

# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 1

**LESSON OBJECTIVES:** To familiarise themselves with different types of balls. To pass and move with a partner. To evade a defender to keep possession.

## WARM UP (10/15 MINS) Me and my ball:

- One ball each, move it around your waist and legs with both hands while standing.
- Juggling/catching the ball both stationary and on the move - tummy level, eye level, above head.
- Can you move the ball around your body while on the move?
- Can you throw and catch on the move?
- Can you bounce your ball and catch it while on the move?
- Can you catch it with only one hand?

## TASK ONE (15/20 MINS) Through the gate:

- Put the pupils in pairs; each pair needs two cones of the same colour and either a rugby ball, football or tennis ball. They find a space and place their cones about two steps apart to create a small goal.
- When you say, "Go!" children have 60 seconds to practise moving the ball back and forth to each other through the goals. They may roll or throw it, but no kicking is allowed. Tell them to count the number of passes they make.
- After 60 seconds call, "Change!" The player without the ball moves quickly to a different goal/partner and the activity starts again.

**Develop:** Progress to pupils remaining in pairs and travelling around the activity area to pass through as many goals as they can.

## TASK TWO (15/20 MINS) Interceptors:

- Separate the class into interceptors and pairs of passers. To start, you need one interceptor for every three pairs.
- Keep cones two steps apart to create gateways. Pairs of pupils split and stand either side of each gateway.
- While the pairs are passing, interceptors wearing bibs roam around the activity area trying to mark interceptions: ask them to count their interceptions.
- The interceptors must be travelling at all times and cannot stand still. They must constantly move towards an interception opportunity, rather than hanging around marking a player.
- Repeat the activity with more interceptors to make the game harder.

## EVALUATION (5/10 MINS)

- Which ball did you find the most difficult to throw and catch? How did you try to evade the interceptors?

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Bibs

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread/ready to catch
- Movement into space
- Look over your shoulder
- Evade
- Tactics

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use tennis balls

Use bigger, softer balls

Throw the ball higher or with one hand

Pass & move closer to partner

Move quicker while in pairs

**INCLUSION:** Use light balls, balloons, bibs, kites or other objects that float in the sky.

# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 2

**LESSON OBJECTIVES: To pass & move quickly while working towards a target. To make several passes while under pressure from a defender.**

## WARM UP (10/15 MINS) Flying balls:

- Pupils move around the square changing direction and into space, half the pupils carrying different types of balls. The teacher calls out a series of instructions in random order.
- **Rolling ball** - roll the ball to someone without a ball and then keep moving.
- **Bouncing ball** - bounce the ball to someone without a ball and then keep moving.
- **Flying ball** - chest pass or underarm throw the ball to someone without a ball and then keep moving
- **Space ball** - overarm throw to someone without a ball and then keep moving.

## TASK ONE (15/20 MINS) One to five to score:

- Places several hoops around different parts of the area.
- In teams of five, pupils' number themselves one to five. When you say, "Go!" pupils pass and move around the area passing on number order, by the time number 5 receives the ball they must be close enough to a hoop so that number five can throw the ball into it.
- Number 1 then takes the ball and re-starts this process towards another hoop (pupils cannot move while the ball is in their hand).
- Teams can score in any hoop, but have to make at least five throws before trying to score. If the ball is dropped or does not reach the correct player, the team must start to count five passes again.
- Play for two minutes each round with teams trying to beat their best score each time.

## TASK TWO (15/20 MINS) keep away:

- Repeat the same as above but with one group wearing bibs and acting as defenders who attempt to stop you from scoring points. Players are now allowed to pass to anyone in their team (not numbered order).
- Each team takes turns to act as defenders, players keep a record of their points after each round.
- Encourage the attackers to utilize the space while passing moving quickly to avoid the defenders.

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance, particularly on how they can support the player with the ball and encourage them to pass quickly.

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Hoops
- Bibs

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread to catch
- Movement into space
- Support player on the ball
- Evade
- Strategy
- Quick movement

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Use tennis balls, rugby balls during task two

Add more defenders during task two

### LESS ABLE

Use bigger, softer balls

Work without the pressure of defenders

**INCLUSION:** Use light balls, small groups for pupils with more complex needs.



# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 3

**LESSON OBJECTIVES: To pass & move in sequence as part of a group. To pass and move to keep possession of the ball away from a defender.**

## WARM UP (10/15 MINS) Flying balls:

- Pupils move around the square changing direction and into space, half the pupils carrying different types of balls. The teacher calls out a series of instructions in random order.
- **Rolling ball** - roll the ball to someone without a ball and then keep moving.
- **Bouncing ball** - bounce the ball to someone without a ball and then keep moving.
- **Flying ball** - chest pass or underarm throw the ball to someone without a ball and then keep moving
- **Space ball** - overarm throw to someone without a ball and then keep moving.

## TASK ONE (15/20 MINS) Numbers game:

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically that run across the horizontal line.
- Split the class into groups of five with each group working in their own square.
- Passing & moving into space to receive another pass in their groups, how many passes can they make in a set time? Repeat to see if they can beat their previous score.
- Passing in sequence. Players numbered from 1-5 and pass in that order (1 to 2, 2 to 3 etc. 5 passes to number 1).

**Develop:** Develop: Can they choose different ways of passing the ball with their hands or pass two balls at once?

## TASK TWO (15/20 MINS) Piggy in the middle:

- Working in the same squares. Piggy in the middle (4V1) – try to make as many passes as possible without losing the ball.
- Change over roles after one minute until everyone has been a defender once.
- Discuss how your group can keep the ball away from the defender for at least eight passes.
- Repeat the same process to see if they improve on their previous performance (can we make ten passes in a row?).
- Players number themselves between 1 and 5 in each square, each time the teacher calls out a number that player becomes the defender in their square until a different number is called out.

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance, particularly on how they can support their player with the ball.

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Bibs

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread to catch
- Movement into space
- Angle to support defender
- Communication

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Use tennis balls, rugby balls

Add more defenders during the group tasks

### LESS ABLE

Use bigger, softer balls

Increase the size of the grid during the group tasks

**INCLUSION:** Use light balls, small groups for pupils with more complex needs.

# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 4

**LESSON OBJECTIVES:** To pass & move to keep possession of the ball. To use your extra players to create space and keep the ball away from defenders.

## WARM UP (10/15 MINS) Taggers:

- Start with three taggers who each have a ball. Taggers attempt to tag someone on their back or shoulder with the ball in their hands, if tagged you swap roles and take ball. New tagger then attempts to tag someone else.
- Increase the number of taggers (maximum 8 pupils).

## TASK ONE (15/20 MINS) Number in the middle:

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically that run across the horizontal line.
- Split the class into groups of five with each group working in their own square.
- Passing around the square in a stationary position and then moving into space. Number each pupil from 1-5 and pass the ball in number order.
- Play 4v1 piggy in the middle. Each player numbered from 1 to 5 and take it in turns to be defender in their number order.
- On the teacher's call of a number, that numbered player goes and defends in the square to their right and becomes an attacker when another number is called. Players do not need to continue to pass the ball in sequence.

**Develop:** Can play against an extra defender? 3v2?

## TASK TWO (15/20 MINS) Keep ball:

- Remove the horizontal cones, leaving the vertical ones to create three thirds. Join two groups together in each third with seven players in one team and three others acting as defenders (7 V 3). Each group work in one of the three thirds.
- Players simply keep possession away from the three defenders and cannot move when the ball is in their hands. The attackers get a point each time they make five passes in a row, defenders get a point each time they intercept a pass.
- Change defenders after every two minutes until everyone has taken turns.
- Restart the game with each group using a different type of ball.

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance, particularly on how they can support their player with the ball.
- Discuss the tactics needed when a new defender enters your square. Discuss the use of the extra player when you have possession of the ball.

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Bibs

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread to catch
- Movement into space
- Angles to support others
- Make space
- Type of communication required

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use tennis balls, rugby balls

Use bigger, softer balls

Add more defenders during the group tasks

Increase the size of the grid during the group tasks

Catch the ball with one hand

**INCLUSION:** Use light balls, small groups for pupils with more complex needs.

# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 5

**LESSON OBJECTIVES:** To pass & move quickly to keep possession of the ball. To introduce tactics when working as part of a team. To create different game rules.

## WARM UP (10/15 MINS) Taggers:

- Start with five taggers who each have a ball. Taggers holding a ball attempt to tag someone on their back or shoulder with the ball, if tagged you swap roles and take ball. New tagger then attempts to tag someone else.
- Increase the number of taggers (maximum 10 pupils).

## TASK ONE (15/20 MINS) Keep ball:

- Create three thirds using cones and split the class into three groups of ten with seven players in one team and three others acting as defenders (7 v 3). Each group work in one of the three thirds.
- Players simply keep possession away from the three defenders and cannot move when the ball is in their hands. The attackers get a point each time they make five passes in a row, defenders get a point each time they intercept a pass.
- Change defenders after every two minutes until everyone has taken turns.
- Restart the game with each group using a different type of ball.

**Develop:** Can play against an extra defender? 6v4?

## TASK TWO (15/20 MINS) Endball:

- Game – 4 v 4 with two magic players who play for the team that have the ball.
- Ensure that one team are wearing bibs with the two magic players also wearing bibs that are a different colour.
- End ball can be played on combined grids, score by touching ball down (try) over opponents' line. Rules – no contact, no running with the ball, pass in any direction, intercepting only (no tackling).
- Ask pupils to create another rule that could develop their game before they play against another group.

## EVALUATION (5/10 MINS)

- Each group discuss what strategies could be used to improve their performance, particularly on how they can support they player with the ball.
- Discuss the use of the extra player when you have possession of the ball.

## EQUIPMENT

- Footballs
- Tennis balls
- Rugby balls
- Softballs
- Cones
- Bibs

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread to catch
- Movement into space
- Angle to support defender
- Quick passing
- Quick movement
- Strategy

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use tennis balls, rugby balls

Use bigger, softer balls

Add more defenders during the group tasks

Increase the size of the grid during the group tasks

Play even numbers (no magic players)

Use more magic players

**INCLUSION:** Use light balls, small groups for pupils with more complex needs.

# LESSON PLAN: ATTACK VS DEFENCE GAMES: YEARS 5 & 6: WEEK 6

**LESSON OBJECTIVES:** To familiarise themselves with tactics. To improve their performance individually and as part of a team. To create new game rules.

## WARM UP/TASK ONE (10/15 MINS) Keep ball:

- Create three thirds using cones and split the class into three groups of ten with six players in one team and four others acting as defenders (6 V 4). Each group work in one of the three thirds.
- Players simply keep possession away from the four defenders and cannot move when the ball is in their hands. The attackers get a point each time they make five passes in a row, defenders get a point each time they intercept a pass.
- Change defenders after every two minutes until everyone has taken turns.

## TASK TWO (40 MINS) Endball or Benchball:

- Using cones split the area into three thirds with two teams of five playing each other in each third. Game – 4v4 plus 1 target player for each team Endball or Benchball.
- Target is to get the ball to your target player on the end line/bench who must catch the ball without it touching the floor at the end line by receiving a pass off a teammate whilst standing on the end line or a bench. Each team must change their target player every two minutes until everyone has a turn.
- Rules – no moving with the ball in your hand, defenders can only block and intercept passes.
- Add a rule to encourage quicker passing (ball in hand for no longer than three seconds).
- Allow each team to play against another team for 8/10 minutes before playing against someone new allowing one-minute breaks for teams to discuss their tactics with each other between each game (three games per team).

## EVALUATION (5/10 MINS)

- How did your performance improve over time? What strategies did you discuss as a team?

## EQUIPMENT

- Footballs
- Rugby balls
- Softballs
- Tennis balls
- Cones
- Benches  
(If playing benchball)

## KEYWORDS/PHRASES

- Head up
- Eyes focused on ball
- Ready position
- Fingers spread to catch
- Movement into space
- Angle to support defender
- Teamwork
- Tactics

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

### LESS ABLE

Use tennis balls, rugby balls

Use bigger, softer balls

Pass and catch with weaker hand

Increase the size of the grid during the game

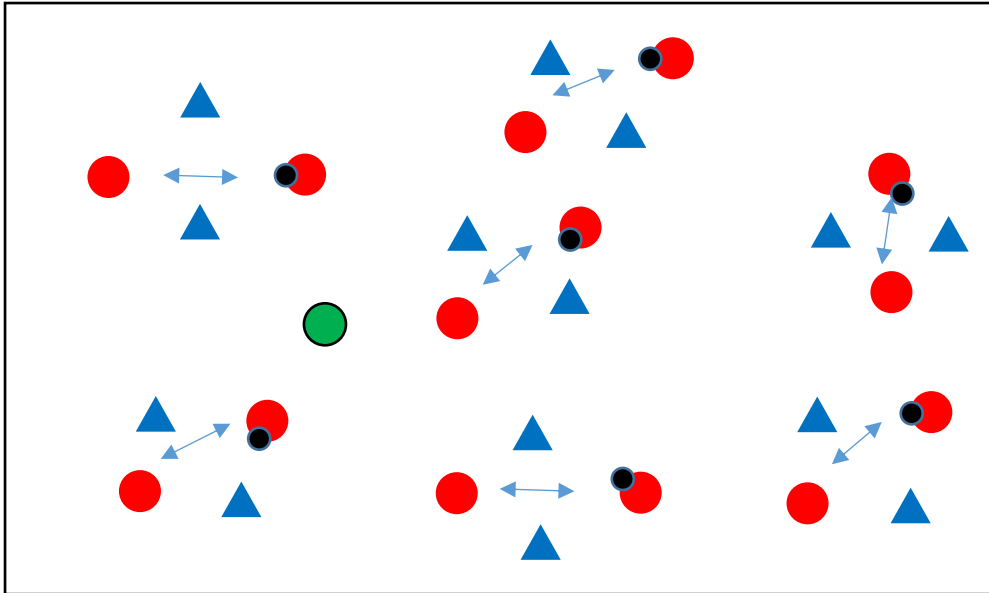
Play in smaller grid

Play with an extra player

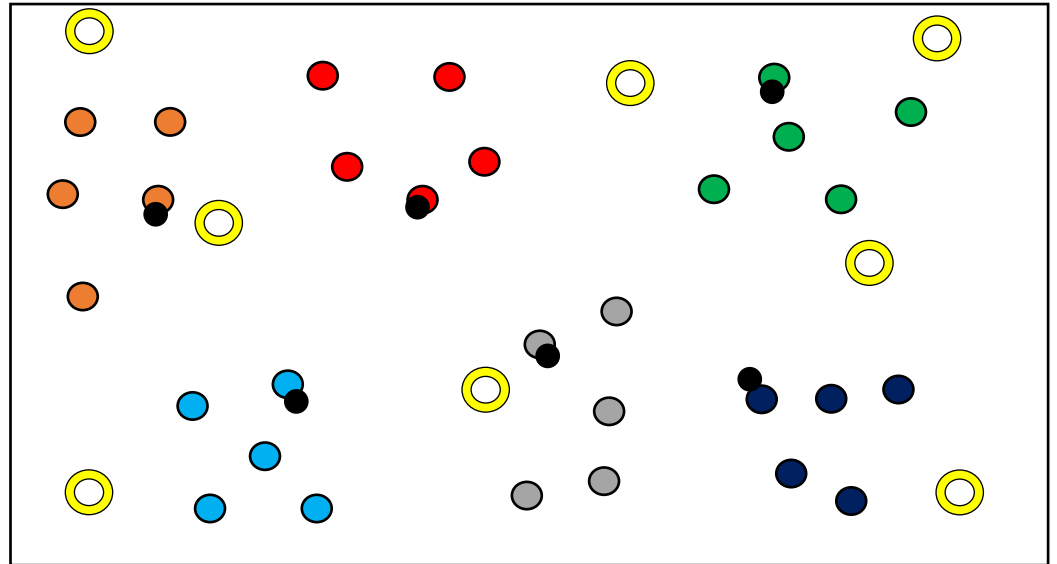
**INCLUSION:** Use light balls, small groups for pupils with more complex needs.



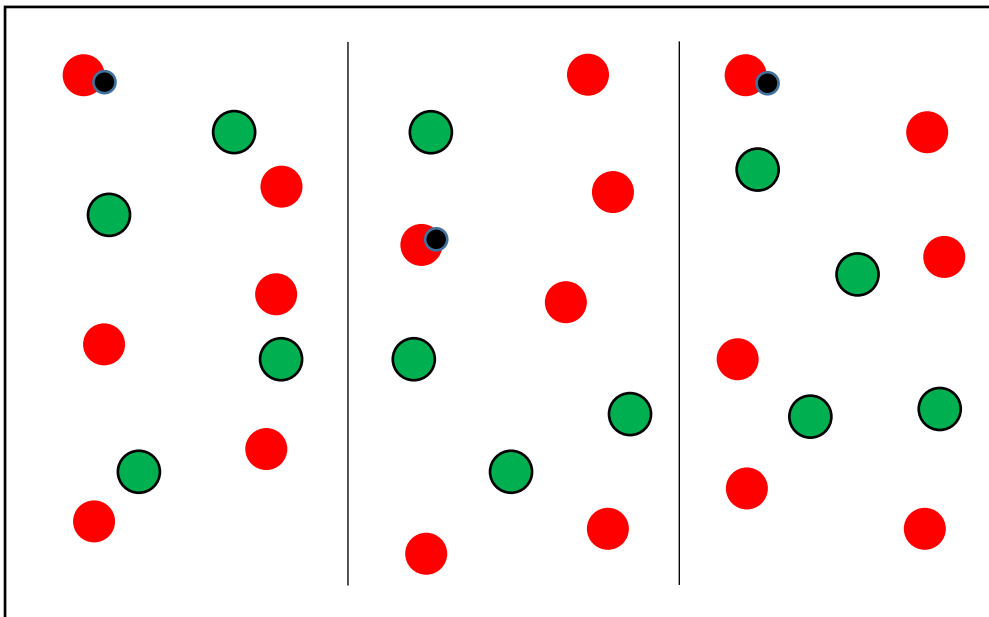
SQUIRRELS – STUDENTS, CONES, BALL, INTERCEPTOR



KEEP AWAY – STUDENTS (TEAM 1, TEAM 2, TEAM 3, TEAM 4, TEAM 5, TEAM 6), BALL



KEEP BALL – STUDENTS (ATTACKERS), BALL, STUDENTS (DEFENDERS)



PIGGY IN THE MIDDLE – STUDENTS (ATTACKERS), BALL, STUDENTS (DEFENDER)

