

Men's FIFA World Cup Competition 2026



**purple
mash**

Introduction

The Men's FIFA World Cup competition kicks off on the 11th of June, with the final taking place on Sunday 18th July. The tournament will include 48 teams, including England and Scotland.

We have created this pack for teachers to use during the competition, and Purple Mash subscribers can enter two very special competitions. The pack includes a range of resources from 2Simple, including football lesson plans from Striver, as well as resources from Purple Mash, including a micro:bit project.



[Find out more](#)

Striver has been created with a sole purpose: to improve primary aged pupils long-term physical and mental wellbeing. Striver contains over 400 PE lessons, from Reception to Year 6 supported by 6 wellbeing units, all housed in a clever website that makes planning and assessment a breeze.



[Find out more](#)

Purple Mash is an award-winning cross curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way. It hosts an exciting mash-up of curriculum focused activities, creative tools, access to Purple Mash library, programs and games to support and inspire creative learning every day. With support for teachers built in, from planning to toolkits, webinars and an online training platform, Purple Mash enables primary schools to bring the whole curriculum to life.



[Find out more](#)

A thrilling story of one boy's plunge into an incredible world of Premier League football and deadly danger that will have football fans gripped from start to finish.



[Find out more](#)

Bring your school community together through football and support youth mental well-being.

Contents

Striver	5
Narrow Shot	5
Speed Dribble	6
Target Ball	7
Personal Best Activities	8
Dribbling Lesson Plan (Year 1)	8
Passing Lesson Plan (Year 3)	11
Attacking and Defending Lesson Plan (Year 5)	13
Purple Mash Resources	15
<small>(resources are also available online to try for free during the Men's World Cup Competition)</small>	
Footballer Mashcam	15
Design Your Own Football T-shirt	16
Player Profile	17
Micro:bit Goal project	18
Striker Boy	20
EduFootyAid	20

Striver

Within Striver, each unit has a personal best activity that children take at the beginning and end of each unit to see how they have developed throughout the unit. We have included three football themed personal best activities below, as well as a selection of lesson plans to support the teaching of football. We have included the years that these are aimed at but all can be adjusted for any year group.

Narrow Shot (Year 1)

Equipment

- 3 Cones
- Football or appropriate ball
- Stopwatch

How to do it

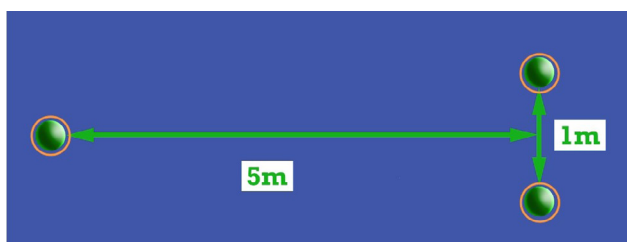
- Set out two cones with a width of 1 metre between them to act as a goal.
- Place a single cone 5 metres in front of the goal to act as the start cone.
- Upon hearing the whistle, the pupil kicks a football with the aim of getting it through the goal.
- After each shot, whether successful or not, the pupil runs to collect the ball and try again.
- For every time the pupil successfully gets the ball through the cone, they get a point.

Rules

- The pupil can only start upon hearing the whistle.
- They must wait for the ball to stop rolling until they can run and pick it up if it has failed to get through the goal.
- They can only kick the ball once during each attempt.
- Once the whistle sounds, the goal count at that moment is final.

Tips

- Place weaker foot behind the ball.
- Strike the ball with the laces or side of the foot.
- Swing arms to generate power.



Extension

- Decrease the size of the goal.
- Add another goal in line with the other.
- Only allow non-dominant foot to kick ball.

Speed Dribble (Year 3)

Equipment

- 1 Football.
- 3 Cones.

How to do it

- Three cones are set in an equilateral triangle, all 3 metres apart.
- The pupil starts behind the starting cone with a football at their feet.
- When the whistle blows, the pupil dribbles the ball towards one of the other cones.
- The pupil dribbles around this cone and then dribbles back to the starting cone.
- They then repeat this process, this time dribbling around the other cone before returning to the starting cone.
- A point is awarded each time the pupil dribbles around a cone and they aim to do this as many times as possible before the final whistle blows.

Rules

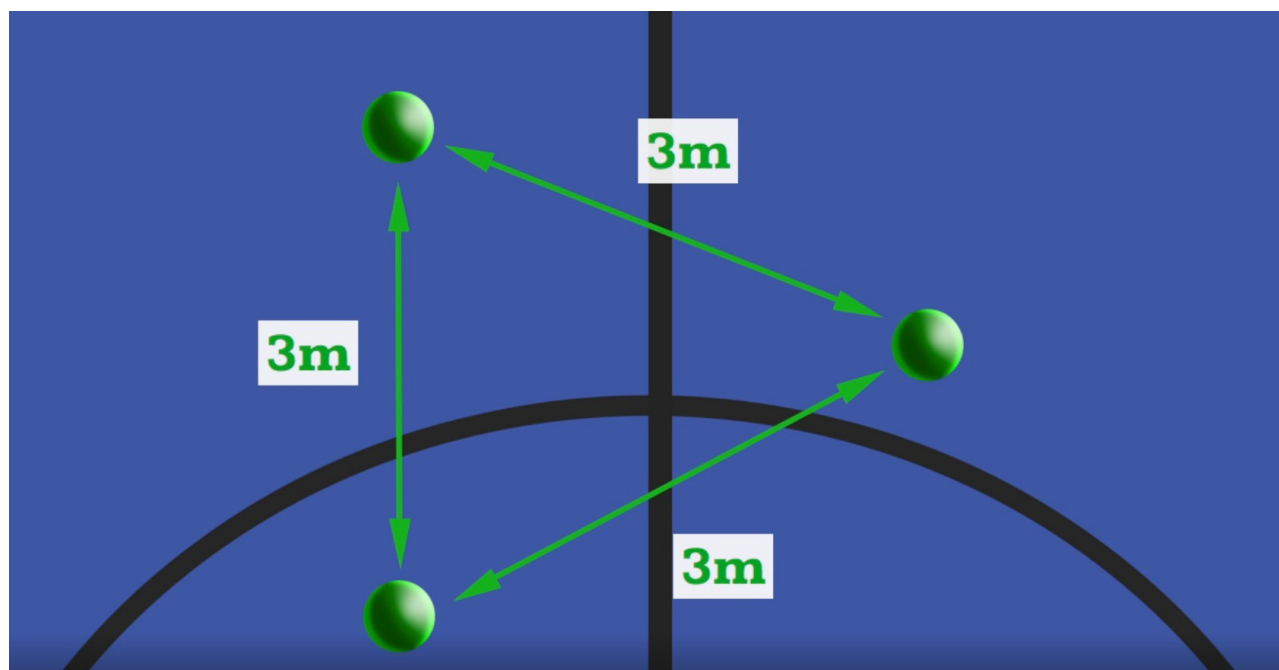
- The pupil must use their feet to control the ball and not their hands at any point during the task.
- The pupil must dribble round the cones and not run or dribble the ball over the cones.

Tips

- Start off slowly and always make sure to stick to a speed at which you can keep the ball under control.
- Become used to using the front, inside and outside of your foot to push the ball as you dribble and turn.
- Don't just focus your eyes on the ball but pop your head up at times to be aware of where the cones are.

Extension

- Use weaker foot only.
- Add extra cones in between the existing ones for the pupil to negotiate.
- Make the triangle of cones bigger so pupils have more ground to cover.



Target Ball (Year 5)

Equipment

- 1 Football.
- 3 Cones.

How to do it

- A starter cone is placed 1.5 metres away from two goal cones which are set 0.5 metres apart.
- The pupil starts behind the single cone with a football.
- When the whistle blows, the pupil must kick the ball between the opposite cones to score a point.
- The pupil must then sprint after the ball and dribble it back to the starting point behind the cone before kicking for the goal once again.
- A point is awarded each time the pupil kicks the ball between the goal cones and they aim to do this as many times as possible before the final whistle blows.

Rules

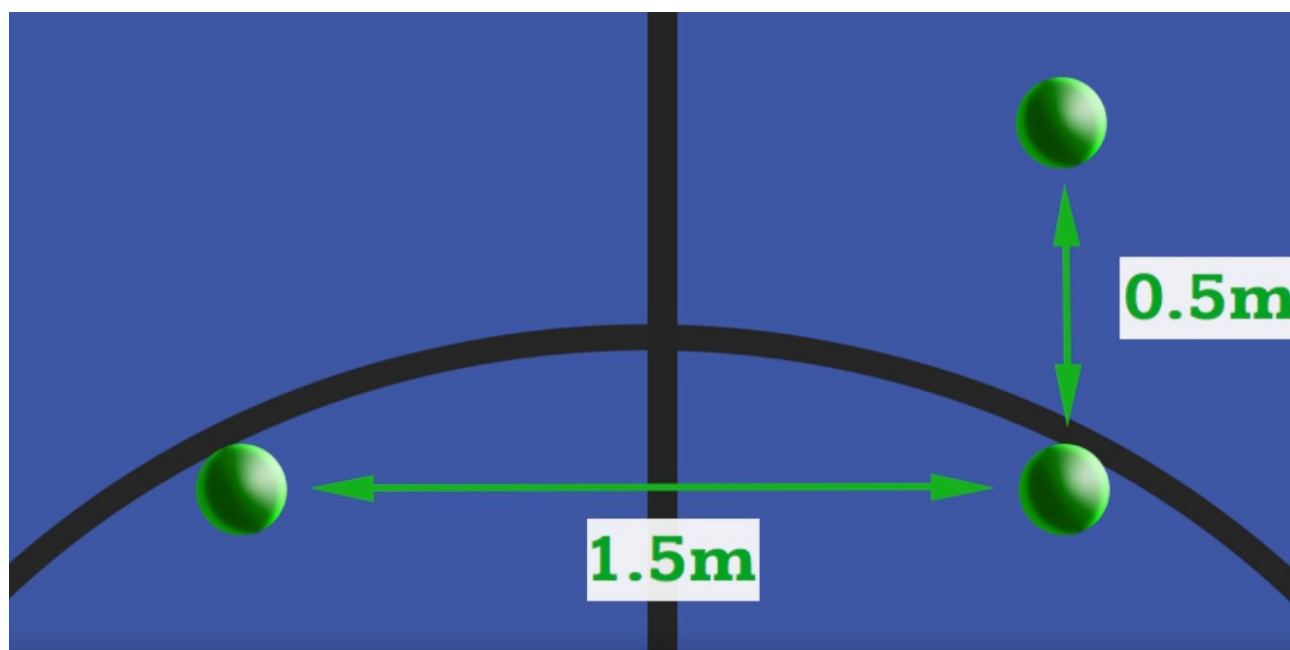
- Points are only awarded when the whole of the ball crosses the line between the goal cones.
- The pupil and the ball must be fully behind the cone when kicking for a point to be awarded.
- The pupil must use their feet to control the ball and not their hands at any point during the task.
- The pupil cannot retrieve the ball until it has reached the cones, or in the event that it does not reach the cones, until it has stopped.

Tips

- Don't put too much power into your kick or you will waste time retrieving the ball.
- Make sure to get the ball under control and set yourself before taking your kick.
- Dribble close to your body and at a speed at which the ball is under control.
- Use soft touches when dribbling and keep the ball close.

Extension

- Make the goals smaller.
- Increase the distance between the goals and the starter cone.



Lesson Plan (Year 1)

Learning Objectives:

To be able to demonstrate the dribbling skills required for football.

Success Criteria:

Pupils will be able to dribble a football with control in a straight line.

Pupils will be able to dribble a football across different directions.

Pupils will be able to stop a football with control.

Key Vocabulary:

Football, dribbling, control, accuracy, inside of foot.

Equipment and Resources:

- Cones.
- Footballs.
- Hoops.

Warm up (10 Minutes)

1 PERSONAL BEST ACTIVITY – ‘Narrow Shot.’ It is suggested that you implement this ‘PERSONAL BEST ACTIVITY’ before commencing with the unit (See Teacher Tips for more information about what PERSONAL BEST ACTIVITIES are and how/when to conduct them).

2 Stop, Go, Down - Divide the pupils into 2 long lines at either end of the area. Each pupil to have a football at their feet. One line at a time must listen and complete the below commands given by the teacher. Give each line 3 rounds, to see if they approve after each round.

STOP - Trap the ball using the sole of the foot.

GO - Dribble the ball slowly in a forward’s direction.

DOWN - Complete a press-up position with head touching the ball.

3 KEY TEACHING POINT - Ensure small touches of the ball are made to keep the ball close to the body, using inside of the foot. Look up at the space ahead not just down at the ball. Ensure sole of football is fully on the ball when stopping it.

EXTEND

Increase / decrease pace of the commands. Use non-dominant foot to dribble the ball.

VARIATION

Lay down cones to act as ‘gates’ which must be dribbled through.

PUPIL TALK

Who likes football? What do you see footballers on TV do with the ball?

Main (35 Minutes)

- 1** Plan a Route - Lay out various coloured cones across the area. Divide the pupils into pairs, each with a football. One pupil from each pair to dribble the ball to 5 cones of their choice before returning to their partner. Other pupil to complete the same activity. Each pupil to have 3 attempts, ensuring they plan a different route to dribble the ball to each time.
- 2** In The Ocean - Divide the pupils into 4 groups, each located in a corner of the area with a hoop. Place all the footballs in the centre of the area to create the 'ocean', as well as 3 cones to form a line for each group. One pupil at a time must retrieve a ball from the ocean and dribble it back to their group. If the ball touches one of the cones it must be placed back in the ocean. The next pupil from each group cannot begin their turn until either the ball is successfully dribbled into the hoop or is placed back in the ocean because of a mistake. The game ends once all the balls are gone from the ocean. Count to see which group got the most balls. Repeat the game again.
- 3** Location - Keep the pupils in the 4 groups as above with the same set up. Each pupil to have a football. Label each corner of the area a number (1-4). Teacher to call out 2 numbers. The pupils in these corners must dribble their ball so that they swap corners. Repeat this several times so that groups swap corners regularly and the use the extensions and variations shown.
- 4** KEY TEACHING POINT (1,2 & 3) – Ensure small touches of the ball are made to keep the ball close to the body, using inside of the foot. Look up at the space available whilst dribbling. Stop the ball using sole of foot on completion.

TEACHER NOTES

Ensure pupils who are not actively dribbling the ball are located to the side of the area.

EXTEND

Increase / decrease number and distance of cones. Use non-dominant foot.

VARIATION

Use the Stop, Go, & Down instructions as per the warm up. Pupils to plan a route for their partner.

PUPIL TALK

Did anyone lose control of their ball during their route? If so, why do you think this happened?

EXTEND

Increase the number of cones for each group to avoid.

VARIATION

Vary the size of the football in the ocean; create a point system depending on the size of each ball.

EXTEND

Class Teacher to call more than 2 numbers (if 3 numbers are called groups must communicate which corner they will dribble too) Dribble in a backwards direction.

VARIATION

Last pupil from each group to dribble to the other corner to complete a forfeit. First pupil from each group to dribble to the other corner to gain a point.

Cool Down (5 Minutes)

- 1 Follow The Teacher - All pupils to form a line behind the Class Teacher. The Class Teacher dribbles a football around the area in various directions with pupils following their every move until he/she loses control of the ball.

EXTEND

Increase speed of the dribble. Nominate certain pupils to be at the front of the line dribbling the ball.

PUPIL TALK

What were you practising today during the lesson?
Who can remember the key things to do when dribbling a football?



striver

Active lunchtimes



[Download your active lunchtime pack](#)

Lesson Plan (Year 3)

LESSON 2:

Learning Objectives:

To be able to pass the ball accurately and control the ball when receiving a pass.

Success Criteria:

Pupils can use the inside of their foot to pass.

Pupils can use the inside of their foot to control the ball when receiving a pass.

Key Vocabulary:

Pass, inside and outside.

Equipment and Resources:

- Class set of footballs.
- Class set of cones.

Warm up (10 Minutes)

1 Set up a large open area with red, green, blue and cones spread randomly in the area. Pupils have a ball each and dribble in this area. When the whistle blows, they look to check which coloured cone they are closest to and perform the relevant action. Beside a red cone they turn and dribble in the opposite direction, beside a green cone they do ten 'Quick Touches' - one foot on top of the ball, alternating between left and right and beside a blue cone they sprint on the spot for a count of ten.

EXTEND

Pupils dribble with their weaker foot. Pupils turn without stopping the ball. Pupils perform the more difficult 'Quick Touches'

Main (35 Minutes)

- 1 Explain that passing is another key skill when playing football. Like dribbling and turning there are many ways to do it, but explain to pupils that they will first practise passing with the inside of the foot.
- 2 **KEY TEACHING POINT** - The inside of the foot is the largest surface of your foot you can hit the ball with so this means you have more control and can be more accurate with your passing. This also makes it the best part of your foot to use to get the ball under control when receiving a pass.
- 3 Model passing and receiving a pass to pupils. Get pupils to then practise this in similar ability pairs, starting at a distance apart which is comfortable for them.
- 4 When pairs are ready to move on, make a square using cones and place 3 pupils on each square with the pupil in the middle starting with the ball. This pupil passes it to one of the other pupils. Pupils can only pass it along the edge of the square so when a ball is passed, the pupil who did not receive the pass must move to the other cone to make sure he is available for the next pass.
- 5 Play Piggy in the Middle - Split the pupils into teams of 4. Form the pupils into a triangle with one pupil in the middle. The pupils have to pass the ball to each other and the pupil in the middle has to intercept the pass. They can't tackle, only intercept the pass. When the pass is intercepted, swap the pupil in the middle with the pupil who played the intercepted pass.

PUPIL TALK

Pupils pass with their weaker foot. Make the distance between pupils greater to make the pass accuracy more difficult.

EXTEND

Apart from our passing, what other skill are we practising in the square that we would need in a football match? Moving to make yourself available for to receive a pass.

Cool Down (10 Minutes)

- 1 Get pupils to do a gentle jog/stretch
 - Arm circles: Use arms to make circles in the air.
 - Active eights: Use arms to make figures of eight in the air.
 - Side stretch: Stand with feet shoulder width apart, slowly let the left hand sink towards the left knee. Slowly come back to the starting position and repeat on the other side.
 - Quadriceps: Stand on left foot and extend the right foot backwards. Catch it with the right hand and bring it up as far as the bottom.
 - Calf Stretch: Stand with feet shoulder width apart, slowly lift heels off the ground and balance on toes for a few seconds. Slowly go back to the start position and then slowly raise the toes off the ground and balance on the heels for a few seconds.
 - Hamstring stretch: Stand with feet shoulder width apart. Bend the knee slightly to transfer all the weight of the body onto the left foot. Slowly extend the right leg away from the body until the heel is on the ground with the toes pointing upwards. Place both hands one on top of the other on the right thigh. Slowly extend both hands downwards towards the knee and stop when a slight stretch is felt at the back of the right leg.

PUPIL TALK

Apart from our passing, what other skill are we practising in the square that we would need in a football match? Moving to make yourself available for to receive a pass.

Lesson Plan (Year 5)

LESSON 3:

Learning Objectives:

To be able to apply attacking and defending skills in small sided games.

Success Criteria:

Pupils can apply the skills they have learnt to a small sided game.

Key Vocabulary:

Use vocabulary from previous lessons in the unit.

Equipment and Resources:

- Class set of footballs.
- Class set of cones.

Warm up (10 Minutes)

- 1 In threes, pupils move around an open area with two attackers in possession of the ball and one defender trying to dispossess them. If the defender is successful, the person they dispossessed becomes the defender, otherwise make sure pupils have switched the defender after a certain amount of time. Make sure all pupils have an opportunity to be the defender.

EXTEND

Attackers only have a certain number of touches on the ball before they must pass it to their teammate.

Main (30 Minutes)

- 1 Explain that pupils are going to apply the skills they have learnt to small sided games but also consider how they might get past an opponent when in a one-on-one position.
- 2 Get pupils to model some of their suggestions. Set up small sided pitches with goals 3-4 metres wide so that each pitch is big enough for a four versus four game, including goalkeepers. With goalkeepers in place, assign players on each team numbers 1 to 3 and have each team sit on opposite sides of the pitch. When the teacher calls a number, these players must run on to the pitch and compete to score a goal. When they score a goal or the ball goes out of play, they return the ball to the starting position in the centre of the pitch and return to their seated positions. For example, if the teacher calls out 1, the players given one on each team run on to the field and play against each other. The teacher can also call more than one number together to make two versus two and three versus three games. Switch goalkeepers at various points to give everyone a chance outfield.

EXTEND

Attackers only have a certain number of touches on the ball before they must pass it to their teammate.

EXTEND

Give certain pupils a special coloured bib, so that when the teachers call their number, they run on to help their teammates, making it more difficult for the opposition.

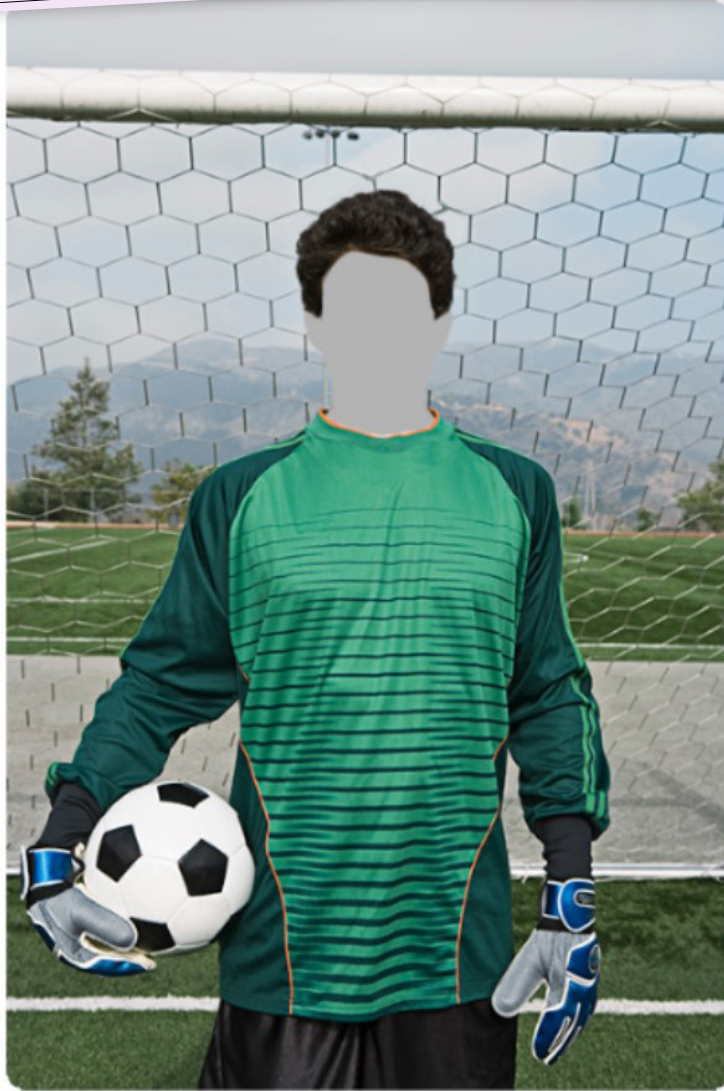
Cool Down (10 Minutes)

- 1 Get pupils to do a gentle jog/stretch
 - Arm circles: Use arms to make circles in the air.
 - Active eights: Use arms to make figures of eight in the air.
 - Side stretch: Stand with feet shoulder width apart, slowly let the left hand sink towards the left knee. Slowly come back to the starting position and repeat on the other side.
 - Quadriceps: Stand on left foot and extend the right foot backwards. Catch it with the right hand and bring it up as far as the bottom.
 - Calf Stretch: Stand with feet shoulder width apart, slowly lift heels off the ground and balance on toes for a few seconds. Slowly go back to the start position and then slowly raise the toes off the ground and balance on the heels for a few seconds.
 - Groin stretch: Sit on the ground with feet together in a meditating position. Gently push down the knees to stretch the muscles on the inner leg. Slowly go back to the starting position.
 - Hamstring stretch: Stand with feet shoulder width apart. Bend the knee slightly to transfer all the weight of the body onto the left foot. Slowly extend the right leg away from the body until the heel is on the ground with the toes pointing upwards. Place both hands one on top of the other on the right thigh. Slowly extend both hands downwards towards the knee and stop when a slight stretch is felt at the back of the right leg.

PUPIL TALK

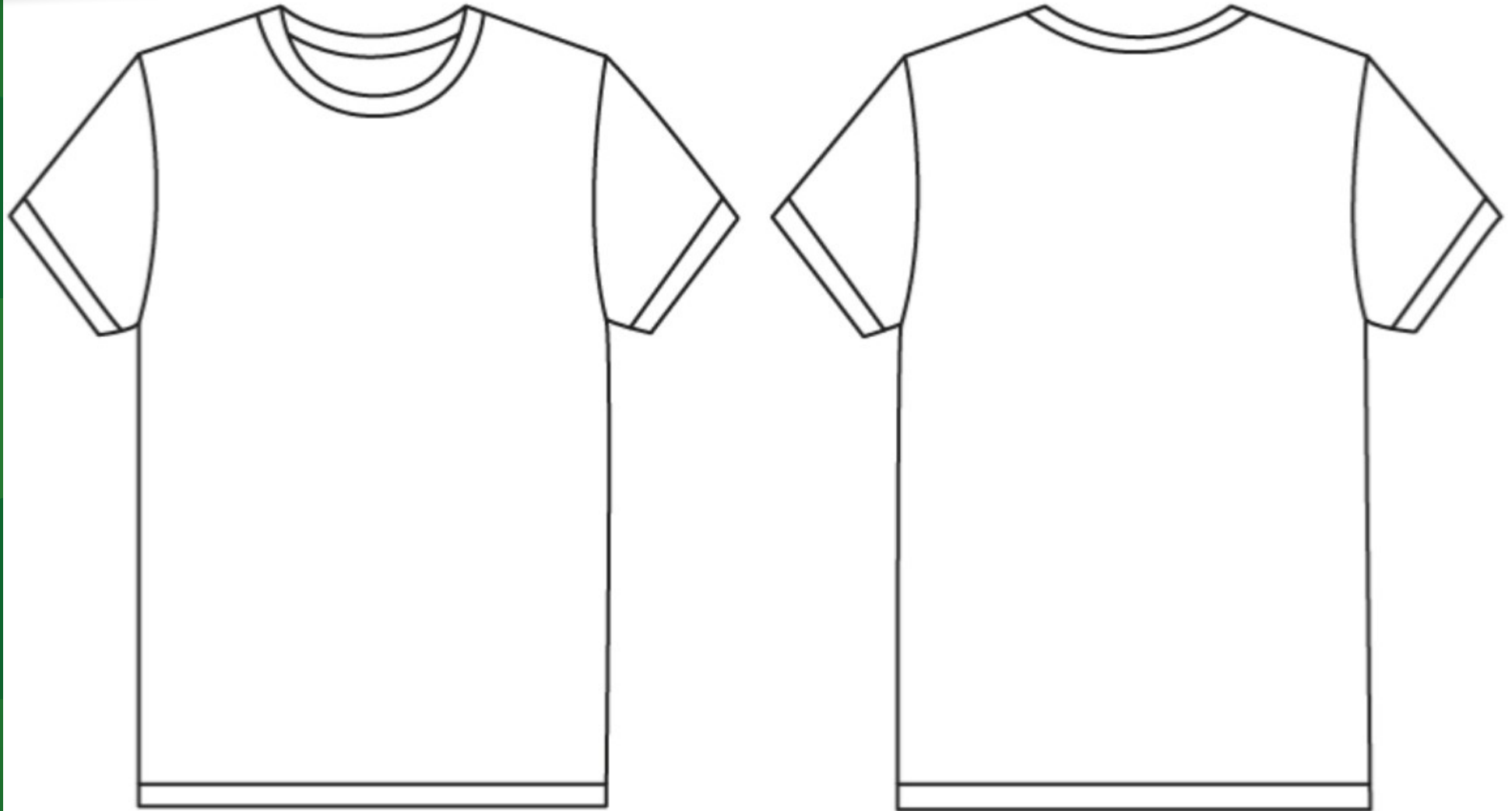
Apart from our passing, what other skill are we practising in the square that we would need in a football match? Moving to make yourself available for to receive a pass.

Footballer Mashcam



Try This Out Online

Design your own football shirt



Try This Out Online

Player Profile

Name:

Age:

Position:

Notable moments:

Club Career:

Country
Flag

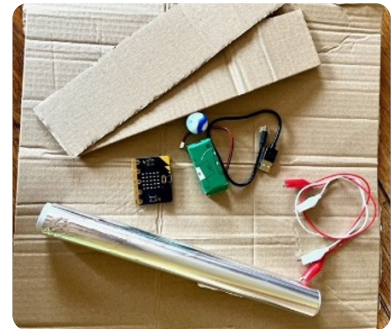
Current
Club
Emblem

International Career:

micro:bit Goal Project

You will need:

- Cardboard
- Tape
- Kitchen foil
- A marble or ball to use as your football
- A micro:bit with a battery pack
- A micro USB lead to connect your micro:bit to a computer/laptop
- 2 crocodile clips for each micro:bit

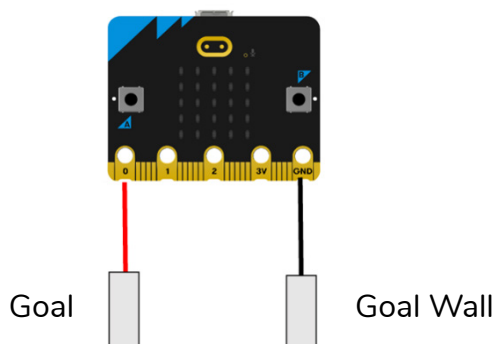


Create your own football pitch from a shallow cardboard box.



Create your goals at each end of the pitch:

1. Add a strip of aluminium foil to back wall of goal areas.
2. Create the goal - wrap a piece of thin cardboard in foil and stick it down inside the goal area. Make sure that the goal and the back wall are close together but not touching.
3. Connect pin 0 to the goal with a crocodile clip.
4. With another crocodile clip - connect the GND (ground) pin to foiled wall section behind goal.



Code your goals in Free code micro:bit

A variable called 'goals' counts our goals scored.

When the ball pushes the aluminium strips together, an electrical circuit is made which is sensed by pin 0.

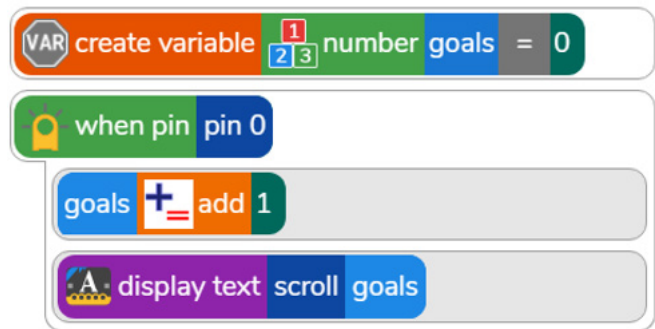
The number of goals scored increases by 1.

The score shows by scrolling across the LED display.

Modify your code

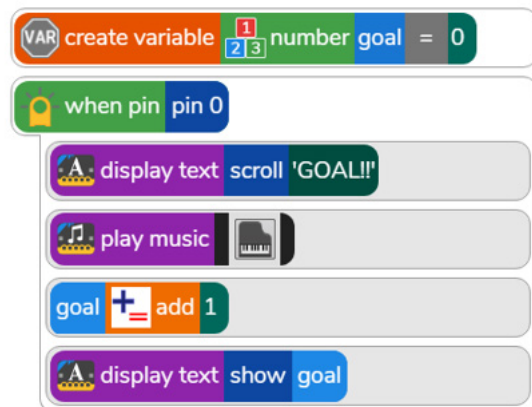
Make your game even more fun to play by adding sounds or text.

What will you do to modify your code?



```
VAR create variable 1 number goals = 0
when pin 0
goals + add 1
display text scroll goals
```

The code block shows a variable named 'goals' of type 'number' initialized to 0. A 'when pin 0' event block is followed by a 'goals + add 1' block and a 'display text scroll goals' block.



```
VAR create variable 1 number goal = 0
when pin 0
display text scroll 'GOAL!!'
play music
goal + add 1
display text show goal
```

The modified code block includes a variable named 'goal' of type 'number' initialized to 0. The 'when pin 0' event block is followed by four blocks: 'display text scroll 'GOAL!!'', 'play music', 'goal + add 1', and 'display text show goal'.



Can 13-year-old Nat Dixon save the club he loves from relegation? Striker Boy is a page turning football thriller, with plenty of action both on and off the pitch. As well as being a great story Striker Boy is supported by a range of resources, including a literacy and emotional resilience activity pack and an assembly powerpoint.

You can find out more about Striker Boy and [purchase here.](#)

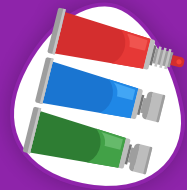
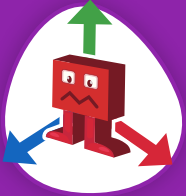


#EduFootyAid is a national charity football initiative for the education community. There are already over 300 teachers playing and together we've raised over £15,000 for Mind, the mental health charity. It's open to men and women and it's free to play, so sign-up today. Games are testimonial style and take place all over the country.

[Find out more here.](#)

purple mash

One platform,
endless possibilities



Loved by over
7,500 schools
worldwide

94% of teachers
credit Purple Mash
with improving
teaching efficiency.

Find out more here

