

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To introduce the technique of handling and controlling the ball in Handball. **Lesson 1/6**

**Equipment Needed** Cones, markers, bibs, handballs, softballs

**Success Criteria** Children can:

- to grip a handball in one hand.
- control the ball in handball whilst moving.
- move the ball between their hands with some control.

### EDSTART KNOW

- I can explain how to grip a handball in one hand.
- I can describe why moving the ball between hands helps with control.
- I can understand how dribbling keeps the ball alive.

### EDSTART GO

- I can dribble the ball using fingertips and control.
- I can move the ball between hands while walking.
- I can apply ball control in small games.

### EDSTART SHOW

- I can respect my partner in passing activities.
- I can encourage others during games.
- I can celebrate everyone's effort.

**Key Question** How can you keep control of the ball while passing quickly and moving around the court? Keep your hands ready, move into space, communicate clearly, and use controlled passes that match the pace of play

### Warm Up

**SKILL SPINNERS:** Each child has a ball and follows the coach's lead, copying a series of fun, energetic handling challenges designed to build confidence, control, and coordination. Examples include rolling the ball through the legs in a smooth figure of eight, moving hands quickly around the ball while keeping their body still, tossing the ball backwards through the legs and catching it without turning around, flipping the ball from hand to hand while jogging, or lying on their back and tossing the ball up to catch before it hits the floor. Encourage pupils to experiment, express themselves, and celebrate creativity while improving hand-eye coordination. **PROGRESSION:** Turn it into a personal challenge—"Who can complete each skill five times in a row without dropping the ball?"

### Main Activity

**HOT PASS:** In groups of four, children pass the ball around as quickly and accurately as possible without dropping it. Players can take up to three steps while holding the ball before they must pass to a teammate, encouraging movement, scanning, and supporting play. The aim is to complete as many successful passes as possible within a set time limit, building teamwork and communication. Emphasise quick thinking, readiness to receive, and clear calling for the ball. **PROGRESSION:** Add a rule that the ball must follow a set passing pattern (clockwise, counter-clockwise, across the group) or reduce the playing space to force faster decisions and tighter control.

**RUN AND PASS:** In groups of four, players form two lines facing each other 5–6 metres apart. Two players dribble toward the centre; when they meet halfway, they make a controlled chest pass or bounce pass before continuing their run to the opposite side. This repetition helps build timing, passing on the move, footwork efficiency, and maintaining control while transitioning from dribbling to passing. **PROGRESSION:** Introduce a second ball to increase focus or require a fake (e.g., look-away, shoulder drop) before making the pass to develop deception and game realism.

**PRESSURE PIVOT:** Pairs work in a 3x3 metre box. One partner passes the ball in; the receiver must catch, pivot away from an imaginary defender, and make a return pass. Rotate roles every minute. This builds strong footwork, balance, scanning, and the ability to protect the ball under pressure. **PROGRESSION:** Add a passive defender who shadows lightly, increasing urgency and demanding quicker pivots and smarter decisions.

**QUICK BREAK:** In groups of four, pupils practise pushing the ball up the pitch at speed using dribbling, quick passes, and smart movement. The first player drives forward before passing ahead to a teammate in space, continuing the attack left, right, or centrally depending on positioning. Pupils learn to stay wide, run with purpose, and decide when to dribble or pass to keep the attack flowing quickly. Add a single defender to encourage players to react, support the ball, and maintain pace even under pressure. **PROGRESSION:** Add more defenders or require a set number of passes before shooting to emphasise teamwork, accuracy, and decision-making under pressure.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Widen or shrink playing areas to give pupils more time to control the ball or increase pressure and speed of decision-making.

#### TASK

Start with simple catching and passing tasks and gradually add movement, patterns, pivots, or defenders to increase challenge.

#### EQUIPMENT

Use different-sized balls, varied cone layouts, or target spacing to either support developing players or push accuracy and control.

#### PEOPLE

Begin individually or in pairs, then introduce small groups and defenders to create progressive levels of support and pressure.

### Key Technical Point

Keep your hands active and ready so you can catch and release the ball quickly. Step toward your target to create a strong, accurate pass. Pivot with balance to protect the ball and create better passing angles.

### Cooldown

**FOLLOW THE LEADER FLOW:** Pupils move slowly around the court with a ball while the coach calls gentle movement patterns such as walking dribbles, bounce-stop-hold, slow-motion passes, or side-step ball rolls. After 30 seconds, the coach chooses a pupil to be the new leader, and the group copies their slow, controlled movements. This supports recovery while reinforcing technique. Finish with a light stretch and one final controlled chest pass to a partner. **PROGRESSION:** Leaders combine two movements (e.g., bounce → pivot → gentle pass) for added challenge.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

**Lesson Objective** To introduce the technique of passing and controlling the ball in Handball.

**Lesson 2/6**

**Equipment Needed** Cones, markers, bibs, handballs, softballs

**Success Criteria** Children can:

- can pass and catch the ball in handball.
- take no more than 3 steps and pass the ball in handball.
- catch a ball with their fingers spread wide.

### EDSTART KNOW

- I can explain how to pass the ball in handball.
- I can describe why I must use no more than 3 steps.
- I can understand how spreading my fingers helps me catch.

### EDSTART GO

- I can pass and catch over short distances.
- I can move quickly and pass under pressure.
- I can apply skills in small games.

### EDSTART SHOW

- I can respect defenders by playing fairly.
- I can encourage teammates in passing challenges.
- I can celebrate group success.

**Key Question** How can you keep control of the ball while passing and moving quickly? Keep your hands ready, move into space, and use strong but controlled passes to support your teammates.

### Warm Up

**REACT AND ROLL:** Each pupil has a ball and moves freely around the area, rolling it gently with one hand or both. On the coach's call, they must instantly react with a movement: "Switch!" – change direction and roll with the other hand, "Stop!" – freeze and hold the ball still, "Spin!" – roll the ball in a tight circle around their body, "Go!" – roll the ball forward, chase it, and regain control. This builds fast reactions, hand coordination, and smooth ball control while keeping the activity playful and energetic. **PROGRESSION:** Add partner challenges where pupils roll their balls to each other, react to the bounce, and return it using different passing techniques.

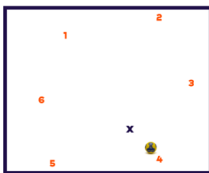
### Main Activity

**HANDLE LIKE A PRO:** Each child has a ball and copies the coach's creative handball challenges, such as rolling the ball in a figure eight through the legs, bouncing and catching behind the back, or throwing the ball backward through the legs before turning to catch it. For added fun and coordination, pupils can lie on their back, toss the ball up, and catch it before it lands. This develops control, focus, and playful confidence with the ball. **PROGRESSION:** Add a time limit or challenge pupils to keep the ball moving non-stop without pauses

**ROLL, CATCH, RELEASE:** Create small boxes (2–3 metres each). In pairs, one pupil rolls the ball unpredictably toward their partner, who must react quickly, collect it cleanly, and release a controlled pass back. After several rounds, increase the difficulty by rolling faster, changing angles, or using fakes to disguise the direction. This trains anticipation, clean handling, and rapid response to movement. **PROGRESSION:** Add a passive defender who lightly pressures the receiver, forcing quicker decisions and stronger handling.



**THROW & FOLLOW:** In groups of four, two players face the other two about 5 metres apart. Pupils practise chest passes and bounce passes, following their ball to the opposite line and maintaining a steady rhythm between movement and catching. Emphasise stepping into passes, using strong hands, calling for the ball, and catching softly to keep the drill flowing. **PROGRESSION:** Add one-touch passing or increase distance to increase challenge and power.



**FAST HANDS BOX:** Split into four groups, each working inside their own box with one defender in the middle. Attackers must keep the ball moving quickly, passing accurately to avoid losing possession while adjusting their positions to stay available. The team counts how many passes they can complete before time ends, encouraging movement, scanning, and decisive teamwork. **PROGRESSION:** Add an extra defender or reduce the box size to increase speed, pressure, and quick reactions.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase the size of the grids or boxes to give pupils more time on the ball, or shrink them to create quicker reactions and tighter decision-making.

#### TASK

Begin with simple rolling and catching tasks, then add passing patterns, movement, and defenders to increase difficulty.

#### EQUIPMENT

Use different-sized balls, varied cone layouts, or target zones to adjust challenge and support developing control.

#### PEOPLE

Start individually or in pairs, then introduce defenders or small groups to raise pressure and encourage teamwork

### Key Technical Point

Keep your hands active and open so you can catch and release the ball quickly, Step toward your target to add power and accuracy to your pass, Pivot with balance to protect the ball and create better passing angles.

### Cooldown

**WALK, TAP & BREATHE:** Pupils walk slowly around the court tapping the ball gently between hands while focusing on relaxed breathing. Every 10 seconds the coach calls a calming movement such as "Reach Up!" (stretch tall while holding the ball), "Circle Arms!" (roll the ball around the waist), or "Slow Roll!" (roll the ball softly along the floor). End in a circle with light stretches and one calm chest pass to a partner to finish the session smoothly. **PROGRESSION:** Pupils create their own calming movement to lead the group for 10 seconds.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

**Lesson Objective** To introduce the technique of shooting in Handball.

**Lesson 3/6**

**Equipment Needed** Cones, markers, bibs, handballs, softballs

**Success Criteria** Children can:

- shoot with varying accuracy and success at a target.
- shoot with relative power and varying success at a target.
- start to shoot the ball whilst jumping in the air.

### EDSTART KNOW

- I can explain how to shoot with power and accuracy.
- I can describe how to aim for corners of the goal.
- I can understand how jumping adds power.

### EDSTART GO

- I can shoot at a target with control.
- I can use passing before shooting.
- I can apply shooting in small activities.

### EDSTART SHOW

- I can respect the goalkeeper during shooting practice.
- I can encourage my team in challenges.
- I can celebrate effort as well as goals.

### Key Question

How can you shoot and pass accurately while staying in control during handball activities?: Step toward your target, keep your elbow high, and follow through smoothly while staying balanced and aware of defenders and space.

### Warm Up

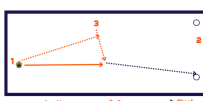
**HANDBALL HANDLERS:** Each pupil has a ball and copies the coach's movements, exploring a range of creative ball-handling skills designed to build confidence, coordination, and fast reactions. Pupils practise rolling the ball smoothly around the body, weaving it between the legs in a figure of eight, and circling it around the waist with control. Add exciting tricks such as throwing the ball backwards through the legs and quickly turning to catch it, flipping the ball hand-to-hand while moving, or lying on their back and tossing it upwards to catch before it touches the ground. Encourage pupils to stay light on their feet, react quickly, and enjoy experimenting with new movements as they build strong handball handling foundations. **PROGRESSION:** Introduce timed challenges, partner mirror work, or have pupils travel while handling the ball — dribbling, bouncing, or spinning to add movement and control.

### Main Activity

**HANDBALL HOTSHOTS:** Pupils practise shooting from the edge of the 'D', aiming at cone, hoop, or spot targets placed in the corners of the goal. Focus on developing both power and precision by encouraging pupils to step forward with their non-throwing foot, lift their elbow high, and follow through with accuracy. After each shot, pupils must recover quickly, return to a ready position, and be prepared for the next turn to build match-like rhythm. Rotate shooters and goalkeepers regularly so everyone experiences both roles. **PROGRESSION:** Add a defender, reduce time before shooting, or increase distance to challenge accuracy and decision-making.



**SHIP SMASHERS:** In pairs, pupils set up four coloured cones as "ships" and take turns calling a cone colour before aiming to hit it with a controlled pass. Each successful hit "sinks" that ship, and the first player to sink all four of their opponent's ships wins the round. This activity builds focus, target accuracy, tactical thinking, and calm control under pressure. Encourage pupils to communicate clearly, stay balanced when throwing, and adjust their technique depending on distance and angle. **PROGRESSION:** Move targets further apart, add movement before throwing, or make each round timed for added excitement and intensity.



**PASS, DASH & BLAST:** Players work in pairs to perform a flowing sequence: one partner passes, then dashes forward into space, receives on the move, and shoots quickly between two marked cones. This develops quick reactions, sharp footwork, attacking movement, and accurate shooting under pressure. Pupils must follow handball rules — three seconds to act and three steps max, helping them apply real-game decision-making. Encourage players to call for the ball, meet the pass confidently, and finish with control. **PROGRESSION:** Add a moving defender, require a jump shot, or limit touches before shooting to increase speed and precision.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase the space to give pupils more time to control the ball or shrink it to create quicker reactions and higher pressure.

#### TASK

Start with simple handling and shooting tasks before adding movement, time limits, defenders, or specific techniques to raise difficulty.

#### EQUIPMENT

Use varied ball sizes, different cone colours, target zones, or hoop sizes to support beginners or challenge advanced players.

#### PEOPLE

Begin individually, then progress to pairs and add defenders or group work to gradually increase interaction and game realism.

### Key Technical Point

Keep your hands open and ready to control the ball quickly and confidently. Step forward with your non-throwing foot to build power, balance, and direction. Keep your elbow high and drive through the throw to create accuracy and speed.

### Cooldown

**HANDBALL HERO CHALLENGE:** Pupils work in pairs, gently passing the ball back and forth while walking slowly around the area to bring their heart rate down. On the coach's signal, they freeze and balance on one leg while keeping the ball steady in their hands, challenging stability and focus. Encourage calm breathing, soft movements, and teamwork as players transition into a relaxed state. The cooldown ends with a few controlled passes over short distances to reinforce accuracy while staying calm. **PROGRESSION:** Add creative balance challenges such as passing behind the back, around the waist, or through the legs, or gradually increase the passing distance to test control while staying relaxed.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To catch the ball with two hands and land safely before passing in Netball.

**Lesson 4/6**

**Equipment Needed** Netballs, (plus small / lighter balls for differentiation) cones, markers, bibs

**Success Criteria** Children can:

- show ready hands by holding their arms out and preparing to receive the ball before it arrives.
- catch with two hands securely, bringing the ball into their body to stay in control.
- land safely before passing to keep their balance and follow the correct handball footwork rules.

### EDSTART KNOW

- I can explain how ready hands help me catch safely every time.
- I can describe why landing first keeps my balance before passing.
- I can identify the correct technique needed to perform a strong chest pass.

### EDSTART GO

- I can hold ready hands early to prepare for quick catches.
- I can catch using two hands and pull the ball into control.
- I can step forward and push firmly to complete an accurate chest pass.

### EDSTART SHOW

- I can show ready hands to help my teammates pass confidently.
- I can catch, land, and pass quickly to keep play flowing together.
- I can communicate clearly so my partner knows when to chest pass.

### Key Question

How can you stay in control while reacting quickly in small spaces? Keep your head up, move early into space, and use controlled passes under pressure.

### Warm Up

**READY HANDS:** Pupils move freely around the area showing "ready hands" while the coach throws or rolls balls from different directions. They must react quickly, catch with two hands, and return the ball safely. Emphasise early preparation, soft hands, and keeping eyes up to build confidence, coordination, and anticipation during dynamic movement. **PROGRESSION:** Add movement challenges such as jogging, side-stepping, or backpedalling before catching.

### Main Activity

**PARTNER CATCH & LAND:** Working in pairs, pupils throw gentle passes while focusing on catching with two hands and landing safely before returning the ball. Encourage balanced footwork, controlled body position, and keeping the ball close after the catch. Pupils should communicate clearly, stay light on their feet, and practise safe, stable landings every time, developing confidence, rhythm, and consistency with repeated practice. **PROGRESSION:** Increase passing distance or require a quick pivot after landing before passing.

**PASSING LINES:** Players stand in two long lines facing each other about 5–7 metres apart. They pass down the line using chest passes while jogging to the end after releasing the ball, creating a continuous, energetic flow of movement. The focus is on accurate passing, strong catches, smooth transitions between positions, and maintaining rhythm as a team. Encourage pupils to communicate clearly, keep their hands ready, and time their movement so the ball never stops travelling. This builds teamwork, consistency, and confidence in both passing and receiving under light pressure. **PROGRESSION:** Add one-touch passing or require every third pass to be a bounce pass.

**KEEP IT MOVING:** In a marked grid, pupils pass and move continuously, aiming to keep the ball flowing without stopping while staying active and involved at all times. Players must stay alert, react quickly to where the ball is going next, and move into new spaces after releasing the ball, encouraging clear communication, teamwork, and good awareness of others. Focus on staying available for the next pass, catching cleanly, pivoting with balance, and keeping the tempo high throughout the activity. **PROGRESSION:** Reduce space or add one defender to increase pressure and decision-making.

**SPEED SQUARES:** Set up four coloured squares around the area. Pupils pass and move freely until the coach calls a colour, and everyone must sprint to that square while keeping control of the ball. Once inside, they continue passing and moving in tight space, encouraging quick reactions, teamwork, and spatial awareness under pressure. **PROGRESSION:** Add one defender per square to increase pressure and force quicker decisions.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Widen the squares or cool-down movement area to support control, or shrink them to increase reaction speed and pressure.

#### TASK

Begin with simple pass-and-move challenges before adding sprints, colour calls, or varied movement patterns to raise difficulty.

#### EQUIPMENT

Use different coloured squares, varied cone layouts, or lighter balls to adapt challenge and support different abilities.

#### PEOPLE

Start individually or in pairs before adding defenders or group leaders to increase interaction and decision-making.

### Key Technical Point

Keep your hands ready so you can receive and release the ball quickly. Stay light on your feet to change direction smoothly when the colour is called. Use short, accurate passes to keep possession in tight spaces.

### Cooldown

**FLOW & FOLLOW:** Pupils move slowly around the court with a ball, performing gentle movements such as bounce-catch, roll-pick up, or soft chest passes to a partner. Every 15 seconds the coach changes the movement, helping pupils cool down without stopping completely. Finish with calm walking, deep breathing, and a final slow, accurate pass. **PROGRESSION:** Allow pupils to take turns leading a movement for the whole group.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To move into space to receive a pass in Netball.

**Lesson 5/6**

**Equipment Needed** Netballs, (plus small / lighter balls for differentiation) cones, markers, bibs

**Success Criteria** Children can:

- move into clear space to stay ready for every pass.
- call for the ball confidently so teammates know their intentions.
- use chest and bounce passes accurately during different activities.
- work successfully with a partner to pass, move, and support.

### EDSTART KNOW

- I can explain why moving into clear space helps my team succeed.
- I can describe when to use chest passes or bounce passes effectively.
- I can explain why calling for the ball improves teamwork and timing.

### EDSTART GO

- I can move quickly into space to support the next passing opportunity.
- I can use chest and bounce passes accurately when receiving on the move.
- I can work confidently with a partner to pass, catch, and communicate.

### EDSTART SHOW

- I can encourage my partner by calling clearly and supporting good decisions.
- I can work with teammates to keep passes flowing during group activities.
- I can communicate positively so everyone knows where and when to move.

**Key Question** How can you help your team keep the ball moving successfully? Move into space early, communicate clearly, and use accurate chest or bounce passes.

### Warm Up

**SPACE EXPLORER:** Pupils move freely around the area with a ball travelling between players as they practise finding space before receiving a pass. The coach encourages scanning, early movement, and keeping hands ready to react quickly. Players must constantly adjust their position to avoid crowding and help maintain a flowing, positive passing environment. This activity builds awareness, confidence, and teamwork in open space. **PROGRESSION:** Add a defender so pupils must find smarter spaces under pressure.

### Main Activity

**MOVE-CATCH-PASS TRIOS:** In groups of three, players pass the ball around while moving into new spaces after each release. One player starts as the 'worker', receiving from both teammates before passing and rotating roles. The focus is on clean catches, correct footwork, and linking movement with passing rhythm. Pupils develop communication, timing, and the ability to stay available for the next action. **PROGRESSION:** Introduce one-touch passing to increase speed and test awareness.

**CORNER PASSING:** Create a square with four corner cones. Pupils pass the ball around the square, following their pass to the next corner to keep the pattern moving. Emphasise stepping into passes, catching tall, and calling clearly for the ball. As tempo increases, pupils must read the flow, adjust footwork, and stay coordinated as a group, improving accuracy and teamwork. **PROGRESSION:** Add a second ball to increase challenge and speed of decision-making.

**FIND 5 SPACES:** Pupils move around the playing area aiming to receive a pass in five different marked spaces. After each catch, they pass quickly and relocate to a new space, encouraging constant movement and scanning. This activity rewards early movement, clear communication, and choosing the right moment to pass or receive. It develops spatial awareness, agility, and confident teamwork under mild pressure. **PROGRESSION:** Reduce the number of available spaces to increase movement demand.

**PASS & SWITCH STATIONS:** Set up four passing stations around the grid: chest pass, bounce pass, move-catch-pass, and long target pass. Pupils work in pairs and spend one minute at each station, focusing on accuracy, clear communication, and moving early after releasing the ball. When the coach calls "Switch!", all pairs rotate to the next station, keeping the tempo high and reinforcing the key passing skills learned throughout the lesson. **PROGRESSION:** Add a timed challenge where pairs must complete a set number of accurate passes before switching stations.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust grid sizes to give pupils more space to support control or reduce it to increase movement and reaction speed.

#### TASK

Start with simple passing tasks before adding rotations, time limits, or defenders to challenge decision-making.

#### EQUIPMENT

Use varied cone layouts, smaller gates, or different ball sizes to match ability and raise accuracy demands.

#### PEOPLE

Begin individually or in pairs before adding defenders or group combinations to increase teamwork and pressure.

### Key Technical Point

Keep hands ready to catch securely and support fast passing flow. Step toward your target to create stable, accurate chest and bounce passes. Move into new space immediately after passing to stay available for teammates.

### Cooldown

**PASS, PAUSE & BREATHE:** Pupils walk slowly around the area with a partner, gently passing the ball back and forth while gradually reducing intensity. After each pass, pupils pause for a moment, take a slow breath in, and move into a new space before receiving again. Encourage soft hands, relaxed shoulders, and calm movement to help lower heart rate and finish the session positively. End with a team circle, where pairs roll the ball to each other and share one thing they enjoyed or improved today. **PROGRESSION:** Add simple balance challenges like standing on one leg after catching or using a behind-the-back pass before walking again.

# Year 3 - Intro to Invasion Games

## Handball & Netball - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To link movement, catching and passing in Netball. **Lesson 6/6**

**Equipment Needed** Netballs, (plus small / lighter balls for differentiation) cones, markers, bibs

**Success Criteria** Children can:

- move then stop safely before catching with good control.
- pass accurately to teammates who are moving into new spaces.
- link three to four movements smoothly in passing activities.

### EDSTART KNOW

- I can explain why I must stop before catching the ball safely.
- I can describe how to pass accurately to teammates moving into space.
- I can explain how linking movements creates smooth passing sequences.

### EDSTART GO

- I can stop, catch, then pass confidently while moving into space.
- I can pass accurately to teammates who are running toward new spaces.
- I can link three or four movements smoothly during passing activities.

### EDSTART SHOW

- I can communicate clearly so my group links movements successfully together.
- I can support teammates by moving early and staying ready to receive.
- I can work with others to keep passing sequences flowing in the game.

**Key Question** How can you link movement, catching, and passing smoothly during activities? Move early into space, stop before catching, and pass accurately to support your team.

**Warm Up** **FOLLOW THE LEADER:** Pupils work in pairs, with one acting as the leader who moves around the area creating different patterns such as jogging, side-stepping, stopping, pivoting, and signalling for a pass. The follower mirrors every movement and returns passes on the move, helping both players develop timing, communication, and movement-passing coordination. Emphasise soft catches, early hand preparation, and adjusting speed to stay connected. **PROGRESSION:** Add a defender who shadows lightly to increase movement accuracy and decision-making.

**Main Activity** **MOVE-LAND-PASS ROUTE:** Set up a simple route with three movement stations—jog, stop-catch, and pass. Pupils run through the route, catching the ball at each station, landing safely, and passing before moving on. This activity links movement, catching, and passing in sequence, helping pupils develop rhythm, timing, and control. Encourage pupils to stay balanced, call for the ball early, and finish each movement clearly. **PROGRESSION:** Add an extra movement station or require one-touch catching before passing.

**MOVEMENT PATTERNS:** Create four movement zones—zig-zag run, quick feet, stop-catch, and pivot-pass. Pupils work through each zone in sequence, receiving and returning passes while performing the required movement. This introduces controlled footwork, catching under slight pressure, and linking transitions between different movement styles. Emphasise clear communication, quick reactions, and keeping hands ready for the next catch. Pupils rotate roles to experience both passing and receiving. **PROGRESSION:** Add timed rotations or require a bounce pass in the final zone.

**GROUP PASSING CIRCUIT:** Set up a circular passing circuit with several stations: catch-stop, move-receive, pivot-pass, and long pass. Groups travel clockwise, completing each station in turn to link multiple movement and passing skills together. Encourage pupils to stay active, move early after passing, and prepare hands before arriving at the next station. This develops teamwork, flow, and the ability to connect 3-4 actions smoothly. **PROGRESSION:** Add two balls into the circuit to increase difficulty and demand faster reactions.

**PASS & FLOW CHALLENGE:** Pupils work in small groups passing continuously while moving around a marked grid. Every 20-30 seconds, the coach calls a new movement (e.g., stop-catch, pivot-pass, jog-receive), and groups must adapt instantly while keeping the ball flowing. The aim is to connect movement, catching, and passing smoothly without breaking rhythm, encouraging teamwork, scanning, and clear communication. **PROGRESSION:** Add one defender per group to increase pressure and test quick decision-making.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase or reduce the grid size to create more movement freedom or tighter decision-making.

#### TASK

Start with simple movement-catch-pass sequences before adding rotations, defenders, or timed challenges.

#### EQUIPMENT

Use varied cone layouts, different-sized balls, or movement stations to adjust challenge levels.

#### PEOPLE

Work individually, then in pairs, then in small groups with defenders to increase game realism.

**Key Technical Point** Move into space early so you're ready for the catch. Stop your feet before catching to stay balanced and controlled. Use soft hands to secure the ball before linking the next action.

**Cooldown** **MOVE, CATCH & CALM:** Pupils walk slowly around the area with a partner, exchanging gentle passes and practising calm landings after each catch. After passing, they pause, breathe deeply, and move into new space before receiving again. Encourage soft hands, relaxed shoulders, and steady movement to lower heart rate while reinforcing controlled catching and passing. Finish with a team circle where pupils roll the ball and share one skill they linked well today. **PROGRESSION:** Add simple balance tasks, such as catching on one leg or pivoting slowly before passing.