

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING
EDSTART

Lesson Objective	To develop the technique of passing and receiving the ball in Handball.			Lesson 1/6
Equipment Needed	Cones, markers, bibs, handballs, softballs			
Success Criteria	Children can: <ul style="list-style-type: none">move the ball around their body and catch it with control.develop the technique of catching a ball making the 'W' shape.step forward with one foot when making a pass.			
EDSTART KNOW	EDSTART GO			EDSTART SHOW
<ul style="list-style-type: none">I can explain how to pass the ball using control.I can describe how to catch the ball with a 'W' hand shape.I can understand why stepping forward helps my pass.	<ul style="list-style-type: none">I can pass and receive the ball with accuracy.I can move the ball quickly in possession games.I can combine passing and movement in small groups.	<ul style="list-style-type: none">I can respect teammates by passing fairly.I can encourage my group during challenges.I can celebrate all effort, not just goals.		
Key Question	Why is it important to move after you pass the ball? Moving after passing creates new space, gives your teammate another option, and makes it harder for defenders to intercept.			
Warm Up	MAGIC HANDS: Each child has a basketball and copies the coach's creative ball-handling challenges to develop confidence and coordination. Begin with slow rolling movements such as rolling the ball around the waist, around the head, through the legs, and in a controlled figure-eight pattern. Progress to faster hand changes, switching directions quickly to encourage reaction speed. Introduce fun challenge skills such as tossing the ball behind the back and catching, around-the-world catches, and lying on the back to toss and catch with two hands. Emphasise soft hands, watching the ball, staying relaxed in the shoulders, and keeping movements rhythmic and controlled. This activity builds grip strength, hand-eye coordination, and confidence with the ball. PROGRESSION: Add timed challenges such as "How many figure-eights in 30 seconds?" or "Can you complete five clean toss-and-catches without dropping the ball?"			
Main Activity	TEAM LINE PASS: Children form groups of four, standing in two opposite lines approximately 5 metres apart. The coach first demonstrates the chest pass, bounce pass, and overhead pass, clearly modelling body shape and follow-through before pupils practise each one in sequence. For the chest pass, emphasise hands on either side of the ball with thumbs behind, elbows out, stepping forward with the opposite foot, pushing strongly from the chest, and finishing with thumbs pointing down and fingers towards the target. For the bounce pass, players aim to bounce the ball about two-thirds of the distance to the receiver, keeping it low and controlled. For the overhead pass, reinforce bringing the ball behind the head with both hands, stepping forward, and releasing with a strong wrist flick for accuracy. After every pass, players follow their pass and jog to join the back of the opposite line to maintain a smooth, continuous flow. Emphasise balanced body position, soft receiving hands, eyes tracking the ball, and cushioning the catch into the chest. Encourage eye contact, calling a teammate's name, showing a clear target with hands, and quick foot adjustment before receiving. This drill develops passing accuracy, dynamic footwork after passing, safe catching technique, and communication under continuous movement. PROGRESSION: Increase the passing distance slightly to challenge strength and accuracy, or introduce a "one-touch only" rule for more able pupils to develop reaction speed, anticipation, and first-touch control. QUICKFIRE BOX: Split the class into four ability-matched groups, each working inside a small square grid. One player starts as the defender while the remaining players are attackers, passing the ball quickly to keep it away from the defender. Attackers are encouraged to move immediately after each pass to create new passing angles. Count how many consecutive passes the group can complete before the defender intercepts. Emphasise quick thinking, clear communication, constant movement, and supporting the ball carrier. Rotate the defender every 30-45 seconds so all pupils experience defensive pressure. This game develops speed of play, spatial awareness, and teamwork under pressure. PROGRESSION: Add a second defender or reduce the grid size to increase pressure and speed of decision-making. 4-ZONE CHALLENGE: Using the same grid setup, teams now play 4v4 possession games. The aim is to complete six consecutive passes to score one point. Players must spread out, maintain width and depth, and constantly move to support the ball carrier. Reinforce the importance of quick accurate passing, moving into space, and supporting from behind and ahead of the ball. Encourage verbal cues such as "man on," "switch," and "time" to improve team communication. This activity links technical passing with tactical possession play. PROGRESSION: Introduce end zones or small goals, so after six passes the team must complete a final pass into the scoring zone to secure the point.			
Adapted Learning (Differentiation) (Challenge)	SPACE Larger grids allow more passing time, while smaller grids increase pressure and speed of decision-making.	TASK Begin with simple stationary passing before adding movement, defenders, and possession rules.	EQUIPMENT Use lighter or smaller balls to support early success, progressing to regulation basketballs.	PEOPLE Start with individual control, move to small groups, then into team possession games for realism.
Key Technical Point	For accurate passing and control, keep hands soft with fingers spread, step towards the target, push the ball from the chest with both hands, follow through towards the receiver, and move immediately after passing to create a new support angle.			
Cooldown	CIRCLE CATCH: Players form a large circle and pass one ball slowly around using different types of passes practised earlier (chest, bounce, overhead). The pace gradually slows to bring heart rates down. Finish with gentle static stretches for the shoulders, wrists, quadriceps, hamstrings, and calves, focusing on slow breathing and relaxation. Encourage calm reflection. Ask: "Which pass felt the easiest today?" and "How did teamwork help you keep the ball moving?" PROGRESSION: Add balance holds on one leg while passing for extra coordination and core control.			

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING

EDSTART

Lesson Objective	To develop the footwork needed in handball.	Lesson 2/6
Equipment Needed	Cones, markers, bibs, handballs, softballs	
Success Criteria	Children can: <ul style="list-style-type: none">complete agility drills using elements of the correct technique and demonstrating some control, balance, and coordination.bounce the ball whilst on the move and pass with some control.pass and receive the ball whilst on the move and taking no more than 3 steps.	
EDSTART KNOW	<ul style="list-style-type: none">I can explain the "rule of 3" in Handball.I can describe how to bounce the ball on the move.I can understand why footwork is important for control.	EDSTART GO <ul style="list-style-type: none">I can move with the ball using 3 steps.I can combine passing and footwork to beat defenders.I can apply skills in Fastbreak and possession grids.
Key Question	Why is quick passing better than running with the ball in fast-break situations? Because quick passing moves the ball faster than a player can run, keeps defenders off balance, and creates better scoring opportunities for the team.	EDSTART SHOW <ul style="list-style-type: none">I can respect defenders during practice.I can encourage my team to spread out and pass.I can celebrate effort fairly in games.
Warm Up	HANDS OF STEEL: Each child has a basketball and mirrors the coach's movements to develop grip strength, coordination, and confidence with the ball. Begin with slow figure-eight rolls through the legs, encouraging soft hands and full control. Gradually increase speed to challenge reaction time and rhythm. Progress to switching hands mid-roll, bouncing the ball under the legs, and tossing and catching behind the back. Add creative challenges such as lying on the back and tossing the ball into the air before catching, or around-the-world hand transfers. Emphasise fingers spread, relaxed shoulders, eyes on the ball, and controlled breathing. Keep energy high and celebrate effort as well as success to build confidence and enjoyment. PROGRESSION: Set timed challenges such as "How many figure-eights in 20 seconds?" or "Can you swap hands mid-roll without dropping the ball?"	
Main Activity	SINK THE SHIPS: Children work in pairs, each setting up five cones — one as the shooting mark and four as the "ships" placed behind the opponent. From the shooting mark, players clearly call the colour of the target they are aiming for before striking the ball with an accurate push throw (basketball-style) or push pass (football-style, depending on the activity focus). Emphasise correct shooting or throwing technique: start in a balanced, side-on stance, knees slightly bent, core engaged, and eyes locked on the target. The non-throwing or non-kicking side faces the target, with the weight transferring smoothly from back foot to front foot. For hand throws or push passes, reinforce elbow high and in line with the target, wrist snapping forward on release, and fingers finishing pointing at the cone. For foot strikes, reinforce planting the non-kicking foot beside the ball pointing toward the target, locking the ankle, and striking through the centre of the ball with a firm but controlled follow-through. Players may take up to three controlled steps with the ball but must release it within three seconds, encouraging quick preparation, decision-making, and composure. Reinforce steady body position, head still at the moment of release, soft first touch before setting the ball, and quick recovery after the shot to reset or defend. The first player to sink all four ships wins the round. Rotate pairs regularly to ensure variety of opposition, challenge levels, and repeated success experiences. This game develops accuracy, targeting under pressure, focus, and emotional resilience in competitive scenarios. PROGRESSION: Add a passive defender to shadow and create visual pressure, or an active defender who can intercept or block, encouraging players to use body feints, changes of release angle, delayed shots, and disguise to improve timing, deception, and accuracy under pressure. LIGHTNING BREAKS: In groups of four, players practise moving the ball quickly up the pitch or court using fast, accurate passes rather than running with the ball. The ball is passed from player to player in a forward direction while teammates spread out to create passing lanes. Emphasise quick release, calling for the ball, and leading passes into space. Once confident, introduce a defender who applies pressure, forcing attackers to read space, time their passes, and support the ball carrier. This activity develops speed of play, transition awareness, teamwork, and attacking movement. PROGRESSION: Introduce a scoring system such as 1 point for reaching the end zone with three passes and 2 points for scoring a goal from a fast break, rewarding speed, accuracy, and decision-making. TEAM KEEP-UP: Teams play 4v4 in small square grids, working together to complete six consecutive passes to score one point. Players must move constantly, provide passing angles, and use clear communication to support the ball carrier. Encourage players to spread wide, show for the ball at angles, and make quick decisions under pressure. Reinforce teamwork, accurate passing, off-the-ball movement, and defensive awareness when possession is lost. Rotate teams regularly to maintain intensity and engagement. PROGRESSION: Add extra defenders or introduce a three-second possession limit per player to increase tempo, challenge control, and promote quicker decision-making.	
Adapted Learning (Differentiation) (Challenge)	SPACE Larger spaces allow more reaction time and confidence, while smaller grids increase pressure and speed of play.	TASK Begin with isolated handling and progress to opposition-based possession and fast-break scenarios. EQUIPMENT Use lighter balls to build early confidence before progressing to regulation equipment for realism. PEOPLE Start individually, then in pairs, and move into small-sided team games to build cooperation and tactical awareness
Key Technical Point	For effective handling and passing, keep fingers spread and wrists relaxed, move the ball quickly between hands, maintain a balanced stance, step towards the target when passing, and release the ball with controlled force and a clear follow-through.	
Cooldown	HANDS DOWN: Children walk slowly around the area while gently bouncing or rolling the ball, focusing on calming the body and slowing breathing. Once stationary, guide pupils through gentle static stretches for the shoulders, wrists, forearms, and arms, encouraging slow inhalation through the nose and controlled exhalation through the mouth. Use this quiet time for reflection and recovery. Ask: "What helped your team keep possession today?" and "How did communication make you faster?" PROGRESSION: Add controlled balance holds while stretching to further support coordination and recovery.	

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING
EDSTART

Lesson Objective	To develop the technique of shooting whilst on the move in handball.	Lesson 3/6		
Equipment Needed	Cones, markers, bibs, handballs, softballs			
Success Criteria	Children can: <ul style="list-style-type: none">attempt to shoot while on the move with some accuracy.shoot with accuracy and power successfully at a target.release the ball at the highest point whilst aiming at a target.			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">I can explain how to shoot using accuracy and power.I can describe how to release the ball at the highest point.I can understand how to aim towards corners of the goal.	<ul style="list-style-type: none">I can shoot while moving with control.I can perform a jump shot into a target.I can combine passing and shooting in small games.	<ul style="list-style-type: none">I can respect goalkeepers and defenders when shooting.I can encourage teammates in shooting challenges.I can celebrate all attempts fairly.		
Key Question	What helps you shoot more accurately during a game? Balanced feet, bent knees, focused eyes on the target, and a smooth follow-through all help improve shooting accuracy.			
Warm Up	HOT HANDS: Each child has a ball and follows the coach's lead through a series of fast-paced ball-handling challenges to build coordination, grip strength, and control. Begin with figure-eight rolls through the legs, encouraging soft hands, relaxed shoulders, and full control. Progress to faster hand changes between the knees, then to creative challenges such as throwing the ball backwards through the legs and turning to catch, around-the-world hand transfers, and lying on the back to toss and catch before the ball hits the floor. Emphasise rhythm, quick reactions, focus, and confidence with the ball while keeping movements controlled and balanced. PROGRESSION: Add time and trick challenges such as "How many figure-eights in 30 seconds?" or "Can you roll one way and throw the other?" to increase cognitive and physical demand.			
Main Activity	TARGET MASTER: Set up multiple shooting stations at different goals or marked target areas. Pupils shoot from the edge of the 'D', aiming for cones or corner zones within the goal. Begin with no goalkeeper, focusing on calm preparation, accuracy, and controlled technique. Reinforce the ABC method: Approach at an angle, Body shape balanced with the non-kicking foot beside the ball, and clean Contact through the centre of the ball with a strong follow-through. Once confident, introduce a goalkeeper to increase realism and pressure. If a pupil scores, they move to the next station or "round," creating a tournament-style progression until one winner remains. PROGRESSION: Add movement before the shot — players must dribble or receive a pass before shooting; challenge pupils to finish low and accurately under pressure. PASS, DASH, FIRE: Children work in pairs with two cones forming a mini goal. Player 1 begins as the passer, playing a firm, accurate pass to Player 2, then immediately sprints forward to receive a return pass before taking a controlled first-time shot between the cones. The shooter retrieves the ball and returns it to Player 1 before rotating roles. Emphasise timing of the run, accuracy of the return pass, soft first touch, and a balanced, controlled finish. Encourage constant communication such as "set," "switch," and "shoot" to improve rhythm. PROGRESSION: Introduce a defender or goalkeeper to challenge decision-making, shot selection, and accuracy under pressure. LIGHTNING BREAKERS: Groups of four work together to move the ball up the pitch at speed using quick, accurate passes rather than running with the ball. One player begins as the goalkeeper, rolling or throwing the ball to a teammate who advances play through rapid passing and supporting runs. The group must work together to reach the opposite end and score within five passes. Emphasise width, depth, communication, and timing of runs to exploit space effectively. PROGRESSION: Add defenders to apply pressure and force quicker decisions; reinforce reading space, supporting angles, and teamwork at speed. EDSTART MINI MASTERS: Set up several small-sided pitches with clearly marked end zones at either end. Teams play 4v4 possession games, passing and moving quickly to progress into space. To score, a player must receive a pass inside the end zone, encouraging intelligent movement, timing, and positioning. Reinforce quick passing, off-the-ball movement, communication, and awareness of teammates and defenders. This game links all key skills into a realistic match context. PROGRESSION: Add a "must complete three passes before scoring" rule or a time limit per possession to increase tempo and tactical thinking.			
Adapted Learning (Differentiation) (Challenge)	SPACE Larger spaces allow more preparation time, while smaller areas increase pressure and speed of play.	TASK Start with unopposed shooting and handling before adding movement, defenders, and game constraints.	EQUIPMENT Use lighter balls and wider goals for confidence before progressing to standard match equipment.	PEOPLE Begin with individual and pair work before progressing into small-sided team games.
Key Technical Point	For accurate shooting, stand with feet shoulder-width apart, bend the knees, align the shooting elbow under the ball, focus on the target, extend smoothly upward, and finish with a relaxed wrist flick and fingers pointing towards the basket.			
Cooldown	CATCH AND CALM: Children jog lightly while bouncing or rolling the ball, then gradually slow to a walk to bring heart rates down. Lead gentle static stretches for the shoulders, wrists, hamstrings, quadriceps, and calves, using the ball for balance where appropriate. Encourage slow breathing and calm focus. Finish with reflective questioning: "What helped you score today?" and "How did working as a team make the game easier?" PROGRESSION: Add balance holds during stretches to deepen recovery and control.			

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING
EDSTART

Lesson Objective	To develop accurate passing and safe receiving using correct body position in Netball.			Lesson 4/6
Equipment Needed	Netballs, Netball posts (optional) cones, markers, bibs			
Success Criteria	Children can: <ul style="list-style-type: none">Step into a chest pass using correct hand and foot position.Show clear target hands and cushion the ball when receiving.Pass accurately to a partner over short distances.			
EDSTART KNOW	<ul style="list-style-type: none">I can name the key parts of a chest pass.I can explain why stepping forward improves accuracy.I can describe what target hands look like.			EDSTART GO <ul style="list-style-type: none">I can step into my chest pass.I can push the ball from my chest with control.I can move into space to receive a pass.
Key Question	Why is it important to step forward when making a chest pass? Stepping forward adds power, improves balance, and helps the pass travel straighter and more accurately to the receiver.			EDSTART SHOW <ul style="list-style-type: none">I can catch the ball safely with soft hands.I can communicate with my teammates.I can work cooperatively in a small team game.
Warm Up	TARGET HANDS TAP & MOVE: Children work in pairs, standing 3–4 metres apart. One child passes the ball using a gentle chest pass while the receiver shows clear target hands (hands in a "W" shape), calls their partner's name, and cushions the ball safely into their chest. After every successful catch, pupils take two side-steps and reset. Add pass and follow, pupils pass, jog towards their partner, and swap places. PROGRESSION within warm-up: Increase distance slightly or require one-handed catch then secure into two hands.			
Main Activity	<p>CHEST PASS & RECEIVING: The teacher gathers the class and demonstrates the chest pass using clear, simple stages. Pupils are shown correct starting hand position with both hands on the sides of the ball, fingers spread wide and thumbs behind the ball, standing in a balanced, side-on position with knees slightly bent. The teacher emphasises stepping forward towards the target with the opposite foot to the throwing hand, pushing the ball out from the chest using both hands rather than swinging the arms, fully extending the arms towards the target, and finishing the action with thumbs pointing down and fingers directed at the receiver. Receiving technique is then modelled by showing clear target hands early in front of the chest, tracking the ball with the eyes all the way into the hands, using soft arms to cushion the catch, securing the ball safely into the chest, and finishing balanced on two feet in a ready position for the next action. Pupils first shadow the full movement slowly without a ball to embed the technique, then repeat the same actions with a ball on a slow teacher count to reinforce accuracy, balance, and control. PROGRESSION: Increase the passing distance slightly and challenge pupils to maintain the same accuracy and technique under greater pressure.</p> <p>STEP & PASS LANES: The teacher sets up 4–6 passing lanes using cones, with pupils working in groups of three within each lane. Player A passes to Player B using a controlled chest pass, focusing on stepping into the pass, pushing the ball from the chest, and finishing with thumbs down. Player B receives with clear target hands, eyes tracking the ball into the hands, cushioning the catch into the chest, then performs a small controlled pivot on the landing foot to change body direction before passing back to Player A using the same technique. Player A then follows their pass and changes position, creating continuous movement and realistic game flow within the lane. Roles rotate every 60 seconds to ensure equal physical and technical practice. Throughout the activity, the teacher reinforces key technical cues such as balanced body position, non-throwing foot planted beside the ball, passing at chest height, soft hands on reception, and quick movement after passing. The teacher circulates consistently to provide individual feedback, correct technical errors, and praise accurate technique under movement. PROGRESSION: Introduce a time challenge of 10 clean passes in 60 seconds, then progress to passing on the move with directional running, and finally add a passive defender who shadows the lane without intercepting to apply visual and spatial pressure.</p> <p>RECEIVE & RETURN 4v4: Small-sided 4v4 possession games are set up in grids. Players are not allowed to run with the ball, reinforcing adapted netball footwork rules. Teams score one point for completing five consecutive successful passes, with all passes restricted to chest passes only. After each point, possession transfers to the opposing team to maintain flow and fairness. The teacher focuses feedback on movement into space, supporting the ball carrier, clear communication using calls such as "Here" and "Time," and quick decision-making immediately after the catch. PROGRESSION: Limit possession to three seconds per player, add an intercept bonus for defenders, and introduce basic court positions for higher-ability groups.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Increase or reduce the size of the passing lanes to control the level of pressure and decision-making time.	TASK Progress from stationary passing to passing on the move and then to defended game play.	EQUIPMENT Use lighter or smaller balls to support confidence before progressing to regulation netballs.	PEOPLE Move from pairs to threes in lanes and then into 4v4 games to increase tactical challenge.
Key Technical Point	Hold the ball with both hands at chest height, step forward with the opposite foot, push the ball using both hands, fully extend the arms, snap the wrists on release, and finish with thumbs pointing down towards the target for accuracy.			
Cooldown	Children return to pairs for slow, gentle chest passing to gradually lower heart rates and calm the body. After one minute, pupils place the balls down and complete gentle shoulder stretches and triceps stretches, focusing on slow, controlled movements rather than speed. The teacher then guides the class through deep breathing with three slow breaths in through the nose and out through the mouth to support relaxation and recovery. The session finishes with a short period of calm reflection: How does your body feel now compared to at the start of the lesson? and What helped you feel calm and focused during the cooldown?			

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING
EDSTART

Lesson Objective	To use safe landing, controlled footwork, and effective pivots to keep possession in Netball.			Lesson 5/6
Equipment Needed	Footballs (size 4 plus small / lighter for differentiation) cones, markers, bibs			
Success Criteria	Children can: <ul style="list-style-type: none">Land safely on one foot and balance under control.Pivot to protect the ball and find a passing option.Keep one foot grounded while changing body direction.			
EDSTART KNOW	<ul style="list-style-type: none">I can name my landing (pivot) foot.I can explain what a pivot is.I can say why pivoting helps me keep possession.	EDSTART GO	<ul style="list-style-type: none">I can land on one foot with balance.I can pivot without lifting my landing foot.I can turn to find a safe pass.	EDSTART SHOW
Key Question	Why must we keep our pivot foot on the floor after we land? Because lifting the pivot foot is a footwork fault in netball and keeping it grounded helps us stay balanced, protect the ball, and pivot safely to find a pass.			
Warm Up	JUMP, LAND & BALANCE: The teacher organises pupils in pairs with one ball between two in a large open space. One child gently tosses the ball to their partner who jumps to receive it and lands on one foot, holding their balance for three seconds before passing the ball back. The teacher reinforces soft landings with bent knees, upright posture, eyes forward, and strong balance on the landing (pivot) foot. After several repetitions, pupils swap roles. The teacher circulates to correct unsafe landings and highlight strong examples of controlled balance and body position. PROGRESSION: Increase the height or distance of the throw, reduce the balance hold to one second, or require pupils to land and immediately pivot before returning the pass.			
Main Activity	LANDING & PIVOTING TECHNIQUE: The teacher gathers the class and demonstrates correct netball landing and pivoting technique in clear stages. Pupils are shown how to receive the ball and land on one foot with the knee slightly bent, heel lightly raised, and weight balanced over the ball of the foot, keeping the body upright and stable. The teacher explains that this landing foot becomes the pivot foot and must remain planted throughout the movement. Pupils are shown how to rotate smoothly on the ball of the pivot foot, using small, controlled turns rather than lifting the foot, while the hips and shoulders turn together to protect the ball and change direction efficiently. The importance of keeping the ball held strong at chest height, elbows slightly out for protection, and head up with eyes scanning to find a free teammate is reinforced. Pupils shadow the technique slowly without a ball to practise safe foot position and controlled rotation, then repeat with a ball on a controlled teacher count to embed balance, control, scanning, and safe footwork under realistic conditions. PROGRESSION: Increase the speed of the receive and reduce preparation time before pivoting to simulate game pressure. PIVOT GATES: The teacher sets up multiple pivot gates using cones across the space. Pupils work in pairs with one acting as the feeder and one as the receiver. The feeder delivers a controlled chest pass using correct step-and-push technique, and the receiver shows early target hands, watches the ball into the hands, and lands on one foot with a bent knee and strong core control. The receiver stabilises their balance, keeps the landing (pivot) foot fully grounded with weight through the ball of the foot, and performs a smooth, controlled pivot by rotating the hips and shoulders together towards the nominated cone gate. The ball is held strong at chest height with elbows slightly out for protection, the head lifts to scan for the passing target, and the return pass is released using a quick step, push and full follow-through. After the pass, pupils push off explosively into space to receive again or rotate roles. Throughout the activity, the teacher reinforces key technical cues including soft but secure landing, bent knee for shock absorption, upright posture, eyes up before pivoting, protected ball position, fast foot adjustment, and quick release after the pivot, while circulating to offer precise technical feedback and immediate corrections for footwork faults. PROGRESSION: Introduce directional pivots called by the teacher (left/right), add a time challenge for successful pivot-pass repetitions, then introduce a passive defender who applies light pressure after the catch. PIVOT UNDER PRESSURE: Small-sided 3v3 games are set up in grid spaces with the condition that all players must land on one foot and pivot before passing. Players are not permitted to throw immediately on catching, reinforcing disciplined footwork and control. The teacher focuses feedback on safe landings, controlled pivots, effective ball protection, and accurate passing choices. Defenders apply light pressure only at first, allowing attackers time to practise correct technique. Praise is given for players who maintain balance and use the pivot to create space before passing. PROGRESSION: Reduce the playing space to increase pressure, introduce a three-second possession limit after landing, and reward bonus points for successful pivot-and-pass combinations that lead to a completed pass.			
Adapted Learning (Differentiation) (Challenge)	SPACE Use larger grids to allow time to land and balance, then reduce the space to increase pressure and speed of decision-making.	TASK Begin with jump-land only, progress to land-pivot-pass, then apply the skill in conditioned games.	EQUIPMENT Use lighter or softer balls for early confidence, progressing to regulation netballs for realism.	PEOPLE Start individually, then work in pairs for repetition, and progress into 3v3 games for tactical application.
Key Technical Point	Land softly on one foot with the knee bent and body balanced, keep that foot grounded as the pivot foot, rotate on the ball of the foot to change direction, protect the ball with the body, and release the pass quickly with control.			
Cooldown	BALANCE AND BREATHE: Pupils spread out in their own space with a ball. They perform slow single-leg balances on each foot for five seconds each while holding the ball at chest height, followed by gentle static stretches for the ankles, calves, quadriceps, and hips. The teacher then guides the class through slow controlled breathing with three steady breaths in through the nose and out through the mouth to bring heart rates down and support recovery. The session finishes with calm reflection: "Which foot felt more stable today? What helped you keep your balance under pressure?" PROGRESSION: Add gentle upper-body stretches while maintaining single-leg balance to further challenge control and focus.			

Year 4 - Development of Invasion Games

Handball & Netball - Lesson Plan

PLAYING
EDSTART

Lesson Objective To use changes of speed and direction to dodge a defender and receive the ball in Netball.

Lesson 6/6

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

Success Criteria Children can:

- Change speed to lose a defender.
- Use sharp direction changes to get into space.
- Time their movement to receive a pass successfully.

EDSTART KNOW

- I can explain what a dodge is.
- I can say why changing speed helps me get free.
- I can describe when to move to receive a pass.

EDSTART GO

- I can change speed to escape a defender.
- I can change direction quickly.
- I can time my run to receive the ball.

EDSTART SHOW

- I can get into space away from a defender.
- I can receive the ball safely on the move.
- I can support my teammates in attack.

Key Question

Why do we use a change of speed when we dodge a defender? Because changing speed makes it harder for the defender to stay with you and helps you create space to receive the ball safely.

Warm Up

SHADOW DODGE: The teacher organises pupils in pairs facing each other in a large space. One pupil acts as the leader and moves using small side steps, forward/backward steps, and gentle changes of speed while the partner mirrors their movement, staying in front at all times. The teacher reinforces bent knees, light footwork on the balls of the feet, and quick reactions. After one minute, roles swap. The teacher then adds sharper accelerations and sudden direction changes to prepare for dodging actions. **PROGRESSION:** Add a ball for the leader to carry while the partner shadows without contact.

Main Activity

DODGING & GETTING FREE: The teacher gathers the class and demonstrates correct dodging technique in clear stages. Pupils are shown how to begin in a low, balanced ready position with knees bent, chest lifted, head up, and weight on the balls of the feet, facing the passer. The teacher emphasises making a sharp change of speed, using short, quick steps before pushing explosively off the outside foot to change direction. Pupils are taught to use a convincing fake or double movement, including a brief stop, shoulder drop, or step away to deceive the defender before attacking into space. The importance of keeping the hips and shoulders aligned through the turn, maintaining a low centre of gravity, and accelerating powerfully for the first three steps is reinforced. Pupils are shown how to present clear target hands early, with elbows slightly away from the body, keep the head up to scan both the defender and the ball, and time the dodge so they arrive in space just as the pass is released to maximise success. Pupils shadow the full dodging movement without a ball first to rehearse foot speed, deception, and balance, then repeat with a ball on a controlled teacher count to embed coordination, timing, acceleration, and safe deceleration under realistic conditions. **PROGRESSION:** Increase defender pressure, reduce available space, and require pupils to use a double movement before receiving to deepen technical and tactical challenge.

V-CUT DRIVES: The teacher sets up channels using cones to create clear driving lines. Pupils work in pairs with one as the feeder and one as the attacker. The attacker begins close to a cone in a low, balanced stance, then drives away sharply from the passer using quick, controlled steps to sell the movement. The attacker then performs a sharp cut back towards the ball using a powerful push off the outside foot, dropping the shoulder and changing direction explosively to create separation from the defender (V-cut). The receiver presents early, clear target hands, keeps eyes on the ball, and receives on the move, landing under control on one foot with a bent knee and strong core balance before securing the ball to the chest. The return pass is played using a quick step-and-push action with full follow-through, and the attacker accelerates away immediately after the pass to reset for the next repetition. Throughout the activity, the teacher reinforces key technical cues including explosive push-off, sharp deceleration and re-acceleration, low centre of gravity through the turn, early hand presentation, strong landing balance, and quick release after reception, while circulating to give immediate individual feedback and correct footwork, timing, and hand positioning. **PROGRESSION:** Add a passive defender to create visual and spatial pressure, then introduce an active defender who may attempt to intercept to challenge timing, deception, and acceleration after the cut.

DODGE & RECEIVE 4v4: Small-sided 4v4 games are played in grids. A team only scores a point when a successful dodge directly leads to a completed catch. Players are not allowed to pass unless the receiver has used a dodge movement first, encouraging purposeful off-the-ball movement, quick scanning for space, and timed attacking runs. The teacher focuses feedback on quality of movement, timing of runs, use of double movements, communication, and accurate passing to moving players. Defenders apply controlled pressure to challenge decision-making and spatial awareness. **PROGRESSION:** Reduce space to increase pressure, limit possession to three seconds after receiving, and award bonus points for successful double-movement dodges.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger spaces allow more time to dodge; smaller spaces increase pressure and reaction speed.

TASK

Shadow dodging → unopposed dodges → passive defender → active defender.

EQUIPMENT

Cones for channels and bibs for defenders to create visual pressure.

PEOPLE

Individual movement → pairs → 4v4 game application.

Key Technical Point

Start in a low balanced stance, push explosively off the outside foot to change direction, use a sharp fake or double movement, accelerate quickly into space, show early target hands, and receive on the move with control and balance.

Cooldown

SLOW MOTION MOVES: Pupils spread out and perform slow-motion dodging movements, gradually reducing speed and intensity. This is followed by gentle static stretches for the calves, quadriceps, hamstrings, and hips. The teacher leads three slow breaths in through the nose and out through the mouth. **“Which dodge worked best for you today?”** and **“How did changing speed help you get free?”** **PROGRESSION:** Add light balance holds between stretches to further support control and relaxation.