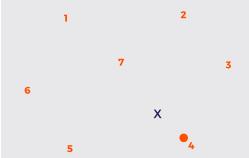


Year 6 - Handball Lesson Plan

COMPLETE
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| Lesson Objective | To be able to defend successfully | Lesson 1/6 |
| Equipment Needed | Cones, markers, bibs, handballs, softballs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Keep their arms pointing towards the ball and move towards as the ball travelsKnow that as the ball is coming towards them, they start to move towards the ballUnderstand as they contact the ball, they close fingers around the ball and bring it into the chestKnow to have a tight grip of the ball and get into a ready position for your next decision | |
| Adapted Learning (Differentiation) (Challenge) | L/A allowed to take five steps holding ball, M/A one step. | |
| Key Questions | How do we receive the ball? | |
| Warm Up | Ball Handling: If possible children have a ball each. They copy the coach who will demonstrate different ball handling activities. For example, rolling the ball through the legs forming an eight. Fast ball handling through the spread legs, moving the hands accordingly. Throwing the ball backwards through the legs, turning around and catching the ball. Throwing the ball while lying on the back, turning around and catching the ball, etc. | |
| Main Activity | Skill Acquisition: Children need to get into groups of four. Two at one side and two at the other side (About 5/6 metres apart). Coach goes through each pass one by one. Children pass the ball and follow it to the opposite side where their partners are stood.   Pass & Move: Split your class into four groups (Organise this by ability). In each group ask one child to act as the defender, this makes all of the other children 'attackers' - they must pass the ball to each other keeping it in their 'box' and away from the defender. All groups start and stop at the same time, the aim of the game is to have completed the greatest number of passes in the time you allocate. Children need to get used to moving the ball quickly! Possession Grids: Using the same set up as above, play 4v4 possession. Pupils must attempt to complete six passes to score a goal. Reinforce teaching points of skill. Encourage pupils to spread out. Conditioned Handball Match: Use the same teams as previous drill but add a goal at either end of the area. Goal is scored by throwing ball into the goal. Children can't move when they have possession of the ball, they must pass. | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | <ul style="list-style-type: none">Children should keep their eye on the ball until they have caught it, fingers spread and slight bend of the elbowHands make a 'W' shape, with thumbs slightly touchingChildren should move to the ball | |

Year 6 - Handball Lesson Plan

COMPLETE
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| Lesson Objective | To effectively use the 'rule of 3' in small, modified matches | Lesson 2/6 |
| Equipment Needed | Cones, markers, bibs, handballs, softballs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Attempt to use various passes in a game situationKnow and effectively execute the 'rule of 3' for moving and passing in specified drills and small sided gamesUnderstand when the need to dribble, pass or attempt to shoot | |
| Adapted Learning (Differentiation) (Challenge) | Use the STEP principles to adapt the tasks. | |
| Key Questions | What is the 'rule of 3'? | |
| Warm Up | Ball Handling: If possible children have a ball each. They copy the coach who will demonstrate different ball handling activities. For example, rolling the ball through the legs forming an eight. Fast ball handling through the spread legs, moving the hands accordingly. Throwing the ball backwards through the legs, turning around and catching the ball. Throwing the ball while lying on the back, turning around and catching the ball, etc. | |
| Main Activity | Rule Of 3: If a handball player takes more than three steps without dribbling (bouncing the ball) or holds the ball for more than 3 seconds without bouncing it, shooting or passing, then that is deemed 'walking' and possession is lost. Passing Drill: Children need to get into groups of four. Two at one side and two at the other side (About 5m apart). Coach goes through each pass one by one. Children pass the ball and follow it to the opposite side where their partners are stood. Children will work through a number of different passes: <ul style="list-style-type: none">Hip pass – Step laterally, flick wristOverhead pass – Elbow 90°, transfer weight, follow through, and throw over the top of your headBounce pass – One handed, ball to bounce $\frac{3}{4}$ of wayJump pass – Ball to shoulder height; third step is explosive and large. Throw ball whilst you are in the air Pass & Move: Split your class into four groups (organise this by ability). In each group ask one child to act as the defender, this makes all of the other children 'attackers' – they must pass the ball to each other keeping it in their 'box' and away from the defender. All groups start and stop at the same time, the aim of the game is to have completed the most amount of passes in the time you allocate! Handball is a fast sport, the children need to get used to moving the ball quickly! 4v4 Game: Use the same area as above but an end zone at both sides. To score children must pass the ball to a teammate inside the zone. | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | If a handball player takes more than three steps without dribbling (Bouncing the ball) or holds the ball for more than three seconds without bouncing it, shooting or passing, then that is deemed 'walking' and possession is lost. | |

Year 6 - Handball

Lesson Plan

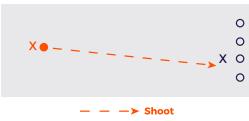
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| Lesson Objective | To defend successfully | Lesson 3/6 |
| Equipment Needed | Cones, markers, handballs, bibs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Block a player and mark an area when defendingKnow how to mark a player in handballTry to regain possession of the ball by trying to step in front of the player to intercept itBegin to anticipate and react to be able to intercept the ball | |
| Adapted Learning (Differentiation) (Challenge) | Make the area smaller when defending, make it easier to stop the opponent scoring. | |
| Key Questions | How do we defend? | |
| Warm Up | Ball Handling: Children have a ball each. They copy the coach who will demonstrate different ball handling activities. For example, rolling the ball through the legs forming an eight. Fast ball handling through the spread legs, moving the hands accordingly. Throwing the ball backwards through the legs, turning around and catching the ball. Throwing the ball while lying on the back, turning around, and catching the ball, etc. PROGRESSION: Half the class has a ball, half doesn't. Recap the 'Rule of 3' and get children to pass the ball around and/or dribble. | |
| Main Activity | Defending 1v1: Pupils remain in same groups (Based on ability). Pupils now attempt to score against a GK and a defender. When defending pupils hold their arms high and ensure they are in the way of the ball and the centre of the goal.  Defending Battleships: Set up four cones at both ends of a small area, children play 1v1 where the attacker aims to throw the ball at the defenders 'ships'. Once regained possession the roles reverse and the attacker shoots against their opponents 'ships'. The first child to sink all four ships wins! Defending as a Team: Split into teams of four in similar abilities. Inform pupils that the best way to defend as a team is to create a 'wall' by standing together in a compact fashion with arms raised. Groups take turns playing on half a pitch (Forces them to play defence v attack). Defence face four attacks then swap. | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | Children should take small, fast steps to avoid over-committing. Approach diagonally, facing towards the ball, and angling their body to direct their opponent away from the goal area. Keep their arms open, wide and high. | |

Year 6 - Handball

Lesson Plan

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| Lesson Objective | To attack and defend in competitive games | Lesson 4/6 |
| Equipment Needed | Cones, markers, handballs, bibs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Apply a range of different attacking and defending handball skills with some successUnderstand and explain how tactics can be used to help win games and use them with excellent success | |
| Adapted Learning (Differentiation) (Challenge) | M/A use a smaller box, L/A more space to allow finding space to be easier. M/A Smaller targets, further away, Introduce GK earlier. L/A take aim from closer together, replace cones with larger targets if you need to. M/A take aim from further away. | |
| Key Questions | How do we attack? How do we defend? | |
| Warm Up | Ball Handling: If possible children have a ball each. They copy the coach who will demonstrate different ball handling activities. For example, rolling the ball through the legs forming an eight. Fast ball handling through the spread legs, moving the hands accordingly. Throwing the ball backwards through the legs, turning around and catching the ball. Throwing the ball while lying on the back, turning around, and catching the ball, etc. PROGRESSION: Half the class has a ball, half doesn't. Recap the 'Rule of 3' and get children to pass the ball around and/or dribble. | |
| Main Activity | Pass & Move – Time Trial: Split your class into four groups (Group by ability). In each group ask one child to act as the defender, this makes all of the other children 'attackers' – they must pass the ball to each other keeping it in their 'box' and away from the defender. All groups start and stop at the same time, the aim of the game is to have completed the most amount of passes in the time you allocate! Handball is a fast sport, the children need to get used to moving the ball quickly!  Skill Progression - Shooting: Each group works in a different goal shooting from the edge of the 'D' aiming for the corners of the goal. Place targets for pupils to hit. Add GK. All pupils shoot at the same GK. If pupil scores, they move to the next round continues until one winner (In a Penalty Shoot-out style).  Battleships 1v1: They will need five cones for each working group, one to mark out the shooting mark, this is where the ball must be thrown from. The other four create targets (or 'ships'). Each child has four lives, 'child number 1' must announce which colour they are aiming at. If they hit that colour with their pass, they sink the ship! It is then 'child number 2's' turn to try and sink a ship. The child that sinks all four ships first wins. 4v4 Game: Use the same area as Pass & Move but place an end zone at both sides. To score children must pass the ball to a teammate inside the zone. | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | Attacking players are trying to move the ball quickly in order to create an opening for a shot. They can do this through use of fast passes. | |

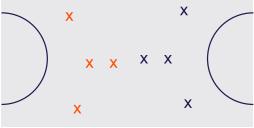
Year 6 - Handball Lesson Plan

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| Lesson Objective | To take part in modified games of handball using the techniques learnt | Lesson 5/6 |
| Equipment Needed | Cones, markers, handballs, bibs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Know when and where to use the different techniques learntEvaluate and improve their performanceListen to others, express my own ideas and work well with others tactically | |
| Adapted Learning (Differentiation) (Challenge) | M/A aim to score against a keeper of a similar ability, L/A likewise. | |
| Key Questions | What are the rules of the game? | |
| Warm Up | Ball Handling: If possible children have a ball each. They copy the coach who will demonstrate different ball handling activities. For example, rolling the ball through the legs forming an eight. Fast ball handling through the spread legs, moving the hands accordingly. Throwing the ball backwards through the legs, turning around and catching the ball. Throwing the ball while lying on the back, turning around, and catching the ball, etc. PROGRESSION: Half the class has a ball, half doesn't. Recap the 'Rule of 3' and get children to pass the ball around and/or dribble. | |
| Main Activity | The Fastbreak: Split your class into groups of four (Organise by ability). Hopefully at this point the children realise that to be effective in handball you must be able to move up the pitch quickly and accurately. Ask one child to take the role of the GK, the rest of the group stand at the other end of the pitch. Pass, Receive, Shoot: Ensure there is sufficient space between the 2's. Person at point 1, passes the ball to their partner, dashes forward and receives the pass before "shooting" low between the cones. Player retrieves ball and returns to starting point, repeat. PROGRESSION: Jump shot. N.B: All runs and shots made to the right of the partner. Tactics Workshop: Demonstrate and explain to the children that you can use different tactics to achieve success in a variety of sports. For this lesson show the children two defensive tactics they could employ. Explain the potential strengths and weaknesses of the tactics, the children must then get together and pick the tactics that they are going to try and use to help them improve as a team. Small Sided Games: In the teams of four, children will play in small, sided games against similar ability teams. The court will be set up with nets at both end and a 'D' in front of the goal. | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | Children should look to pass as simple as possible whilst they are moving with the ball. They should aim to pass in front of the receiving player. The ball should be passed at head height so that the receiver is in a position to attack the opponent. | |

Year 6 - Handball Lesson Plan

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| Lesson Objective | To take part in modified games of handball using the techniques learnt | Lesson 6/6 |
| Equipment Needed | Cones, markers, handballs, bibs. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Play competitive/modified games and apply basic principles suitable for attacking and defendingCompare their performances with previous ones and demonstrate improvement to achieve their personal bestEvaluate performance and recognise their own success | |
| Adapted Learning (Differentiation) (Challenge) | Group children in ability levels in order to add individual challenges throughout the matches. | |
| Key Questions | What tactics could they apply in the game? | |
| Warm Up | Tactics Workshop: Put the children in ability teams of four players. The children must then get together and pick the tactics that they are going to try and use to help them improve as a team. They have time to practice the tactics before we play small sided games. | |
| Main Activity | Small Sided Games: In the teams of four from the Tactics Workshop , children will play in small sided games against similar ability teams. The court will be set up with nets at both end and a 'D' in front of the goal.  Rules: <ul style="list-style-type: none">A goal can be scored from any type of throwA player can run with the ball for three steps maximumA player can hold a ball for up to three seconds maximumA player can continuously dribble, providing they bounce the ballA player can take three steps maximum before and after dribbling (No 'double dribble')Players are not able to endanger an opponent with the ball Children need to think about the following: <ul style="list-style-type: none">Appropriate use of passes with good technique and controlUse a variety of passes with deception – show good timingShow a variety of shots when attackingCan cope under pressure, able to demonstrate tactics and techniquesConcepts: phases of play, organised, attack, moving up/down courtOrganised defence, set play | |
| Cooldown | Recap and discuss Success Criteria. | |
| Key Technical Points | Why Small Sided Games?: <ul style="list-style-type: none">Fewer players on the court means each child will receive more time with the ball in their hands and will have more opportunities to make decisions and work on their tactics in a competitive situationDecision making will be easier we have smaller numbersChildren have more opportunities to score | |