

# Year 5 - Netball

## Lesson Plan

**Lesson Objective** To decide when to use different types of passing in netball

**Lesson 1/6**

**Equipment Needed** Netballs, cones, bibs, markers.

**Success Criteria** Children can:

- Pass the ball over head to a teammate, when a chest pass isn't an option
- Realise when they need to use each type of pass
- Cushion the ball into their chest when catching and can consistently receive and control a ball against a defender
- Perform a range of passes against a defender

### EDSTART KNOW

- I can explain when to use different types of passes
- I can describe how to cushion the ball when catching
- I can understand how to pass under pressure from a defender

### EDSTART GO

- I can perform chest, bounce, and overhead passes with accuracy
- I can receive and control the ball under pressure
- I can combine passes in small-sided games

### EDSTART SHOW

- I can encourage my teammates during passing games
- I can respect defenders when they intercept
- I can share success fairly in 4 Square challenges

### Key Questions

How can quick movement and communication help your team keep possession and complete successful passes in netball? Quick movement creates space to receive the ball, and clear communication helps teammates pass accurately and avoid defenders.

### Warm Up

**NETBALL NINJA RELAY:** Split the class into small teams lined up behind cones with one ball per team placed at the front. On the coach's call, the first player sprints to the opposite cone, performs a controlled chest pass or bounce pass against the wall (or to a partner indoors), catches the return, and sprints back to hand the ball to the next teammate. Emphasise quick reactions, strong sprinting technique, eyes on the target, stepping forward with the opposite foot when passing, soft hands when catching, and clear verbal communication. This activity builds speed, coordination, teamwork, and safe, accurate passing under pressure. **PROGRESSION:** Add a pivot turn before every pass, require a jump stop on the catch, introduce defender zones to dodge through on the return, or increase the passing distance for added challenge.

### Main Activity



**COURT CONNECT:** In groups of four, pupils line up across the width of the court with two players on the outside holding balls and two central movers. The first middle player receives a pass from one sideline, cushioning the ball with soft hands and bent elbows, passes straight back with a controlled chest pass, then pivots on their landing foot without travelling before immediately receiving a pass from the opposite side. Emphasise landing on the balls of the feet with knees slightly bent for balance, keeping the head up to scan before receiving, and rotating the hips and shoulders around a fixed pivot foot to stay legal and balanced. Passes should be pushed firmly from the chest with thumbs pointing down on the follow-through for accuracy. After five clean passes, roles rotate so all pupils practise moving, receiving, pivoting, and returning accurate passes. This activity develops footwork, reaction speed, core stability, ball control, spatial awareness, and decision-making under continuous movement. **PROGRESSION:** Add a passive defender between the middle players to increase decision-making, shorten the distance between lines to increase tempo, limit the middle players to one-touch passing, or require a jump stop before every pivot to further challenge balance and control.



**ZONE DOMINATION:** Set up the court into four large squares with one team of four working in each area. The attacking team in possession must attempt to complete accurate passes into all four zones, using intelligent movement, timing, and support to create passing options across the court. Attackers can move freely between zones, while defenders remain within their assigned areas and apply pressure by blocking passing lanes and attempting interceptions without contact. A point is scored when six consecutive passes are completed involving all four zones. This activity reinforces tactical awareness, width and depth, teamwork, and off-the-ball movement. **PROGRESSION:** Introduce a "power play" where one attacker can enter any defensive zone for five seconds to create an overload, add a second defender to one zone for increased challenge, or award bonus points for completing all zone passes without interception.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter passes for beginners, longer lanes for challenge.

#### TASK

Start with static passing, progress to 4 Square and passing under pressure.

#### EQUIPMENT

Softer/lighter balls for beginners, netballs for advanced.

#### PEOPLE

Pairs for technique, groups for small-sided passing games.

### Cooldown

**MIRROR STRETCH:** Form small groups around cones or hoops set at different distances. Pupils take turns gently passing the ball into the target, aiming for controlled accuracy rather than power. After each successful pass, they move one step farther back. Between turns, pupils discuss which passes or movements felt most effective during the lesson. This encourages reflection and calm focus while winding down physically. "What helped you be most accurate with your passing today, and how did working with your group help you improve?" **PROGRESSION:** Add a cooperative twist, groups must achieve a set number of consecutive target hits without missing before finishing the cool down.

### Key Technical Points

#### The Chest Pass:


- Hold the ball against chest
- Hands each side of the ball
- Step into pass
- Points fingers at target

#### The Bounce Pass:

- Can be used with one or two hand(s)
- Push ball into the floor, slightly over half-way between yourself and the destination of your pass
- Step into pass

# Year 5 - Netball

## Lesson Plan

|   |   |   |   |   |
|---|---|---|---|---|
| Lesson Objective  | To work on the footwork needed in netball   |   |   | Lesson 2/6  |
| Equipment Needed  | Netballs, cones, bibs, markers.   |   |   |   |
| Success Criteria  | Children can: <ul style="list-style-type: none"><li>Catch the ball with one foot on the ground and know that foot is called the landing foot</li><li>Pivot on the landing foot and move the other foot any number of times</li><li>Understand the rules regarding footwork faults</li></ul>   |   |   |   |
| EDSTART KNOW  | EDSTART GO  | EDSTART SHOW  |   |   |
| <ul style="list-style-type: none"><li>I can explain the landing foot rule</li><li>I can describe how to pivot to change direction</li><li>I can understand footwork faults in netball</li></ul> | <ul style="list-style-type: none"><li>I can pivot after receiving the ball</li><li>I can pass while keeping my landing foot grounded</li><li>I can use pivoting in small-sided games</li></ul>  | <ul style="list-style-type: none"><li>I can respect rules by avoiding footwork faults</li><li>I can encourage my partner during pivot practice</li><li>I can support teammates in keep-ball games</li></ul> |   |   |
| Key Questions   | Why is it important to identify and keep your landing foot when pivoting? To stay balanced, change direction legally, protect the ball, and create a better passing angle without travelling.   |   |   |   |
| Warm Up   | PIVOT PIRATES: Explain and demonstrate the landing foot rule — once you land and hold the ball, your landing foot stays planted; you may pivot on it to change direction, then pass before lifting it. Pupils move in varied ways (walk, jog, side-step). On the whistle, they jump stop, identify a landing foot, pivot to face a new target, and mime a pass. The coach reinforces a stable base, eyes up, and balanced turns. PROGRESSION: Half with balls, half without. Movers find space, receive, land, pivot, and return the pass; swap roles. Add a passive defender who shows a side to pivot away from.  |   |   |   |
| Main Activity   | <div><p><b>COURT CONNECT:</b> In teams of four spread across the court width, two sideline players each start with a ball while two players work in the middle. Middle Player 1 receives from the left with early target hands, cushions the catch with bent elbows, makes a quick snap return pass, lands on two feet with control, clearly identifies a landing foot, pivots on it to open their body toward the right, receives the second pass, and returns it crisply. This sequence continues for five clean repetitions before swapping with Middle Player 2. Roles then rotate so all pupils experience both sideline passing and middle movement. Emphasise balanced landings, strong pivot foot control, hips and shoulders turning together, eyes scanning before receiving, clear verbal calls, and accurate, well-weighted passes. PROGRESSION: Add a central mannequin or cone that the middle players must pivot around to simulate pressure, vary pass types on the coach's call (chest, bounce, overhead), shorten the passing distance to increase tempo, or limit middle players to one-touch passing for advanced groups.</p></div> <div><p><b>DOMINO PIVOT CHAIN:</b> Using one ball in a line of four players, Player 1 passes to Player 2, who catches with soft hands, lands under control, declares a landing foot, pivots to open their hips toward Player 3, and releases the pass immediately. Player 3 repeats the same sequence to Player 4, who then sends the ball back down the line in the opposite direction. The aim is for the ball to flow smoothly like falling dominoes with no breaks in rhythm. Stress accurate passing, quick preparation on the catch, stable pivots, and immediate release without travelling. Count the highest number of consecutive flawless chains to encourage precision and concentration. PROGRESSION: Reverse the passing direction on a clap, require a bounce pass on the return, introduce a time challenge for the fastest flawless sequence, or add a passive defender who forces players to pivot away from pressure.</p></div> <div><p><b>THIRDS TRAFFIC:</b> Each team of four works inside a designated third of the court, with two or three teams sharing the same third to create realistic traffic and pressure. Players move continuously into space, show clear target hands, catch on the move, land with control, identify a landing foot, pivot to improve the passing line, and release the ball quickly to a teammate. The coach challenges decision-making by calling which pass to use based on space and defender distance (chest for speed, bounce for traffic, overhead for height). Emphasise timing of movement, keeping shoulders square on the catch, protecting the ball on the pivot, and scanning for the best option before passing. PROGRESSION: Introduce a 3-second holding rule, restrict to a 2-touch sequence (catch, pivot, pass), award bonus points for successful switch passes that change the point of attack, or reduce the size of each third to increase intensity.</p><p><b>SPACE CHASE:</b> In each third, set up a 5v3 game where attackers aim to retain possession under constant pressure. All attackers must follow the game principle of catch–land–pivot–pass before every release, using width and depth to create safe passing options. Defenders close space quickly with hands over the passing line but no contact, working together to anticipate and intercept. Rotate defenders every minute to maintain high intensity. Track the longest strings of consecutive passes to gamify success and encourage focus. Emphasise off-the-ball movement, quick support after passing, controlled pivots under pressure, and choosing safe options when tightly marked. PROGRESSION: After six consecutive passes, attackers must complete a penetration pass through a gate, introduce a scoring target (1 point for six passes, 2 points for a successful gate split), or increase defender numbers to further test decision-making and control.</p></div> |   |   |   |
| Adapted Learning (Differentiation) (Challenge)  | SPACE<br>Larger courts for beginners, tighter 3rds for challenge.   | TASK<br>Start with movement + pivot drills, progress to 5v3 keep-ball.  | EQUIPMENT<br>Cones to mark pivot zones. | PEOPLE<br>Pairs for technique, groups of 4–5 for games. |
| Cooldown  | PIVOT& PRAISE: Walk the thirds in pairs, gentle chest passes only. On whistle, partners stop, land, show the landing foot, complete a slow pivot and a light return pass. Gradually reduce to walking, then stationary passing. Finish in a circle: each pupil shares one footwork win and one passing cue they'll keep next time. PROGRESSION: Silent round, complete 10 calm pivot-passes without verbal cues, using only eye contact and target hands.   |   |   |   |
| Key Technical Points  | Land under control on two feet, clearly fix one pivot foot to the floor, stay low with bent knees, rotate hips and shoulders together, keep eyes up, and release the pass smoothly.   |   |   |   |

# Year 5 - Netball

## Lesson Plan

**Lesson Objective** To shoot the ball whilst under pressure

**Lesson 3/6**

**Equipment Needed** Netballs, cones, bibs, markers.

**Success Criteria** Children can:

- Know how to stand and hold the ball before shooting
- Use correct technique when aiming at a target in a game situation
- Shoot the ball whilst the defender stands the required distance away applying pressure

### EDSTART KNOW

- I can explain how to stand and hold the ball when shooting
- I can describe how to use my wrist and knees for power
- I can understand the shooting rules in the circle

### EDSTART GO

- I can shoot using correct technique from different distances
- I can attempt shots while a defender applies pressure
- I can score in fast-paced team challenges

### EDSTART SHOW

- I can respect defenders and feeders during shooting games
- I can celebrate teammates' success fairly
- I can encourage others when they attempt shots

### Key Questions

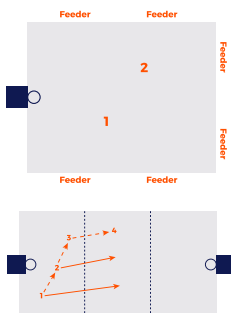
How can quick passing and good movement help you create better shooting opportunities in a game? Quick, accurate passes and moving into space early help you receive the ball under control, avoid defenders, and set up a balanced, successful shot.

### Warm Up

**SHOOT & SCOOT:** In pairs, pupils pass the ball while moving down the court towards the shooting circle. The passer immediately follows their pass into a new space. Once inside the shooting circle, one partner shoots while the other rebounds and passes back out to restart. Focus on quick footwork, controlled passing, and strong shooting technique. Encourage pupils to communicate by calling for the ball and signalling readiness to shoot. **PROGRESSION:** Add a time challenge, how many successful shots can each pair score in 60 seconds while maintaining good passing rhythm?

### Main Activity

**NET NINJAS:** In pairs, one pupil acts as the shooter and the other as the rebounder. Pupils start close to the post and practise shooting using correct technique: feet shoulder-width apart for balance, knees bent to generate power, non-shooting hand guiding the ball, elbow directly under the ball, and a smooth wrist flick with fingers pointing down on release to create a high, controlled arc. Shooters should keep eyes fixed on the target and hold their follow-through. Rebounders adopt a ready position with knees bent, eyes on the ball, hands up to receive, and pass back with soft, accurate control. After several repetitions, pupils swap roles. **PROGRESSION:** Place coloured cones at increasing distances from the post. Pupils must score from each cone before moving to the next to develop power control and accuracy. Encourage pupils to reflect on how their balance and follow-through change with distance.



**RAPID ROUNDS:** Split the class into groups of eight with two shooters inside a 10x10 grid and the remaining pupils positioned as feeders around the outside. Shooters work continuously for two minutes, receiving quick passes and shooting under pressure. Emphasise fast footwork into the shooting position, balanced catch on two feet, controlled jump stop where needed, and quick release with correct shooting form (elbow high, wrist snap, eyes on the target). Feeders must react quickly to rebounds, secure the ball with soft hands, and deliver accurate chest or bounce passes back into the grid. After two minutes, rotate shooters. **PROGRESSION:** Introduce a rule that shooters must complete one pass between them before every shot to develop timing, communication, and off-the-ball movement.

**LIGHTNING BREAK:** Teams start at one end of the court and must complete two accurate passes in each third of the court before finishing with a controlled shot on goal. Emphasise sprinting into space after passing, catching on the move, landing on balance, pivoting legally to face forward, and delivering crisp, well-weighted passes. On the final shot, pupils focus on strong shooting mechanics: balanced stance, elbow under the ball, high release point, and full wrist follow-through. The timer stops when the goal is scored, and teams race to beat their previous time. **PROGRESSION:** Add one defender in each third who can intercept but not tackle. Attackers must scan early, pivot away from pressure, pass into safe space, and adjust their running lines to maintain speed and accuracy under pressure.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Start closer to the hoop, extend distance for challenge.

#### TASK

Begin with static shots, progress to Beat the Clock and Fastbreak.

#### EQUIPMENT

Lower hoops/closer cones for beginners, regulation hoops for advanced.

#### PEOPLE

Pairs for feeder/shooter roles, groups for competitions.

### Cooldown

**AROUND THE WORLD CHALLENGE:** Form small groups of 4–5 around one post. Pupils take turns shooting from set spots in a semi-circle. After each shot, they jog lightly to the next cone while another pupil shoots. Once everyone has completed all positions, swap directions. Discuss success criteria: What helped the ball travel higher and straighter? How did teamwork and communication improve shot opportunities? **PROGRESSION:** Challenge the group to make five consecutive shots as a team before finishing.

### Key Technical Points

- Shooting:**
- Shooting players have three seconds to take their shot
  - Bend knees, then release ball as legs straighten
  - Aim for the back of the hoop

# Year 5 - Netball

## Lesson Plan

**Lesson Objective** To understand the roles of each player on the netball team and know the specific rules involved **Lesson 4/6**

**Equipment Needed** Netballs, cones, bibs, markers.

**Success Criteria** Children can:

- Understand where each specific player can move to on the court
- Know that they are expected to play in each position throughout the games
- Know they only have four seconds to hold the ball
- Analyse skills and techniques to modify and improve performance

### EDSTART KNOW

- I can explain the roles of High 5 netball positions
- I can describe the movement areas for each position
- I can understand the 4-second rule for passing/shooting

### EDSTART GO

- I can play in all positions during matches
- I can rotate roles fairly throughout games
- I can apply positional play in 5v5 matches

### EDSTART SHOW

- I can respect referees and teammates in matches
- I can encourage my group while learning positions
- I can support teammates when trying new roles

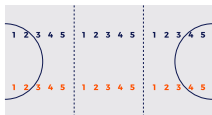
**Key Questions** How can we keep possession and create better scoring chances in netball? By moving into space quickly, showing clear target hands, using strong pivots on a landing foot, communicating early, and choosing accurate, well-timed passes that move the ball away from defenders.

### Warm Up

**TRIANGLE TARGETS:** In groups of three or four, pupils form a triangle or square roughly 10x10m apart. They begin with short, controlled chest passes, focusing on accuracy, timing, and body positioning — step into the pass, fingers spread wide, and follow through towards the target. Encourage firm but smooth passes rather than powerful ones. Once pupils are consistent, they add movement: after each pass, they follow their ball to the next space, keeping play continuous and communication active. **PROGRESSION:** Introduce other pass types — bounce pass, shoulder pass, or overhead, based on the receiver's position. Add a time challenge: how many clean passes can each group complete in 30 seconds without a drop?

### Main Activity

**POSSESSION CHALLENGE:** Divide the class into small teams of five and use one third of a netball court per game. The aim is to complete five consecutive passes without losing possession to score a point. Pupils cannot move once they receive the ball, so success depends on constant off-the-ball movement, quick changes of direction, and clear communication. Emphasise correct catching and passing technique — show early target hands, land on two feet with knees bent, identify a landing foot, pivot to face the next passing option, step into the pass, and release with a firm but controlled action. Passers should keep eyes up to scan for teammates, while receivers time their runs to arrive just as the ball is released. Defenders work on reading the passer's eyes, staying light on their feet, angling their body to block passing lanes, and intercepting cleanly without contact. This develops anticipation, spatial awareness, passing accuracy, pivoting, and safe decision-making under pressure. **PROGRESSION:** Add a "target player" from each team on the sideline. To score, teams must first complete five passes, then successfully pass to their target player using a clear pivot and an accurate leading pass into space, building vision and attacking awareness.



**CIRCLE STEAL:** Each group forms a circle of four attackers with one defender in the middle. Attackers keep possession by passing accurately, pivoting strongly on the landing foot, and moving immediately after passing to create new angles. Emphasise soft hands on the catch, balanced landings, quick but legal pivots, and pushing the ball with a smooth follow-through rather than snatching at the pass. Defenders focus on low, balanced defensive stance, quick footwork, reading the passer's shoulders and eyes, and positioning their body between ball and receiver to cut off passing lines. Encourage constant verbal communication such as "Here!", "Time!", and "Pivot!" to support decision-making. This activity develops tactical awareness, passing under pressure, defensive anticipation, and coordination between movement and ball control. **PROGRESSION:** Add a second defender to increase pressure, forcing attackers to move the ball faster, pivot more decisively, and make smarter decisions about pass selection and timing.



**GAME MASTERS:** Introduce or revise the five High 5 Netball positions — GS (Goal Shooter), GA (Goal Attack), C (Centre), GD (Goal Defence), and GK (Goal Keeper). Use a court diagram to explain each player's movement zones and responsibilities. Reinforce technical expectations for each role: GS and GA practise strong shooting technique (balanced stance, elbow under the ball, high release, full wrist flick), C focuses on quick changes of direction, fast accurate passes, and linking play, while GD and GK work on defensive stance, footwork, intercept timing, and body positioning between ball and goal. Pupils play mini High 5 matches using one third or half of the court, rotating positions every three minutes so all experience different roles. Emphasise spatial awareness, respecting zone boundaries, early communication, and supporting the ball after every pass. This develops understanding of team structure, positional discipline, and game flow alongside core netball techniques. **PROGRESSION:** Introduce quick centre passes between plays and challenge teams to score using a maximum number of passes (e.g. five) to encourage patient build-up, movement into space, and controlled decision-making before shooting.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Smaller 3rds for beginners, full court for advanced.

#### TASK

Start with passing triangles, progress to positional High 5 play.

#### EQUIPMENT

Bibs for positions, cones for zones.

#### PEOPLE

Groups of 5 for High 5 matches, rotating roles regularly.

### Cooldown

**PASS & REFLECT:** Form a large circle around the centre third. Pupils pass a ball around the circle while walking slowly, reflecting on what went well, "I improved my pivoting" or "We made quicker decisions." After a few minutes, introduce a fun challenge, each player must call out a teammate's name before passing, reinforcing communication and awareness. **PROGRESSION:** End with a "Golden Pass" — pupils must complete ten clean passes in a row without dropping the ball to finish the session together.

### Key Technical Points

Effective netball passing relies on balanced two-foot landings, a secure landing foot for pivoting, eyes up to scan, and stepping into the pass with a controlled follow-through to ensure accuracy and speed under pressure.

# Year 5 - Netball

## Lesson Plan

**Lesson Objective** To play small modified games of netball **Lesson 5/6**

**Equipment Needed** Netballs, cones, bibs, markers.

**Success Criteria** Children can:

- Understand the rules of netball and the positions that are needed
- Identify and use tactics to help the team keep the ball and advance it forward
- Apply some elements of strategy and tactics

### EDSTART KNOW

- I can explain the tactics used in small games
- I can describe how to move the ball quickly into attack
- I can understand how to use depth and width to create space

### EDSTART GO

- I can combine dribbling, passing, and shooting in games
- I can play High 5 netball with correct positions
- I can apply tactics in 4v1 and Fastbreak activities

### EDSTART SHOW

- I can respect opponents and referees during games
- I can encourage teammates when we practise tactics
- I can play fairly whether I win or lose

**Key Questions** How can we move the ball effectively as a team to break through defenders and create scoring opportunities? By moving into space quickly, communicating early, pivoting with control on the landing foot, and choosing the correct type of pass at the right time, teams can keep possession, beat defenders, and create clear shooting chances.

### Warm Up

**NETBALL NATIONS:** Create a large square divided into four smaller quarters, each acting as its own "netball nation." Teams of four begin in each quarter. The aim is to pass the ball successfully into all four quarters in any order. Attackers can move into any quarter to receive the ball, while defenders must stay in their designated quarter and attempt to block or intercept. Players must think tactically, moving into open space and communicating effectively. After completing six successful passes across the four zones, the team scores a point. Encourage pupils to scan the court, call for the ball, and make quick, accurate passes. Rotate roles so all children experience attacking and defending. **PROGRESSION:** Introduce a rule where players have only three seconds to release the ball, encouraging faster decision-making and movement off the ball.

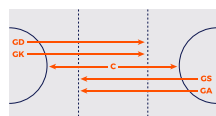
### Main Activity



**SPACE INVADERS:** Emphasise balanced two-foot landings on every catch, with knees bent and weight evenly distributed to maintain stability. Pupils must quickly establish a secure landing foot and pivot with control, keeping their head up to scan for passing options before releasing the ball. Encourage passers to step strongly into the pass, using soft hands on release and a firm, accurate follow-through towards the target. Receivers should show early target hands, create a clear passing lane, and time their movement into space so they arrive just as the ball is released, staying constantly available for the next pass. Reinforce verbal communication such as calling for the ball and giving early support cues. **PROGRESSION:** Add a second defender to increase pressure and force quicker decisions, or limit attackers to two passes before they must shoot or play into a target area, encouraging faster ball movement, sharper pivots, and improved attacking awareness.



**LIGHTNING LANES:** Focus on accurate passing on the move, leading passes into space rather than at teammates, and catching while travelling forward with soft hands and controlled cushioning of the ball. Players must stay low through changes of direction, bending at the knees and hips to maintain balance and speed, while keeping their eyes up when transitioning between thirds to scan for teammates and defenders. Emphasise quick footwork, sharp acceleration into space, and immediate recovery into supporting positions after each pass to maintain flow and attacking momentum. Encourage clear communication so passes are timed with movement and pressure is avoided. **PROGRESSION:** Add one defender in each third who can intercept but not tackle, forcing attackers to vary pass type, adjust passing angles, and make quicker decisions while staying composed under pressure.



**HIGH 5 HEROES:** Reinforce strong, controlled pivoting on the landing foot after every catch, with knees bent and head up to scan for passing and shooting options. Encourage quick changes of direction and sharp acceleration to lose defenders and create passing lanes. Players select accurate chest, bounce, or overhead passes based on defender distance, body positioning, and available space. Shooters focus on a balanced stance with feet shoulder-width apart, elbow directly under the ball, eyes on the target, a high release point, and a full wrist flick to generate soft, accurate shots. Defenders maintain a low stance, active footwork, and correct body positioning between player and goal. **PROGRESSION:** Add a strict time limit for each possession (five seconds to pass) to increase tempo and decision-making speed, or award bonus points for teams that complete five consecutive passes before shooting to promote patience, movement, and team build-up play.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust court size depending on ability.

#### TASK

Begin with 4 Square, progress to High 5 matches.

#### EQUIPMENT

Cones, bibs, and netballs.

#### PEOPLE

Balanced teams, rotating positions.

### Cooldown

**CIRCLE CHALLENGE:** Form large circles with one ball per group. Pupils gently chest pass the ball around the circle while walking slowly. After a few rounds, introduce two balls to increase focus. Gradually reduce the pace, transitioning to light jogging on the spot, then walking. Between passes, pupils reflect on key questions such as: "When did your team work best together?", "What made your passes more accurate today?", and "How did using space help you create scoring chances?". End with a team challenge to complete ten smooth passes in a row without dropping the ball to finish the session. **PROGRESSION:** Change direction halfway through or introduce a "name call" rule — players must call their teammate's name before passing.

### Key Technical Points

- Rules – Players may not:
- Bounce the ball more than once
  - Hand or roll the ball to another player
  - Place their own hands on a ball held by an opponent

# Year 5 - Netball

## Lesson Plan

**Lesson Objective** To play small-sided games and follow the rules of the game

**Lesson 6/6**

**Equipment Needed** Netballs, cones, bibs, markers.

**Success Criteria** Children can:

- Pass and receive under control in a game situation
- Understand each positions roles and responsibilities
- Demonstrates leadership qualities to provide strategy and tactics in game situations for teammates to succeed

### EDSTART KNOW

- I can explain the rules of High 5 netball
- I can describe how rotation works in tournaments
- I can understand tactics for success in competition

### EDSTART GO

- I can combine skills in tournament matches
- I can rotate positions after each match
- I can act as referee, timekeeper, or scorer

### EDSTART SHOW

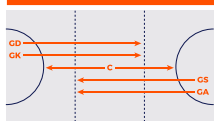
- I can respect referees, scorers, and opponents
- I can encourage my teammates throughout tournaments
- I can show fairness whether I win or lose

### Key Questions

How does effective pivoting and movement help us keep possession and work successfully as a team in netball? Strong pivoting allows players to protect the ball, scan for space, and choose accurate passing options, while teamwork, communication, and movement into space help teams keep possession and create scoring chances under pressure.

### Warm Up

**PIVOT PATROL:** Children move freely around the court holding an imaginary ball. On the teacher's signal, they stop, land on one foot, and practise pivoting to face a new direction. Add a real ball once confident, focusing on keeping the landing foot still while scanning for space. **PROGRESSION:** Add defenders applying light pressure to encourage quicker pivots and faster passing decisions. Land softly on two feet, establish a landing foot, bend knees, keep head up, pivot under control, protect the ball.

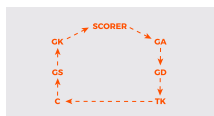


**CHAMPIONS CUP:** Children take part in a mini High 5 Netball tournament to apply all the skills, tactics, and teamwork developed throughout the unit. Teams of seven rotate between playing, scoring, and timekeeping duties, promoting responsibility, leadership, and active engagement even when off court. Each match lasts for eight minutes, with positional rotations at the halfway point to ensure balanced involvement. Every player must experience attacking, defending, and centre roles during the session to build a full understanding of game play and positional responsibility.

#### POSITIONS:

- Centre (C): Anywhere except inside either shooting circle
- Goalkeeper (GK) & Goal Defence (GD): Defensive and middle thirds
- Goal Attack (GA) & Goal Shooter (GS): Middle and attacking thirds

When pupils are off court, they take on the roles of scorer, timekeeper, or referee, applying rules, tracking scores accurately, and developing confidence in officiating. On court, pupils are reminded to use correct footwork, secure two-foot landings, strong controlled pivots on a landing foot, and passing triangles to maintain possession. Encourage constant communication, quick movement into space, and support play after every pass. Reinforce the importance of defensive positioning, active footwork, and clean interceptions without contact. Throughout the matches, highlight respect for rules, fair play, encouragement of teammates, and positive sporting behaviour. **PROGRESSION:** Introduce bonus points for teams that complete five consecutive passes before shooting, or for successful clean interceptions without fouling, to reward patience, teamwork, and defensive awareness.



**ROTATION RULES:** Every player must rotate positions after each match to ensure balanced experience. No player may remain off court for two consecutive rotations. All rotations continue smoothly throughout both matches and across the full tournament to maximise participation and learning for every pupil.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use full court, smaller for younger/less confident groups.

#### TASK

Begin with shorter matches, progress to tournament play.

#### EQUIPMENT

Bibs, cones, and netballs.

#### PEOPLE

Teams of 7 with fair rotation of roles.

### Cooldown

**TEAM HUDDLE REFLECTION:** Gather all pupils in a large circle and begin with a light jog on the spot, transitioning into slow walking. Pupils gently stretch their arms across their body and shake out their hands before holding a short reflective huddle using the questions: "Which position did you enjoy most and why?", "How did communication help your team today?", and "What would you change next time to improve teamwork?". Finish with a slow passing circle where each pupil passes the ball around once more, thanking their teammate for their effort. **PROGRESSION:** Add a challenge, can the group pass the ball cleanly around the circle twice in a row without dropping it?

### Key Technical Points

#### Rules:

- Pass or shoot within four seconds
- Children must know the footwork rule