

# Year 5 - Handball

## Lesson Plan

**Lesson Objective** To use the high catching technique

**Lesson 1/6**

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

**Success Criteria** Children can:

- Keep their arms pointing towards the ball and move towards as the ball travels
- Connect the end of the thumbs together and first finger to make a 'W' above the head
- Have their thumbs are behind the ball and then wrap fingers around the ball and bring it into the chest

### EDSTART KNOW

- I can explain how to position my hands in a 'W' shape above my head
- I can describe why I need to move towards the ball when catching
- I can understand how to bring the ball safely into my chest

### EDSTART GO

- I can use the high catch technique to receive passes
- I can practise catching in small groups under pressure
- I can use the high catch in conditioned handball games

### EDSTART SHOW

- I can respect teammates when passing and catching
- I can encourage others when they try new techniques
- I can celebrate my group's success in catching challenges

### Key Questions

How can quick passing and movement help your team keep possession and score in end-zone games? Quick passing and constant movement create space, confuse defenders, and give teammates better chances to receive and score accurately.

### Warm Up

**MAGIC MOVERS:** Pupils each have a ball and copy the coach's creative ball-handling challenges. They roll the ball through their legs in a figure-of-eight motion, move it quickly side-to-side between their hands, throw it backwards through their legs before turning to catch it, or lie on their back and toss the ball upwards to catch before it drops. Emphasise soft hands, eyes tracking the ball at all times, controlled arm movements, and safe use of space around others. Pupils are encouraged to explore different body positions while maintaining control, building confidence with the ball in a variety of movements. This activity develops coordination, reaction speed, spatial awareness, and overall ball confidence. **PROGRESSION:** Add a timed challenge to complete as many successful actions as possible in 30 seconds, or introduce partner mirror tasks where one pupil leads and the other copies for added coordination and teamwork.

### Main Activity



**PASS PARADE:** Pupils form groups of four, standing 5-6 metres apart with two players on each side. The coach demonstrates a range of passing techniques including chest pass, bounce pass, and overhead pass. Pupils pass the ball across and immediately follow their pass to the opposite side, keeping the rhythm continuous. Emphasise stepping forward with the opposite foot, aiming at the receiver's chest, using both hands evenly, cushioning the catch with bent elbows, and calling the receiver's name before throwing. This develops passing accuracy, catching confidence, timing, communication, and teamwork under continuous movement. **PROGRESSION:** Add a time limit to see how many successful passes can be completed in one minute, introduce non-dominant hand catches, or award points for long streaks of consecutive accurate passes.



**PASS PROTECTORS:** Split the class into four groups of similar ability. Each group works inside a small marked box with one defender and several attackers. The attackers must move continuously and pass the ball quickly to keep it away from the defender, using clever positioning, width, and short, accurate passes. The defender works to intercept or pressure the pass without contact. The coach controls timed rounds with start and stop signals, and the group with the highest number of completed passes is successful. Emphasise quick decision-making, supporting the ball, clear communication, and recovery runs after passing. This activity promotes spatial awareness, anticipation, speed of thought, and teamwork under pressure. **PROGRESSION:** Increase the number of defenders, reduce the size of the box, limit attackers to two touches, or introduce a time cap for each pass to increase the challenge.

**END ZONE HEROES:** Using the same groups, set up two end-zone goals at opposite ends of the playing area. Teams compete to score by throwing the ball into the opponent's goal zone. Players are not allowed to move while holding the ball, forcing quick passing, sharp supporting runs, and constant communication. Defenders work to intercept passes and block space without contact. Encourage attackers to create angles, move into space early, and use deception in their passing. This game develops tactical awareness, attacking movement, passing accuracy, defensive positioning, and teamwork in a competitive format. **PROGRESSION:** Add a rule requiring three passes before shooting, restrict passing to one hand only, introduce a shot clock for quicker decision-making, or award bonus points for team goals created with five or more passes.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Larger gaps for beginners, tighter spaces for advanced.

#### TASK

Begin with static catches, progress to match play with defenders.

#### EQUIPMENT

Use softballs or foam balls first, handballs for challenge.

#### PEOPLE

Work in pairs, then in groups of 4, then small-sided games.

### Cooldown

**CATCH & STRETCH:** Pupils form a large circle and gently toss a ball while jogging slowly. On the coach's signal, everyone freezes and performs calm stretches for shoulders, arms, legs, and back. Between stretches, pupils pass the ball softly to a partner to maintain focus and control. Emphasise slow breathing and smooth movements to cool down safely. **PROGRESSION:** Add a second ball or require underhand passes only.

### Key Technical Points

- Children should keep their eye on the ball until they have caught it, fingers spread and slight bend of the elbow
- Hands make a 'W' shape, with thumbs slightly touching
- Children should move to the ball

# Year 5 - Handball

## Lesson Plan

<b>Lesson Objective</b>	<b>To use the low catching technique</b>				<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Cones, markers, bibs, handballs, softballs.				
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Know that as the ball is coming towards them, they start to move towards the ball</li> <li>Understand as they contact the ball, they close fingers around the ball and bring ball into the chest</li> <li>Know to have a tight grip of the ball and get into a ready position for your next decision</li> </ul>				
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"> <li>I can explain how to position my hands low to the ground to make a 'rake'</li> <li>I can describe why bending my knees helps me collect the ball</li> <li>I can understand how to grip and prepare for the next move</li> </ul>				<b>EDSTART GO</b> <ul style="list-style-type: none"> <li>I can perform the low catch using correct technique</li> <li>I can apply the low catch in possession games</li> <li>I can progress to using the low catch in end-zone matches</li> </ul>
					<b>EDSTART SHOW</b> <ul style="list-style-type: none"> <li>I can respect teammates during passing and receiving</li> <li>I can encourage my group when practising new skills</li> <li>I can show fairness in small-sided games</li> </ul>
<b>Key Questions</b>	How can accurate passing and good movement help your team keep possession? By communicating, moving into space, and using accurate passes with control, teams can keep the ball away from defenders and build successful plays together.				
<b>Warm Up</b>	<p><b>WIZARD HANDS:</b> Each pupil has a ball and copies the coach's demonstration of creative handling challenges. They roll the ball through their legs in a figure eight, move it quickly side-to-side between hands, throw it backward through their legs and spin to catch, or toss it up while lying on their back and catch before it drops. This fun activity builds coordination, reaction time, and all-round ball control. Encourage pupils to stay balanced and confident while experimenting with new moves. <b>PROGRESSION:</b> Add partner challenges or timed trials to test control and reaction.</p>				
<b>Main Activity</b>	<p><b>PASSING PARADE:</b> Pupils form groups of four, standing 5–6 metres apart with two players on each side and one ball per group. The coach demonstrates three key passes: Mchest pass, bounce pass, and overhead pass: highlighting correct hand position, stepping forward with the opposite foot, and a smooth follow-through toward the target. Pupils practise each pass in rotation, passing across to their partner and immediately following their pass to join the opposite side, keeping the activity continuous and flowing. Emphasise eyes on the target before releasing the ball, thumbs pointing down on the chest pass follow-through, a low controlled bounce for the bounce pass, and strong core engagement for the overhead pass. Catchers present <b>clear target hands, cushion the ball into their body with soft elbows, and reset quickly into a ready position.</b> Encourage clear verbal communication such as calling a partner's name before every pass. This activity develops rhythm, timing, coordination, accuracy, and teamwork under continuous movement. <b>PROGRESSION:</b> Add a one-minute time challenge to count consecutive successful passes, increase passing distance, introduce weak-hand passing, or require pupils to perform a quick movement (e.g. side-step or star jump) before making their next pass.</p> <p><b>KEEP AWAY CHALLENGE:</b> Split pupils into four ability-based groups. In each group, one player becomes the defender while the others are attackers inside a small square. Attackers must pass quickly to keep the ball away from the defender, using smart movement and communication. Each round lasts 30–60 seconds, and the group with the most successful passes wins. This game improves teamwork, speed of thought, and spatial awareness. <b>PROGRESSION:</b> Add a second defender or reduce the area size to increase pressure.</p> <p><b>TEAM CONTROL:</b> Using the same layout, pupils now play 4v4 in possession grids. The aim is to complete six successful passes in a row to score a point. Encourage pupils to stay spread out, communicate, and move into open space to support teammates. Emphasise good passing technique, scanning, and quick decision-making under pressure. <b>PROGRESSION:</b> Add an end zone where teams must pass and receive to score. Increase difficulty by limiting players to three touches per possession.</p>				
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Start with large open areas, reduce for more pressure.	<b>TASK</b> Begin with simple rolling passes, progress to possession challenges.	<b>EQUIPMENT</b> Use soft balls for beginners, handballs for advanced.	<b>PEOPLE</b> Work in pairs for technique, 4v4 games for tactical use.	
<b>Cooldown</b>	<p><b>PASS &amp; RELAX:</b> Pupils stand in a circle and gently pass the ball around while walking on the spot. After every few passes, the coach calls a stretch (e.g. reach for toes, arm across body, shoulder rolls). Pupils continue gentle passes between stretches, maintaining calm control and focus. <b>PROGRESSION:</b> Add a second ball to improve awareness or include bounce passes only for variation.</p>				
<b>Key Technical Points</b>	<ul style="list-style-type: none"> <li>Make a rake by bringing little fingers together</li> <li>Watch the ball in – all the way looking at the tip of the ball</li> </ul>				

# Year 5 - Handball

## Lesson Plan

**Lesson Objective** To use the 'upper pass' in handball

**Lesson 3/6**

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

**Success Criteria** Children can:

- Hold their throwing arm up high and have their elbow bent at 90°
- Start to transfer their weight from the back foot to the front foot whilst stepping towards the target
- Release the ball in front the head with both feet on the ground and facing the target

### EDSTART KNOW

- I can explain how to position my elbow at 90° for the overhead pass
- I can describe how to transfer weight from back to front foot
- I can understand when to use overhead or jump passes in games

### EDSTART GO

- I can perform the overhead pass with accuracy
- I can attempt the jump pass while moving
- I can apply both passes in possession games and end-zone play

### EDSTART SHOW

- I can respect defenders when passing under pressure
- I can encourage teammates during games
- I can share feedback to help others improve

**Key Questions** Why is it important to move into space and use different types of passes in team games? Moving into space and choosing the right pass helps keep possession, creates scoring chances, and allows the whole team to work together effectively.

### Warm Up

**MAGIC HANDS CHALLENGE:** Each pupil has a ball and follows the coach through a series of creative ball-handling challenges. Pupils roll the ball through their legs in a smooth figure-of-eight, move it quickly side to side between hands, throw it backwards through their legs and spin to catch, or lie down to toss the ball vertically and catch it before it drops. Emphasise soft hands, steady rhythm, balanced posture, and keeping eyes on the ball at all times. Encourage pupils to stay relaxed but focused while controlling the ball through different body positions and movement patterns. This activity develops coordination, reaction speed, agility, and confidence with the ball in a playful, low-pressure environment.

**PROGRESSION:** Add a partner mirror challenge where one pupil leads and the other copies, or introduce a timed round to increase focus and challenge.

### Main Activity



**POWER PASS RELAY:** Pupils form groups of four, standing approximately five metres apart with two players on each side. The coach demonstrates and pupils practise a range of passes, following each throw to the opposite side to keep the relay continuous. Focus on two key passes: **Overhead Pass:** elbows bent at 90°, ball held behind the head, step forward with the opposite foot, release high with a strong follow-through; **Jump Pass:** ball at shoulder height, take controlled steps, jump vertically, and release at the highest point. Emphasise stepping into every pass, eyes on the target, strong core for stability, and soft hands when receiving. This activity develops passing accuracy, power control, rhythm, and teamwork through repetition and continuous movement. **PROGRESSION:** Add a one-minute passing race, introduce weak-hand passing, or increase the distance for greater challenge.



**KEEP IT MOVING:** In 4v4 teams, pupils play inside a marked square aiming to complete six consecutive passes to score one point. Players must communicate clearly, spread out to use the space, and select the best pass to maintain possession under pressure. Emphasise quick support play, constant movement after passing, scanning for space before receiving, and choosing safe passing options when pressured. This game helps pupils transfer technical passing skills into realistic game situations while developing decision-making and teamwork. **PROGRESSION:** Limit touches per player, reduce the size of the grid, or require a pass into a designated end zone before scoring.



**END ZONE HEROES:** Using the same 4v4 teams, pupils now play with an end zone at each end of the pitch. To score, teams must pass the ball to a teammate standing inside the opponent's end zone. Players are not allowed to move while holding the ball, encouraging fast passing, clear communication, and intelligent off-the-ball movement. Emphasise leading into space, showing clear target hands, quick give-and-go passing, and supporting players from behind the ball. This game strengthens teamwork, tactical awareness, and attacking movement. **PROGRESSION:** Require a minimum of three passes before scoring or award bonus points for overhead pass goals.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter distances for beginners, larger for advanced.

#### TASK

Begin with static overhead passes, progress to jump passes in play.

#### EQUIPMENT

Use softer/larger balls to aid technique, handballs for challenge.

#### PEOPLE

Pairs for passing, groups of 4 for conditioned games.

### Cooldown

**THE CHILL PASS CIRCLE:** Pupils stand in a large circle and gently pass the ball around at a slow, relaxed pace while performing light stretches between passes. The coach leads calm stretches for arms, shoulders, back, and legs, encouraging slow, steady breathing to help pupils recover. After stretching, each pupil shares one thing they improved or enjoyed from the lesson to reflect on their learning and finish positively. **PROGRESSION:** Add a second ball for increased coordination or challenge pupils to complete all passes in slow motion for extra control and focus.

**Key Technical Points** Step into every pass with the opposite foot, keep eyes on the target, use soft hands to receive, and follow through smoothly for accurate, controlled passing.

# Year 5 - Handball

## Lesson Plan

Lesson Objective	To pass and move the ball under pressure using a variety of techniques			Lesson 4/6
Equipment Needed	Cones, markers, handballs, bibs.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Pass the ball using a bounce and chest pass</li><li>• Use the 'upper pass' with accuracy and control</li><li>• Dribble the ball with some control using one hand</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain why passing quickly helps my team keep possession</li><li>• I can describe how to use a bounce pass and chest pass</li><li>• I can understand how to pass into space for teammates</li></ul>	<ul style="list-style-type: none"><li>• I can combine bounce, chest, and overhead passes in games</li><li>• I can use passing and moving to beat defenders</li><li>• I can apply my passing skills in competitive 4v4 games</li></ul>	<ul style="list-style-type: none"><li>• I can respect teammates by timing my passes well</li><li>• I can encourage others during passing challenges</li><li>• I can cooperate with my team to keep possession</li></ul>		
Key Questions	How can quick passing and movement help your team keep possession and create scoring chances? Quick passing and constant movement create space, confuse defenders, and give teammates clear options, allowing the team to keep control and attack more effectively.			
Warm Up	RAPID RELAY: Pupils are split into four groups based on ability, each working inside a small grid. One player acts as the defender while the others are attackers. Attackers must pass the ball quickly between each other, keeping possession and avoiding the defender's interceptions. All groups start and stop at the same time, aiming to complete the highest number of successful passes in the set time. Emphasise quick movement, communication, and awareness. This activity builds teamwork and decision-making under pressure. Progression: Add a second defender or reduce the playing space for greater challenge.			
Main Activity	<p><b>TARGET STRIKE:</b> Pupils work in pairs with five cones. One cone marks the shooting point and four cones act as coloured targets or "ships." Players take turns to call out the colour they are aiming for before throwing, reinforcing decision-making and focus before execution. Emphasise correct throwing technique: side-on stance, step forward with the opposite foot, eyes fixed on the target, smooth arm action, and clear follow-through toward the cone. Players should generate controlled power rather than force, aiming for accuracy first. Each player starts with four lives and loses one life for every missed throw, encouraging concentration under pressure. The first player to sink all four of their opponent's ships wins the round. This competitive game develops throwing accuracy, control, focus, and resilience when under pressure. PROGRESSION: Increase the distance between the throwing mark and the targets, reduce target size, introduce weak-hand throwing for challenge, or add a "bonus target" worth double points to reward precision.</p> <p><b>LIGHTNING LAUNCH:</b> Pupils work in groups of four, organised by ability. Each team practises transitioning the ball quickly from defence to attack using fast, accurate passes up the pitch. Emphasise spreading out to create width and depth, showing for the ball at different angles, and calling clearly to support the player in possession. Focus on first-touch control, passing on the move, and timing of runs so the ball is always moving forward with purpose. Pupils should be encouraged to scan before receiving, choose the quickest safe pass, and reposition immediately after releasing the ball. Quick transitions between offence and defence are introduced so teams must react rapidly to changes in possession, simulating real game conditions. This develops speed of play, teamwork, spatial awareness, and decision-making under pressure. PROGRESSION: Add one or two defenders who can intercept or block passes, introduce a time limit to reach the scoring area, or restrict players to two-touch passing to increase tempo.</p> <p><b>END ZONE SHOWDOWN:</b> Using the same space as the Pass &amp; Move activity, pupils play small-sided 4v4 matches. Each team scores by successfully passing the ball to a teammate positioned inside the opponent's end zone. Players are not permitted to move while holding the ball, promoting fast, accurate passing, sharp off-the-ball movement, and intelligent positioning. Emphasise leading into space, creating passing lanes, quick give-and-go play, and clear communication between teammates. Defenders are encouraged to anticipate passes, block channels, and apply pressure without contact. This activity allows pupils to apply their earlier learning on passing, accuracy, movement, and tactical awareness in a competitive game context. PROGRESSION: Teams must complete a minimum of three passes before scoring, introduce one defender in each end zone, limit holding time to three seconds, or award bonus points for one-touch finishes into the end zone to increase tactical challenge.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Larger grids for beginners, smaller tighter ones for advanced.	Begin with time trials, progress to battleships and fastbreaks.	Use cones for target areas, handballs for challenge.	Work in 1v1, 3v3, and 4v4 group activities.
Cooldown	CATCH & CALM: Pupils form a large circle and gently toss the ball around at a slow pace while walking. Each time they catch, they perform a light stretch such as reaching arms overhead or twisting at the waist. Gradually slow the pace until everyone is standing still, completing full-body stretches for legs, arms, and shoulders. Reflect on what helped improve passing and accuracy in today's lesson. PROGRESSION: Add a coordination twist, pupils must complete a slow pass and perform one controlled balance pose before catching the next ball.			
Key Technical Points	<ul style="list-style-type: none"><li>• Children should look to pass as simple as possible whilst they are moving with the ball</li><li>• They should aim to pass in front of the receiving player</li><li>• The ball should be passed at head height so that the receiver is in a position to attack the opponent</li></ul>			

# Year 5 - Handball

## Lesson Plan

**Lesson Objective** To use the jump shot

**Lesson 5/6**

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

**Success Criteria** Children can:

- Jump in the air as they transfer their body weight from low to high
- Have their arm up high behind the head at 90°
- Know to release the ball at the highest point of jump and throw the ball downwards at the target

### EDSTART KNOW

- I can explain the phases of a jump shot
- I can describe why releasing at the highest point is effective
- I can understand how to aim the ball downwards at the target

### EDSTART GO

- I can perform a jump shot using correct technique
- I can attempt to score against a goalkeeper in practice
- I can apply the jump shot in conditioned games

### EDSTART SHOW

- I can respect defenders and goalkeepers during shooting drills
- I can encourage teammates when they score
- I can celebrate fairly during competitions

### Key Questions

How can accurate passing and quick movement help your team create better scoring chances in these activities? Accurate passing keeps possession secure, while quick movement creates space, speeds up attacks, and gives teammates clear opportunities to shoot and score.

### Warm Up

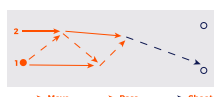


**POWER PASS CIRCUIT:** Pupils form groups of four, standing about 5 metres apart with two on each side. The coach demonstrates a variety of handball passes one by one, chest pass, bounce pass, overhead pass, and jump pass. Pupils pass the ball, follow their throw to the opposite side, and continue the sequence, keeping the rhythm flowing. Encourage correct body positioning, weight transfer, and follow-through. This drill builds coordination, accuracy, and teamwork while preparing pupils for game situations. **PROGRESSION:** Add a one-minute challenge to see how many accurate passes each group can complete.

### Main Activity



**TARGET MASTER:** Each group has a goal and takes turns shooting from the edge of the 'D,' aiming for specific corners or marked targets inside the goal. Emphasise correct shooting technique: approach at an angle, plant the non-kicking foot beside the ball, strike with the laces, and follow through toward the target. Once pupils are confident, introduce a goalkeeper and turn the practice into a fun elimination challenge similar to a penalty shootout. Players score to advance to the next round, and the last remaining player becomes the "Shooting Champion." This game builds accuracy, composure, confidence, and decision-making under pressure. **PROGRESSION:** Increase shooting distance, reduce target size, or add moving targets to challenge precision and timing.



**CANNON STRIKE:** Pupils work in pairs with five cones: one marking the shooting line and four acting as coloured "ships." Standing behind their shooting mark, each player calls out a colour before throwing to reinforce decision-making before execution. Emphasise side-on stance, stepping forward with the opposite foot, eyes fixed on the target, smooth arm action, and controlled follow-through. A direct hit "sinks" that ship. Each player has four lives, losing one for every missed shot. The first to sink all four of their opponent's ships wins. This competitive game sharpens throwing power, accuracy, focus, and resilience. **PROGRESSION:** Move the shooting mark further back, reduce target size, or add a rule that players must hit two ships in a row to win.

**LIGHTNING BREAKERS:** Pupils work in groups of four, grouped by ability. One pupil plays as goalkeeper while the others practise fast transitions from defence to attack. Starting at the opposite end of the pitch, the attacking players pass the ball quickly up the court, using width, forward runs, and quick give-and-go passes to create space and score in as few passes as possible. Encourage constant movement, clear calling, first-touch control, and accurate passing on the move. The goalkeeper retrieves and restarts play immediately to maintain a high tempo. This develops speed of play, teamwork, and fastbreak decision-making. **PROGRESSION:** Add one or two defenders who can intercept or block passes to simulate game pressure.

**END ZONE CLASH:** Set up small pitches for 4v4 play, each with an end zone at both ends. To score, teams must pass the ball to a teammate standing inside the opponent's end zone. Players cannot move with the ball, forcing quick passing, sharp off-the-ball movement, and intelligent positioning to create space. Emphasise leading into space, showing clear target hands, quick support after passing, and defensive anticipation. Rotate teams regularly to keep energy high and ensure balanced competition. This game reinforces teamwork, tactical awareness, and passing under pressure. **PROGRESSION:** Require at least three passes before scoring or award double points for goals scored using a fastbreak move.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter distances for beginners, further shots for challenge.

#### TASK

Begin with static shooting, progress to live fastbreak shooting.

#### EQUIPMENT

Use large target cones first, goals for advanced play.

#### PEOPLE

Rotate roles (shooter, goalkeeper, feeder).

### Cooldown

**Slow Pass Circle:** Pupils form a large circle and gently pass a ball around while walking slowly to cool down. Each time they catch the ball, they perform a light stretch, such as reaching overhead or twisting side to side. After a few rounds, pupils complete stretches for arms, shoulders, legs, and back. End with reflection questions: "What helped you shoot accurately today?" and "How did teamwork make passing easier?" **Progression:** Add a "silent round" where pupils must pass and stretch without talking, focusing on eye contact and calm control.

### Key Technical Points

- Aim the throwing arm through toward the target with your elbow first followed by forearm then wrist
- Release the ball at the highest point of jump and just in front of your head
- Aim the ball downwards at the target

# Year 5 - Handball

## Lesson Plan

### Lesson Objective

To take part in modified games of handball using the techniques learnt

Lesson 6/6

### Equipment Needed

Cones, markers, handballs, bibs.

### Success Criteria

Children can:

- Apply a range of different attacking and defending handball skills with some success
- Understand and explain how tactics can be used to help win games and use them with excellent success

### EDSTART KNOW

- I can explain the main rules of handball
- I can describe how to combine attacking and defending skills
- I can understand how tactics help my team

### EDSTART GO

- I can play small-sided handball games fairly
- I can apply passes, catches, and shots in matches
- I can use teamwork and tactics to win possession

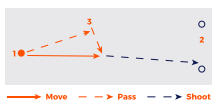
### EDSTART SHOW

- I can respect referees and teammates during matches
- I can encourage my team throughout the game
- I can show fairness whether I win or lose

### Key Questions

How can quick passing, movement, and accurate shooting help your team create and score more chances in handball? Quick passing and constant movement create space, while accurate shooting helps the team finish chances and score consistently.

### Warm Up



**RAPID FIRE:** Pupils work in pairs with enough space between them. Player 1 passes the ball to Player 2, immediately sprints forward to receive a return pass, and takes a low shot between a set of cones acting as a mini goal. After shooting, the player retrieves the ball and returns to the starting point to repeat. Focus on quick passing, timing the run, and shooting with control. Encourage pupils to use strong hand placement and a balanced landing after their shot. **PROGRESSION:** Introduce a jump shot or add a defender using passive pressure to improve decision-making and accuracy.

### Main Activity

**REACTION CHALLENGE:** Set up pupils in two lines facing each other, with one line holding a ball each. On the coach's signal, players toss the ball quickly to their partner, who must react instantly to catch and return it with minimal delay. Begin with controlled chest passes, then gradually increase the pace and vary the type of pass to include bounce and overhead passes. Emphasise soft hands when receiving, elbows slightly bent to cushion the ball, eyes tracking the ball all the way into the hands, and a quick transfer from catch to throw. Encourage pupils to stay on the balls of their feet in a ready position to improve reaction speed. This activity develops fast reactions, hand-eye coordination, concentration, and readiness for quick transitions in match play. **PROGRESSION:** Add movement so that after each pass pupils take three quick steps sideways or backwards before receiving again, rotate partners after every two passes, or introduce two balls for advanced reaction work.

**HANDBALL SHOWDOWN:** Split the class into teams of four, grouped by similar ability. Set up small handball courts with a goal at each end and a marked 'D' in front of each. Each match lasts a few minutes before rotating opponents. Encourage teams to use fast ball movement, create passing triangles, and apply shooting techniques learned earlier.

Rules:

- A goal can be scored from any type of throw
- A player may take a maximum of three steps while holding the ball
- A player can hold the ball for up to three seconds
- Continuous dribbling is allowed, but no "double dribble"
- A player may take three steps before and after dribbling



Focus on teamwork, timing, and decision-making when passing or shooting. Encourage the use of deceptive passes, fakes, and a mix of power and placement in shots. **Progression:** Introduce a rule where teams must make three passes before shooting or add bonus points for goals scored with jump shots or quick counter-attacks.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Smaller courts for beginners, full handball court for advanced.

#### TASK

Start with simplified rules, progress to full 4v4 and 5v5 matches.

#### EQUIPMENT

Use cones as goals if nets not available.

#### PEOPLE

Balanced teams to ensure fairness.

### Cooldown

**CIRCLE TOSS STRETCH:** Pupils form a large circle and gently toss the ball to different classmates while walking slowly in place. Between passes, they complete light stretches focusing on shoulders, arms, and legs. Gradually slow movement to a full stop and perform deeper stretches, arm crossovers, overhead reaches, and hamstring stretches. End the session with reflection questions such as: "Which pass helped your team most today?" and "What makes a great team player in handball?" **PROGRESSION:** Add a fun final challenge where pupils must complete 10 consecutive slow-motion passes without dropping the ball.

### Key Technical Points

Why Small Sided Games?

- Fewer players on the court means each child will receive more time with the ball in their hands and will have more opportunities to make decisions and work on their tactics in a competitive situation
- Children have more opportunities to score children have more opportunities to dribble as there is more space on the court