 10 mins | Extend:  
• HA children can start passing with their feet straight away  
• Practise passing with different parts of the foot  
• Increase the distance between partners to increase level of challenge  
• Decrease width of gates  
Support:  
• Decrease distance between partners  
• Increase the width of the gates |

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Plenary

Refresh learning objectives

Questions: Which parts of the foot can we use to dribble, pass and stop the ball?
- Should we take gentle or heavy touches on the ball and why?
- Where should our foot be pointing in the follow-through of a pass?