

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to pass and move in Handball using the rule of 3. **Lesson 1/6**

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

**Success Criteria** Children can:

- begin to know the 'rule of 3' for moving and passing in handball
- know 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 'travelling' and possession is lost.

### EDSTART KNOW

- I can explain the 'rule of 3' in Handball.
- I can describe how to pass quickly under pressure.
- I can understand why moving into space helps my team.

### EDSTART GO

- I can pass accurately while following the rule of 3.
- I can combine passing and moving to keep possession.
- I can apply skills in Fastbreak and time trial activities.

### EDSTART SHOW

- I can respect defenders and play fairly.
- I can encourage teammates in passing challenges.
- I can celebrate success with my team.

### Key Question

What helps your team keep control when passing at speed? Accurate passing, moving into space, and clear communication.

### Warm Up

**BALL WIZARD:** Each child has a ball and copies the coach's demonstrations, focusing on control and coordination. Start with simple movements: rolling the ball around the body, through the legs in a figure eight, and passing it hand-to-hand around the waist, knees, and head. Progress to trickier challenges such as throwing the ball through the legs and catching behind the back, or tossing it in the air while lying down and rolling over to catch. Encourage creativity by letting children suggest their own ball-handling challenges once confident. **PROGRESSION:** Add a timed challenge — how many figure eights or catches can you complete in 30 seconds?

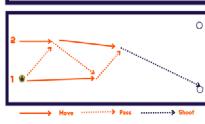
### Main Activity



**FOUR CORNERS PASSING:** Children form groups of four, standing opposite each other in two lines about 5-6 metres apart. The teacher demonstrates different passing techniques: chest pass (two hands from the chest with thumbs turning down on release), bounce pass (aiming for the floor two-thirds of the way to the receiver), and overhead pass (ball released from above the forehead with strong wrist action). On the coach's command, children pass the ball and immediately follow their pass to the opposite side, keeping the rhythm of movement continuous and controlled. Reinforce correct technique, step forward with the foot opposite the throwing hand, keep elbows out, aim for the receiver's chest, and fully extend the arms with a strong follow-through. Encourage receivers to show target hands, cushion the ball into their body with soft hands, and move quickly into the next space ready to pass again. Emphasise communication, eye contact, and smooth transitions to maintain flow. **PROGRESSION:** Reduce the distance between players to focus on speed, then increase it to develop power and accuracy.



**BOX CONTROL CHALLENGE:** Split the class into four groups, arranged by ability. Each group works within its own 6x6m box. One player acts as the defender while the others work together to complete as many passes as possible within the set time. Defenders must try to intercept but cannot leave the box. Attackers must move into space and call for the ball, practising quick decisions and teamwork. Encourage groups to count their successful passes and try to beat their own record on the next round. **PROGRESSION:** Add a rule that attackers must use both chest and bounce passes within each round.



**LIGHTNING BREAK:** Split into groups of four, grouped by ability. Begin at one end of the court. The first player passes to the next in line while all players move quickly up the pitch together, finishing with a shot at goal. The focus is on timing, accuracy, and maintaining speed while staying in control of the ball. Highlight communication and spacing, players should move into channels, not bunch together. **PROGRESSION:** Add one defender who can attempt to block passes or intercept, encouraging players to anticipate and make quick decisions under pressure.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Increase space for confidence or reduce to increase pressure.

**TASK**  
Use stationary passing for support or add movement and defenders.

**EQUIPMENT**  
Use lighter balls for control or standard balls for challenge.

**PEOPLE**  
Group similar ability for confidence or mix for peer support.

### Key Technical Point

Step towards your target when passing, push the ball from the chest with two hands, and follow through with fingers pointing towards the receiver. When receiving, show clear target hands, cushion the ball softly into the body, and move immediately after passing to create the next option. Keep your head up to scan for teammates, space, and defenders, especially during fast breaks.

### Cooldown

**COACH'S COUNTDOWN:** Children form a large circle, gently passing the ball around while walking slowly. When the coach calls out "1," they stop and perform a slow stretch with the ball, reaching high, twisting side to side, and bending to touch the ground. Gradually lower the pace, transitioning into seated stretches focusing on shoulders, arms, and legs. **PROGRESSION:** Finish with a quiet reflection where pupils share one skill they improved: "passing accuracy," "teamwork," or "speed on the fast break." "What helped your team complete the most passes, quick movement, communication, or trust in your teammates?"

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To develop the skill of defending in Handball. **Lesson 2/6**

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

**Success Criteria** Children can:

- understand that marking involves being close to a player and to prevent them from passing or receiving the ball.
- know when marking a player who does not have the ball, position themselves between the player and the ball.
- make the decision when to block, steal or intercept the ball.

### EDSTART KNOW

- I can explain how to mark an opponent.
- I can describe how to block, steal, or intercept.
- I can understand why I must stay between attacker and goal.

### EDSTART GO

- I can defend 1v1 using correct stance.
- I can use footwork to close down attackers.
- I can apply defending small games.

### EDSTART SHOW

- I can respect attackers when defending.
- I can encourage teammates in defensive roles.
- I can celebrate defensive effort as much as goals.

### Key Question

What helps you defend successfully in 1v1 situations? Good positioning, quick reactions, and clear communication.

### Warm Up

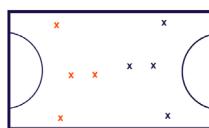
**BALL WIZARD:** Each child has a ball and mirrors the coach's demonstrations, focusing on developing control, coordination, and reaction speed. Begin with simple rolling patterns such as rolling the ball around the waist, knees, and ankles. Move on to more complex handling challenges like rolling the ball through the legs in a figure-eight pattern, switching hands quickly, and throwing the ball backwards through the legs before turning to catch it. Encourage children to stay light on their feet and keep eyes on the ball at all times. End with a fun challenge — throwing the ball up while lying on their back, turning over, and catching before it lands. **PROGRESSION:** Introduce a timed challenge — "How many clean catches can you make in 30 seconds without dropping the ball?"

### Main Activity

**GUARDIAN OF THE GOAL:** Children stay in their ability-based groups. In this drill, one pupil acts as the attacker and the other as the defender, with a goalkeeper protecting the goal. The attacker aims to score using quick changes of speed and direction, while the defender positions themselves between the attacker and the goal at all times, arms raised and balanced on their toes. Encourage defenders to stay low with knees bent, use small side steps to mirror the attacker's movement, and keep their eyes on the ball rather than the body. Defenders should aim to delay first, block shooting angles, and then time their interception or tackle carefully under control. **PROGRESSION:** Allow attackers two passes before shooting to develop defenders' tracking, blocking reactions, and decision-making.



**DEFENDER'S FLEET:** Set up two small areas, each with four cone "ships" placed in a line at the back. Pupils play 1v1, with the attacker trying to throw the ball accurately to knock over their opponent's ships. The defender works to block passes, intercept throws, and regain possession using quick footwork and strong body positioning. When the defender wins the ball, they instantly transition into attack and target their opponent's ships, encouraging rapid changes of role. Emphasise fast reactions, quick decision-making, controlled throwing, and immediate repositioning after each attempt. The first player to sink all four ships wins. This game builds anticipation, agility, and quick transition from defence to attack. **PROGRESSION:** Add a rule where players must make a bounce pass before each attack to increase precision.



**HANDBALL HEROES:** Children play in teams of four on mini handball courts, each with a net at either end and a semi-circular 'D' area for goalkeepers. Teams work together to score by passing quickly, finding space, and shooting within the rules of the D-zone. Encourage communication and teamwork, while defenders practise blocking shots and marking players effectively. Rotate teams every few minutes so pupils play a variety of roles as attackers, defenders, and goalkeepers. **PROGRESSION:** Introduce a scoring challenge — 2 points for a goal scored after three consecutive team passes.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Increase space for confidence or reduce to increase defensive pressure.

**TASK**  
Use shadow defending for support or add shooting for challenge.

**EQUIPMENT**  
Use softer balls for control or standard handballs for progression.

**PEOPLE**  
Pair similar ability for confidence or mix for challenge and teamwork.

### Key Technical Point

Stay low with knees bent and weight balanced on the balls of the feet, keeping your body side-on to the attacker. Watch the ball closely, use quick side steps to stay between the attacker and the goal, keep arms active to block passing and shooting lines, and time interceptions or tackles rather than diving in. When possession is won, transition quickly into attack with control and awareness.

### Cooldown

**CALM CATCH:** Children form a circle and gently pass the ball around at walking pace. Each time they receive the ball, they take a deep breath and stretch their arms out wide before passing again. Transition to seated stretches, including shoulder rolls, arm crosses, and reaching for the toes. **PROGRESSION:** Add a mindfulness element where each child says one positive thing about their teamwork today as they pass the ball. "What made you a strong defender — good positioning, timing, or communication?"

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to play modified, small-sided games of Handball. **Lesson 3/6**

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

**Success Criteria** Children can:

- follow and understand some of the main rules of handball.
- start to apply some basic principles suitable for attacking and defending handball skills in a game with varying success.

### EDSTART KNOW

- I can explain the main rules of Handball.
- I can describe when to dribble, pass, or shoot.
- I can understand how to use simple tactics.

### EDSTART GO

- I can combine passing, dribbling, and shooting in games.
- I can play using tactics like man-marking.
- I can follow rules in 4v4 matches.

### EDSTART SHOW

- I can respect referees and opponents.
- I can encourage teammates during small matches.
- I can play fairly whether I win or lose.

### Key Question

How can your team keep possession and attack effectively? By moving into space, passing accurately, and communicating clearly.

### Warm Up

**PASS & MOVE:** Split the class into four groups based on ability, with each group working inside its own clearly marked square area. One child in each group acts as the defender while the remaining players are attackers. The aim for the attackers is to complete as many accurate passes as possible within a set time (e.g., 45 seconds), keeping possession away from the defender at all times. Emphasise quick movement into space after every pass, showing clear target hands, stepping into the pass, and cushioning the ball softly when receiving. Defenders apply controlled pressure by intercepting passes, blocking passing lanes, and forcing rushed decisions. Encourage constant communication from attackers through calling names and signalling for the ball. When time is up, swap defenders so every child experiences both attacking and defending roles. **PROGRESSION:** Add a rule that players must move into a new space after every pass, or require three different types of passes (chest, bounce, overhead) within each round.

### Main Activity

**TEAM THINKERS:** Gather the children in their groups and explain that effective teams must work together using clear tactics as well as good individual skills. Introduce two simple defensive strategies. Man-to-Man Defence means each player marks one opponent closely, staying goal side and denying easy passes. Zone Defence means each player protects a specific area, blocking passes or shots that enter their zone and supporting teammates when attackers move through. Discuss with pupils the advantages and disadvantages of both approaches — for example, man-to-man applies strong pressure but is physically demanding, while zone defence helps teams stay compact but can leave dangerous gaps if players do not communicate. Groups then choose one tactic to practise in a short conditioned game. Encourage them to talk constantly, adjust their positions, and reflect on what works best for their team. **PROGRESSION:** Allow teams to switch tactics midway through to compare effectiveness, prompting real-time discussion and decision-making.



**MINI MATCHES:** Children remain in their ability-based teams of four to play small-sided handball matches on mini courts with goals at each end and a semi-circular 'D' area. Teams must now apply either man-to-man or zone defence as chosen during the tactics workshop, adapting their shape as play develops. Attackers focus on moving into space at speed, creating passing angles, passing quickly under pressure, and supporting teammates immediately after every pass. Defenders practise tracking runners, communicating switches clearly, staying goal side, and recovering quickly when beaten. Encourage players to call out names, organise defensive roles, and recognise moments to counter-attack quickly following a turnover. Rotate teams every few minutes so pupils face different opponents, experience varied tactical challenges, and refine decision-making under changing conditions. **PROGRESSION:** Add an extra rule where a team must complete at least three passes before shooting to further promote teamwork, movement, and patience in attack.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase square size for success or reduce to raise pressure.

#### TASK

Allow free passing for support or add pass limits for challenge.

#### EQUIPMENT

Use softer balls for control or standard handballs for realism.

#### PEOPLE

Match similar ability for confidence or mix for tactical challenge.

### Key Technical Point

Pass with a step towards the target and full arm extension, show clear target hands when receiving, and move immediately after every pass to create a new passing option. In defence, stay goal-side, communicate switches, and decide quickly whether to apply man-to-man pressure or protect space in a zone. Successful teams adjust their positioning constantly based on where the ball is.

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To apply passing skills under pressure in competitive, Netball game-like situations. **Lesson 4/6**

**Equipment Needed** Footballs (size 4 plus small / lighter for differentiation) cones, marker, bibs

**Success Criteria** Children can:

- apply passing and movement skills under time pressure.
- make quick decisions to complete competitive skill challenges.
- work as a team to communicate and solve problems under pressure.

### EDSTART KNOW

- I can explain why quick passing helps my team keep the ball.
- I can describe how communication helps us work under pressure.
- I can explain how tactics change when time is limited.

### EDSTART GO

- I can pass and move quickly to support my team.
- I can use my skills accurately when working against the clock.
- I can make quick decisions to help my team complete challenges.

### EDSTART SHOW

- I can communicate clearly and positively with my teammates.
- I can stay calm and focused under time pressure.
- I can show teamwork and resilience when a challenge is difficult.

### Key Question

What helps your team succeed when working against the clock? Clear communication, quick movement, and staying calm under pressure.

### Warm Up

**TARGET PASS RACE:** Set up several square grids with a cone target in the middle. In teams of three, pupils pass the ball around their group aiming to hit the central cone with a pass after at least three successful passes. Once the target is hit, the team races to reset and start again. Encourage quick passing, movement into space, and calling for the ball. This warm-up introduces competition while reinforcing accuracy and awareness. **PROGRESSION:** Reduce the size of the grid or increase the required number of passes before attempting a target hit.

### Main Activity

**BREAKOUT SKILL RELAY:** Create relay lanes with cones. Each team of three lines up behind a start cone. One player at a time must dribble through a zig-zag of cones, perform a controlled pass at the end into a target gate, then sprint back to tag the next teammate. Teams race to complete all rotations. **PROGRESSION:** Add a weak-foot dribble section or require a give-and-go pass at the end.

**CHANNEL CONTROL CHALLENGE:** Set up narrow channels using cones. In pairs, one attacker dribbles through the channel while the defender shadows without tackling. The attacker scores a point for controlled touches and successful turns at the end. After each attempt, swap roles. **PROGRESSION:** Allow light tackling or add a time limit to complete the channel.

**BEAT THE CLOCK SKILLS CIRCUIT:** Create 4 skill stations that teams rotate around: **Fast Pass Gate:** 8 accurate passes through a cone gate. **Agility Dribble Slalom:** dribble through cones and back. **Reaction Catch & Pass:** react to a call then catch and return. **Target Strike Zone:** 5 accurate shots into a target. Teams have 60 seconds at each station to complete as many quality reps as possible. **PROGRESSION:** Reduce time to 45 seconds or add a quality condition (clean catch only, weak foot only).

**BEAT THE TIMER:** Set up several mini challenge stations where teams of three compete against the clock. Each team has 45–60 seconds to complete a specific skill-based challenge before rotating to the next level. Teams must work together to decide roles, move quickly into position, and stay focused under pressure. Only clean, controlled actions count toward success to keep the emphasis on quality as well as speed. If a team completes their task within the time limit, they progress to the next challenge level. If not, they repeat the same level and aim to improve their performance on the next attempt. This activity creates urgency, competitive excitement, and strong pressure-rehearsal for real game situations. Encourage teams to communicate clearly, reset quickly after mistakes, and remain composed when time is running out. **PROGRESSION:** Shorten the time limit or increase the challenge target.

**CHALLENGES:** **5 Clean Passes:** Complete five consecutive accurate passes without interception. **Gate Runner:** One player dribbles through three cone gates while teammates reposition. **Give & Go:** Complete three successful wall passes between teammates. **Interception Hunt:** Defenders must win possession twice within the time limit. **Target Strike:** Score one controlled shot into a cone target after three passes. **Weak-Foot Work:** Complete four successful weak-foot passes as a team. **Moving Triangle:** Maintain a passing triangle for 30 seconds without losing possession. **Pressure Pass:** Two attackers complete six passes while one defender applies pressure.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase space for control or reduce to heighten pressure.

#### TASK

Use fewer actions for support or raise targets for challenge.

#### EQUIPMENT

Use larger targets for success or smaller targets for precision.

#### PEOPLE

Pair mixed ability for support or equal ability for fair competition.

### Key Technical Point

Move off the ball quickly, pass with control and accuracy, communicate constantly, and stay composed when under pressure to maintain performance quality as time runs out.

### Cooldown

**SKILL REVIEW WALK & STRETCH:** Pupils walk in pairs passing the ball gently while discussing which skill they improved most. Finish with static stretches for calves, hamstrings, shoulders, and arms. **PROGRESSION:** Pupils share their best skill success with the class. “Which skill helped you perform best under pressure today — control, passing, or decision-making?”

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To develop simple roles, positioning, and basic team tactics. **Lesson 5/6**

**Equipment Needed** Footballs (size 3 plus small / lighter for differentiation) cones, marker, bibs

**Success Criteria** Children can:

- recognise and perform different team roles (defender, supporter, attacker).
- maintain positional shape when attacking and defending.
- transition quickly between attack and defence when possession changes.

### EDSTART KNOW

- I can explain the different roles of attacker, supporter, and defender.
- I can explain why positioning is important in a team game.
- I can explain what happens when my team transitions from attack to defence.

### EDSTART GO

- I can move into the correct space for my role in the team.
- I can change quickly from attacking to defending when possession changes.
- I can pass and receive the ball to support my team's tactics.

### EDSTART SHOW

- I can communicate clearly to organise my team's positions.
- I can stay in my role and help my team keep good shape.
- I can show teamwork, awareness, and positive decision-making.

**Key Question** Why is it important to stay in your role when your team is in possession? It helps the team keep good shape, space, and balance.

### Warm Up

**DEFEND THE LINE:** Set up several narrow lanes using cones. In pairs, one pupil is the attacker and one is the defender. The attacker tries to dribble across the end line while the defender moves side-on to delay and block their progress without tackling. After each attempt, swap roles. This introduces defensive positioning, patience, and body shape. **PROGRESSION:** Add a 5-second time limit for the attacker to cross the line or allow light tackling once positioning is secure.

### Main Activity

**ROLE ZONES:** Divide the playing area into three clear zones using cones: Defence Zone, Midfield Zone, and Attack Zone. In teams of three or four, each pupil is assigned a starting role as a defender, support player, or attacker. Play always begins from the defence zone, with the defender responsible for starting the build-up using a controlled pass into midfield. Support players must angle their runs to receive on the move, while attackers stay wide or high to create space and scoring options. Players are initially restricted to their own zones to reinforce positional discipline and team shape. The team must work the ball through each zone using accurate passing, communication, and movement off the ball. Once the ball reaches the attacking zone, the attacker attempts a controlled score or target pass using good decision-making rather than rushing. Encourage constant communication, scanning for space, and quick support after every pass. Rotate roles regularly so all pupils experience defending, supporting, and attacking responsibilities. **PROGRESSION:** Allow one supporting player to move between zones to encourage overlaps, forward runs, and creating space between lines.

**QUICK TRANSITION:** Set up small grids with 3v2 scenarios. Three attackers attempt to make four quick passes before scoring in a target gate. As soon as the defenders win possession or the attackers score, the roles instantly swap and the nearest three become defenders. This creates rapid transitions from attack to defence and builds awareness of shape and recovery positioning. **PROGRESSION:** Add a 10-second shot clock to increase urgency and decision-making.

**POSITION SWITCH CHALLENGE:** In teams of four, pupils move the ball around their square. On the teacher's call of "Switch!", all players must quickly rotate roles (defender → attacker → support) while keeping possession. Teams score points for successful role changes without losing the ball. **PROGRESSION:** Call "Switch" more frequently or require a pass immediately after every switch.

**4v4 HALF COURT:** Set up multiple half-court 4v4 matches. Teams must now apply: Defenders staying goal side, Support players offering passing angles, Attackers finding space to receive and score

Rotate matches every 3-4 minutes. Points are awarded for: Goals scored, Successful switches of play, Clear positional play (staying in role) **PROGRESSION:** Require at least one pass in each zone before a team can score.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make zones larger for support or smaller to increase positional pressure.

#### TASK

Lock pupils into roles for support or allow free rotations for challenge.

#### EQUIPMENT

Use larger, softer balls for control or normal balls for realism.

#### PEOPLE

Match similar ability for confidence or mix for tactical challenge.

### Key Technical Point

Stay aware of your role at all times, keep your body open to see both the ball and your teammates, move into space to create passing options, and react quickly when possession changes. Defenders stay goal side, supporters offer angles, and attackers time their movements to receive in space.

### Cooldown

**ROLE WALK & TALK:** Pupils walk in pairs passing the ball slowly while discussing which role they preferred and why. Finish with static stretches for calves, hamstrings, shoulders, and arms with calm breathing. **PROGRESSION:** Pupils share one tactical success with the group. "Which role helped your team the most today, defender, supporter, or attacker?"

# Year 4 - Development of Invasion Games

## Handball & Netball - Lesson Plan



**Lesson Objective** To apply simple tactics in modified Netball games. **Lesson 6/6**

**Equipment Needed** Footballs (size 3 plus small / lighter for differentiation) cones, markers, bibs

**Success Criteria** Children can:

- apply simple team tactics in structured competitive games.
- communicate effectively to organise play and support teammates.
- reflect on performance and identify how their team improved.

### EDSTART KNOW

- I can explain a simple attacking tactic my team used.
- I can explain the difference between man-to-player and zone defence.
- I can explain why communication is important in match play.

### EDSTART GO

- I can move into space to receive and pass the ball in a game.
- I can apply simple tactics during a competitive match.
- I can transition quickly from defence into attack after a turnover.

### EDSTART SHOW

- I can communicate clearly to organise my team.
- I can show teamwork and fair play in a festival competition.
- I can reflect on how my team improved during the matches.

**Key Question** What helped your team be successful in the festival games? Good communication, smart movement into space, and using our tactics.

**Warm Up** **10-PASS SPRINT:** Set up square grids for teams of four. Each team must complete 10 consecutive accurate passes as quickly as possible. One pupil counts aloud while another times the attempt. Once 10 passes are completed, the team sprints to a cone and back before restarting the challenge. This warms up passing, movement, communication, and competitive intensity. **PROGRESSION:** Reduce the grid size or require one bounce pass within every five passes.

**Main Activity** **TEAM TACTICS PRACTICE:** In teams of four, pupils rehearse simple attacking and defensive tactics before games begin. Teams choose either man-to-player marking or a basic zone defence and practise these in a short, conditioned keep-ball activity. Attackers work on spreading out, creating passing angles, and moving after every pass, while defenders practise staying goal side, tracking runners, and communicating switches. **PROGRESSION:** Allow teams to switch tactics after every successful turnover.

**MINI MATCHES:** Set up multiple mini netball courts for 4v4 games, ensuring equal space and clear boundaries for each match. Games last 3–4 minutes with rolling substitutions to keep intensity high and give all pupils repeated opportunities to play. Teams apply the tactics practised earlier, focusing on quick, accurate passing, clear movement into space, and organised defending. Attackers are encouraged to create passing triangles and support the ball after every pass, while defenders practise staying goal side, marking closely, and communicating switches. Teachers and supporting adults reinforce positional awareness, positive communication, and decision-making under pressure through in-the-moment feedback. Use quick stoppages when needed to highlight good examples of teamwork or tactical understanding. Rotate opponents regularly so teams face a variety of challenges and adapt their tactics accordingly. **PROGRESSION:** A team must complete at least three passes before attempting a shot.

**FESTIVAL ROTATION:** Teams rotate around different courts in a festival-style format, ensuring they experience a wide range of opponents and tactical challenges. Each round introduces a clear tactical focus, such as one-touch passing only, man-to-player defence only, or shooting after wide passes. Before each round, the teacher briefly explains the focus so teams understand what they are aiming to apply. Matches are short and high intensity, encouraging quick learning and adaptation. Scores are recorded on a simple class leaderboard to celebrate participation, teamwork, and improvement rather than just winning. Teachers observe and highlight examples of good tactical understanding, communication, and fair play between rounds. **PROGRESSION:** Add bonus points for successful use of team tactics rather than just goals scored.

**MINI NETBALL FESTIVAL FORMAT:** All teams take part in a round-robin festival. Points are awarded for: Wins, Team communication, Use of tactics, Fair play and respect Final results celebrate team effort and tactical understanding, not just the winning team. **PROGRESSION:** Add a final playoff between two teams selected for best teamwork and tactics.

Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Increase court size for support or reduce space to increase pressure.	Allow free shooting for support or require minimum passes for challenge.	Use larger balls/targets for success or standard netballs for realism.	Match similar ability for confidence or mix for tactical challenge.

**Key Technical Point** Create passing triangles, stay goal side in defence, communicate loudly, and move immediately after every pass to support your team. Quick transitions and calm decision-making lead to successful team play.

**Cooldown** **TEAM REFLECTION:** Teams walk slowly together passing the ball gently while discussing one tactical success and one area for improvement. Finish with static stretches for calves, hamstrings, shoulders, and arms with calm breathing. **PROGRESSION:** One spokesperson from each team shares a tactical success with the whole group. "Which tactic helped your team the most during the festival, and why?"