

# Year 5 - Volleyball

## Lesson Plan

Lesson Objective	To understand the ready position and be able to volley/set the ball to a partner				Lesson 1/6
Equipment Needed	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>Stand in the ready position and move towards the ball</li><li>Understand that the 'volley' is played above the head</li><li>Have their strongest foot slightly forward</li><li>Use soft hands when passing the ball but will not hold the ball</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>I can explain what the ready position looks like</li><li>I can describe how to make a triangle shape with my hands for a volley</li><li>I can understand why I need to use my legs for power, not my arms</li></ul>	<ul style="list-style-type: none"><li>I can stand in the ready position and react quickly</li><li>I can volley the ball above my head using soft hands</li><li>I can rally with a partner using volleys</li></ul>		<ul style="list-style-type: none"><li>I can respect my partner by playing fairly</li><li>I can encourage others during volley rallies</li><li>I can celebrate success in challenges with my team</li></ul>		
Key Questions	What helps you succeed in volleyball activities? Staying in a ready position, using correct catching and volleying technique, moving your feet quickly, communicating with teammates, and applying control instead of power all help you succeed in volleyball.				
Warm Up	QUICK FEET CHALLENGE: In pairs, children face each other in the ready position with knees slightly bent, eyes forward, and hands in front of the body. On the whistle, each player tries to tag their partner's knee using quick, controlled movement while avoiding being tagged themselves. The aim is to stay balanced, light on the feet, and ready to react. After each round, pairs shake hands and switch partners to face a new challenge. PROGRESSION: Add movement boundaries (side shuffles or pivots) or play timed rounds where players count successful tags in 20 seconds.				
Main Activity	<p>SKY CATCH: Children work in pairs, standing around 3–4 metres apart. One partner gently throws the ball above the other's head height, encouraging them to catch it in the "volley position" using fingertips rather than palms. Pupils should form a triangle with their hands and keep their elbows soft to cushion the ball. Higher-ability pupils move slightly to adjust to the ball's flight before catching. PROGRESSION: Partners throw from different angles to develop anticipation and foot movement before the catch.</p> <p>VOLLEY PRACTICE: Recap correct volley technique with a strong, balanced base, knees bent, hips and shoulders square to the target, and eyes positioned directly under the dropping ball. Hands are held above the forehead forming a clear triangle shape with thumbs and index fingers, elbows out and soft to cushion the ball. Players extend through the ball using relaxed fingertips and a smooth upward push from the legs to generate lift rather than power. In pairs or small groups, one player throws while the other volleys back with control. Contact is made just in front of the forehead and the arms fully extend towards the target on the follow-through. Alternate roles every few turns. Focus on direction, timing, and consistent, smooth contact. PROGRESSION: Add a moving target zone where players must aim their volley to score points or introduce a rule that volleys must clear a small rope or net.</p> <p>VOLLEY RALLY: Children stand about five steps apart and rally the ball using volleys only. Encourage communication players call "Mine!" before each hit. Count how many successful volleys pairs can achieve without the ball dropping. Emphasise using legs for power, fingertips for control, and staying square to the target. PROGRESSION: Challenge pairs to beat their highest rally score or form small teams of four to keep the rally going cooperatively over a low net or bench.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Larger distances for beginners, shorter gaps for accuracy.	Start with overhead catches, progress to volley rallies.	Use balloons/soft balls for beginners, volleyballs for advanced.	Pairs for technique, groups for rallies.	
Cooldown	CIRCLE VOLLEY REFLECTION: Children stand in a circle and gently volley the ball around the group, aiming to keep it in play as long as possible. When the ball drops, pause and discuss, "What helped you keep the volley accurate?" or "How did teamwork make your rally stronger?" Finish with gentle arm and shoulder rolls while passing the ball slowly hand-to-hand to relax the muscles. PROGRESSION: Try a "silent rally" where players must keep the ball moving without speaking for five volleys.				
Key Technical Points	Ready Position: <ul style="list-style-type: none"><li>The stance a player takes when they are "ready" to pass the ball</li><li>Children have their knees bent, feet shoulder width apart, chest facing forward</li><li>Children have their hands in a neutral position in front of the body with arms and hands ready to move for a volley or a dig</li></ul>		Volley: <ul style="list-style-type: none"><li>Form a triangle with thumbs and fingers but hands are not touching</li><li>Place hands directly in front of the face close to the forehead</li><li>On contact, extend the arms and legs, pushing the ball upwards</li><li>Hands follow the path of the ball</li></ul>		

# Year 5 - Volleyball

## Lesson Plan

Lesson Objective	To dig/forearm pass the ball to a partner				Lesson 2/6
Equipment Needed	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Stand in the ready position and move towards the ball</li><li>• Have a wide base and be low to the ground</li><li>• Understand that the power for the dig comes from the legs and not the arms</li><li>• Understand when the dig/forearm pass is needed to be played</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain what a dig is</li><li>• I can describe how to keep my arms straight when digging</li><li>• I can understand when to use a dig instead of a volley</li></ul>	<ul style="list-style-type: none"><li>• I can dig the ball using my forearms</li><li>• I can rally with a partner using digs and volleys</li><li>• I can move into position quickly to perform a dig</li></ul>		<ul style="list-style-type: none"><li>• I can respect teammates during dig practice</li><li>• I can encourage others during rallies</li><li>• I can celebrate my group's progress fairly</li></ul>		
Key Questions	What helps you keep the ball in play and work successfully as a team in volleyball? Staying low with bent knees, using the correct contact (forearms for digging and fingertips for volleying), communicating clearly with teammates, and applying controlled force all help keep the ball in play and improve teamwork.				
Warm Up	VOLCANO ERUPTION: Scatter a variety of cones (the “volcanoes”) around the hall or playground, some facing up, some facing down. Split the class into two teams: Lava Lifters and Volcano Flippers. On the coach's whistle, the Lava Lifters must turn the cones upright, while the Volcano Flippers must turn them upside down. After 45 seconds, stop the game and count how many cones are facing each way. The winning team earns a point. Reset and play again, swapping roles. PROGRESSION: Add volleyballs — players must dribble or carry the ball while flipping cones, or require players to move only using side-steps or small jumps between cones to increase footwork control.				
Main Activity	WALL PASS: Children work in pairs, standing around 3–4 metres apart. The aim is to practise throwing and catching with straight arms, keeping elbows locked and hands together as they would for a dig. The partner tosses the ball underarm; the catcher absorbs the ball softly with their forearms and pushes it back with control. Focus on staying low and using the legs to lift the ball upwards, not just the arms. PROGRESSION: Increase distance or vary height and speed of the throw to challenge timing and positioning.  THE DIG DRILL: Recap the correct technique with a strong, balanced base — feet shoulder-width apart, knees deeply bent, hips low, and weight on the balls of the feet. Hands are locked together with thumbs flat and pointing forward to create a flat forearm platform. Arms stay straight but relaxed as the ball contacts the forearms just above the wrists. Players angle the platform towards the target and use a smooth upward push from the legs (not a swinging arm action) to control the height and direction of the dig. In pairs or trios, one player tosses the ball underarm while the other digs it back accurately with eyes tracking the ball throughout. Emphasise full body alignment, early movement into line with the ball, and recovery back to ready position after each dig. Alternate roles every few attempts. PROGRESSION: Add a moving feeder or introduce a target zone (e.g., hoop or cone) that players must aim their dig into.  RALLY MASTERS: Pairs now combine both shots. One player volleys, the other digs, maintaining a continuous rally. Encourage them to count how many successful exchanges they can complete before the ball touches the ground. Focus on teamwork, communication (“Mine!”), and reading the ball's flight. Remind players to use controlled force and stay under the ball. PROGRESSION: Increase the distance between partners or form groups of four to sustain longer rallies using alternating digs and volleys.				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Shorter rallies for beginners, wider for challenge.	Start with straight-arm catches, progress to dig/volley rallies.	Use balloons or soft balls to slow play, volleyballs for challenge.	Pairs for technique, small groups for rallies.	
Cooldown	Circle Control Challenge: Players form a large circle and pass one volleyball around using only controlled digs or volleys, aiming to keep the ball in the air for as long as possible. When the ball drops, pause for a quick team reflection: “What made our passes accurate?” and “How did we support our partner?” End with gentle shoulder, arm, and wrist rolls while lightly tossing and catching the ball to relax. Progression: Introduce a silent version — no speaking allowed — to promote focus and non-verbal teamwork.				
Key Technical Points	Dig: <ul style="list-style-type: none"><li>• Stand in ready position</li><li>• Place the back of the right hand on top of the palm of the left hand with thumbs together</li><li>• Hold arms out straight in front elbows locked</li><li>• Hands start low in front of the body and move up to strike the ball with lower forearms</li><li>• Extend knees as you contact the ball</li></ul>				

# Year 5 - Volleyball

## Lesson Plan

**Lesson Objective** To introduce the overarm serve

**Lesson 3/6**

**Equipment Needed** Volleyballs, hoops, cones, volleyball net, balloons, soft balls.

**Success Criteria** Children can:

- Know how they need to contact the ball in order for it to travel to a partner/over the net
- Turn their body into the direction they want to serve
- Stand with least dominant foot forward and step on to dominant foot when hitting the ball

### EDSTART KNOW

- I can explain what the serve is used for
- I can describe the correct stance for an overarm serve
- I can understand how to direct my serve into space

### EDSTART GO

- I can perform an overarm serve with correct technique
- I can serve consistently into target areas
- I can apply serving in games like Battleships

### EDSTART SHOW

- I can respect opponents when serving
- I can encourage others to improve their serve
- I can support my team during serving competitions

### Key Questions

**What helps you serve accurately and with control in volleyball?** Using correct technique (toss, step, and flat-hand strike), transferring weight forward, aiming for a clear target, and choosing control over power all help you serve accurately and consistently.

### Warm Up

**SERVE & SPRINT:** Set out two lines of cones 8–10 metres apart to act as the “service zone” and “target zone.” In pairs, one player stands behind the service line holding a volleyball (or soft ball), and their partner stands in the target zone ready to collect. On the whistle, the server performs a two-handed overhead throw into the target zone, aiming to make it bounce once before their partner catches it. Once the throw is made, the server sprints forward, retrieves the ball, and returns to the starting point for another attempt. Swap roles after one minute. This activity introduces body coordination, weight transfer, and accuracy, all key elements of serving technique while keeping players active and engaged. **PROGRESSION:** Step forward on the dominant foot when throwing, move further back to increase challenge, or add coloured cones in the target area and call which one to hit before serving.

### Main Activity

**OVERARM SERVE:** Children work in pairs on opposite sides of the net. Practise the overarm serve under the net first, focusing on correct technique — toss, step, and strike. The non-hitting hand lifts the ball slightly in front of the body with a controlled upward toss, while the hitting arm draws back with the elbow high and shoulder rotated. Players step forward onto the opposite foot to the hitting hand, rotating the hips and shoulders towards the target. The ball is struck with a flat, firm hand at full arm extension, with the wrist snapping naturally on contact. The follow-through continues down towards the target to guide accuracy, and players recover to a balanced ready position after each serve. Emphasise transferring weight from back foot to front foot to generate controlled power rather than force. **PROGRESSION:** Move further back towards the service line once consistent accuracy is achieved.

**SERVE, SPRINT & CATCH RELAY:** Split the class into teams of 4–5, each behind a serving line with a target hoop 6–8 metres away. On the whistle, the first player serves (or overhead throws) the ball into the hoop, then sprints to retrieve it and returns to tag the next teammate. If the ball lands in the hoop, the team earns 2 points; if it lands within one metre, 1 point. After all players have gone, total the team’s score. **PROGRESSION:** Serve from further back or reduce hoop size for higher ability groups.

**AIM AND ACCURACY:** Set up five cones per pair — one as a serving line and four as “ships.” Players announce which target they’ll aim for before serving. Every successful hit sinks a “ship.” The first to sink all four wins. This game builds accuracy, consistency, and tactical awareness. **PROGRESSION:** Use smaller hoops or increase distance for advanced pupils.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Start closer to the net, increase distance for challenge.

#### TASK

Begin with serving under a rope/net, progress to full overarm serves.

#### EQUIPMENT

Use hoops as target zones, volleyballs for advanced.

#### PEOPLE

Pairs for feeding, groups for Battleships.

### Cooldown

**TARGET TOSS:** Players form a circle and gently toss the volleyball to one another, calling the receiver’s name before each pass. After a few minutes, introduce a “challenge toss” — players must pass using a gentle underarm serve motion. Finish with light shoulder and arm stretches while discussing, “What made your serves more accurate?” and “How did your stance and arm position help your control?”

### Key Technical Points

**Serving:**

- Children stand with left foot pointing in the direction of the target and right foot pointing to the outside
- They have their weight on back foot with the ball in left hand on the top of the fingers at hip height in the middle of the body
- Focus on target area, release ball upwards above head, and step forward as they make contact with the ball

# Year 5 - Volleyball

## Lesson Plan

Lesson Objective	To set up an attack with a partner and send it over a net				Lesson 4/6
Equipment Needed	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Step and jump towards the ball</li><li>• Know how to contact the ball with their hand and give it direction</li><li>• Hit the ball at the highest point when it is set to them</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain what a set is</li><li>• I can describe how to prepare for a spike</li></ul> I can understand the sequence of dig-set-spike	<ul style="list-style-type: none"><li>• I can set the ball high for a partner to attack</li><li>• I can practise the footwork needed for a spike</li><li>• I can combine dig, set, and spike in sequences</li></ul>		<ul style="list-style-type: none"><li>• I can respect teammates when setting and spiking</li><li>• I can encourage others to complete the sequence</li><li>• I can celebrate teamwork during challenges</li></ul>		
Key Questions	What helps you successfully build an attack in volleyball? Using correct technique for digging, setting, and spiking, staying balanced with good footwork, communicating clearly with teammates, and applying controlled power all help build a successful volleyball attack.				
Warm Up	BOUNCE BLAST: In pairs facing each other, players throw the ball two-handed overhead and into the ground so it bounces up toward their partner. Encourage stepping forward with the dominant foot and generating power through the legs. Once confident, pairs aim to keep a smooth, continuous rhythm between throws. PROGRESSION: Move either side of a net and serve under it aiming for floor targets				
Main Activity	<p>TEAM BUILDER: In groups of four, children perform the DIG – VOLLEY – CATCH pattern to score points. Focus on teamwork, accuracy, and controlled communication. Encourage soft touches and quick reactions while maintaining correct ready position between each movement. PROGRESSION: Add a target zone for the final catch to improve direction and control</p> <p>SKY SETTERS: Children practise tossing and setting the ball high using correct fingertip contact and strong leg drive. Pupils adopt a balanced stance with feet shoulder-width apart, knees bent, and eyes positioned under the dropping ball. Hands are held above the forehead in a clear triangle shape with thumbs and index fingers, elbows bent and relaxed. The ball is cushioned briefly on the fingertips before players extend through the legs and arms together to push the ball upward with control rather than power. Emphasise soft hands, straight preparation, and full extension towards the target to maintain height and accuracy. PROGRESSION: Add a partner toss and set the ball back accurately three times</p> <p>SPIKE ZONE: In pairs, children try to hit a cone between them using a controlled spike. Pupils use correct footwork (right-left-right-jump), staying low through the approach before driving upward powerfully through the legs. The non-hitting arm points to the ball for timing, the hitting arm draws back with a high elbow, and contact is made at the highest point with a flat, firm hand. Players snap the wrist on contact and follow through downwards towards the target to guide accuracy and power. Emphasise jumping vertically, landing softly on bent knees, and recovering to ready position after each spike. PROGRESSION: Add a partner toss for timing and increase the height or distance of the toss</p> <p>POWER PLAY: Groups of four perform the full attacking sequence DIG – SET – SPIKE, rotating roles after each turn so all pupils experience every position. The digger stays low with knees bent, hands locked and forearms angled to lift the ball with controlled leg drive. The setter moves quickly under the ball with hands above the forehead in a triangle shape, using soft fingertips and strong leg extension to set accurately. The spiker uses a correct approach (right-left-right-jump), points with the non-hitting arm for timing, strikes at the highest point with a flat hand, snaps the wrist on contact, and follows through towards the target. Score points for keeping the ball off the floor and completing full sequences. Emphasise communication ("Mine!", "Set!"), balance on landings, and quick recovery to ready position after each action. PROGRESSION: Add a defender to intercept spikes or limit team touches per rally</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Larger playing areas for beginners, tighter nets for challenge.	Start with dig-volley-catch, progress to dig-set-spike.	Use lighter balls for beginners, volleyballs for challenge.	Groups of 3-4 rotating roles.	
Cooldown	PASS THE PRAISE: Players stand in a circle, gently volleying or tossing the ball to one another while giving positive feedback to teammates. Finis with arm swings, light jogging, and reflection on teamwork and accuracy. PROGRESSION: Add one ball every 30 seconds to increase focus and awareness.				
Key Technical Points	Spike: <ul style="list-style-type: none"><li>• The Spike is the attacking shot where a player swings their arm towards the ball and makes contact with their palm</li><li>• The spike is normally done in the air where the child aims to hit the ball downwards over the net and into the opposing court</li></ul>				

# Year 5 - Volleyball

## Lesson Plan

**Lesson Objective** To play small 4v4 games and understand the rotation of positions

**Lesson 5/6**

**Equipment Needed** Volleyballs, hoops, cones, volleyball net, balloons, soft balls.

**Success Criteria** Children can:

- Use the skills learnt to play small games
- Direct the ball into different spaces on the court
- Understand that they rotate in a clockwise direction
- Dig/set from an underarm serve to continue the rally

### EDSTART KNOW

- I can explain how rotation works in volleyball
- I can describe where each player stands on the court
- I can understand how to use different shots in a game

### EDSTART GO

- I can rotate positions fairly during games
- I can apply passing, setting, and spiking in 4v4 matches
- I can direct the ball into space to score points

### EDSTART SHOW

- I can respect referees and teammates in matches
- I can encourage my team during 4v4 play
- I can celebrate my group's effort fairly

### Key Questions

How can your team use dig, set, spike, and rotation together to keep the rally going and score points in volleyball? By using correct technique for digging, setting, and spiking, moving into the right positions through rotation, communicating clearly with teammates, and applying controlled power and quick reactions, teams can keep the rally going and score points effectively.

### Warm Up

**VOLLEYBALL VOLCANO:** Children work in groups of four to keep the ball "lava" off the floor using the DIG – SET – SPIKE sequence. Start with an underarm throw to begin play, following the pattern as smoothly as possible. Each group competes to see how many full sequences they can complete before the ball touches the ground. Rotate roles after every round so everyone practises each skill. Focus on communication, quick reactions, and teamwork to control the game's rhythm. **PROGRESSION:** Add a timer, how many complete sequences can your team achieve in 60 seconds?

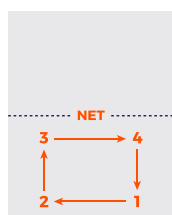
### Main Activity

**GATE PATROL:** Children work in pairs, setting up two cone gates about 3–4 metres apart. The passer moves sideways from gate to gate in a low, balanced stance with knees bent, weight on the balls of the feet, and eyes tracking the ball at all times. As their partner throws the ball, the passer decides whether to use a dig, set, or catch to control it. For a dig, pupils lock hands and angle the forearms to lift the ball using leg drive; for a set, hands form a triangle above the forehead and the ball is pushed upward using fingertips and legs; for a catch, pupils cushion the ball with soft hands and bent elbows. Emphasise quick sideways footwork, early movement under the ball, body alignment with the target, and fast recovery back to ready position after each action. **PROGRESSION:** Feeder throws randomly to either gate, and the passer must react before the ball drops.

**SKY STRIKERS:** Children work in groups of three, one feeder, one spiker, and one target. The feeder throws a high ball for the spiker to jump and hit downwards toward the target. Focus on timing, arm swing, and controlled power when spiking. After five attempts, players rotate roles. This activity builds confidence with jumping technique and teamwork communication between feeder and hitter. **PROGRESSION:** Target player must pass the spiked ball back to the feeder accurately.

**ROTATE TO DOMINATE:** Children learn the rotation system by standing in court positions — two near the net and two in backcourt. Serving always starts from the back right corner. When a team loses serve but regains it, players rotate clockwise one position. Encourage understanding of movement, spacing, and communication as they play simple rallies with three touches before sending the ball over the net. **PROGRESSION:** Add a second ball to encourage faster communication and quicker decision-making.

**MINI MATCH MADNESS:** Children play 4v4 matches using either a volleyball net or a rope stretched across cones. Teams play up to five points before rotating opponents. Encourage fair play, teamwork, and applying all learned techniques — dig, set, and spike. Focus on serving to start rallies and rotating after each side-out to practise real match conditions. **PROGRESSION:** Award bonus points for teams completing three-touch rallies before scoring.



### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Smaller courts for beginners, full courts for advanced.

#### TASK

Start with Passing Gates, progress to 4v4 games with rotation.

#### EQUIPMENT

Use cones/ropes if no nets, volleyballs for play.

#### PEOPLE

Teams of 4, rotating roles for fairness.

### Cooldown

**TEAM HUDDLE REFLECTION:** Teams jog slowly around the court, then form a circle for gentle arm swings and shoulder rolls. Each player shares one skill they improved on and one goal for the next lesson. End with light stretches and deep breaths to relax after high-energy rallies. **PROGRESSION:** Add a "coach's challenge" question — "How did rotation help your teamwork today?"

### Key Technical Points

Rotation:

- Children stand on the court, two near the net and two backcourt
- Serving player is always from the back right hand corner

# Year 5 - Volleyball

## Lesson Plan

Lesson Objective	To play small tournaments using the skills and rules taught throughout the term				Lesson 6/6
Equipment Needed	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Safely play small tournament games and follow the simple rules</li><li>• Understand how the points system works within a game</li><li>• Use spatial awareness and observational skills to determine their own and others court positions</li><li>• Know how to start, restart, and score in the games</li></ul>				
EDSTART KNOW	I can explain the rules of volleyball I can describe how scoring works in matches I can understand how to combine all skills in tournament play		EDSTART GO	EDSTART SHOW	
			I can play small-sided volleyball matches I can rotate positions correctly during games I can use volleys, digs, sets, and serves in matches		I can respect referees, teammates, and opponents I can encourage others throughout tournaments I can show fairness whether I win or lose
Key Questions	How can we use teamwork, communication, and controlled technique to keep rallies going and score points in volleyball? By moving quickly into space, calling clearly for the ball, and using correct techniques for the dig, set, and spike, we can work together to keep the rally alive, attack the ball with purpose, and score points while showing respect and sportsmanship at all times.Is this conversation helpful so far?				
Warm Up	BEACH RESCUE: Children spread out in pairs across the space, with one ball per pair. On the teacher's signal, players must dive, move, and react quickly to "save" the ball before it touches the floor — as if rescuing it from the sand. Partners begin with gentle, controlled tosses directly to each other, gradually increasing distance, height, and unpredictability as confidence grows. Encourage players to bend their knees, keep soft hands, stay low to the floor, and call "Mine!" loudly to build clear communication and teamwork. Emphasise quick reaction speed, safe diving technique (sliding on the side and landing on bent arms), and fast recovery back to ready position after each save. PROGRESSION: Add a second ball for increased challenge or vary the direction and height of throws to improve reactions, anticipation, and ball control.				
Mini Match Madness	EDSTART MINI MATCH MADNESS: Children play 4v4 volleyball matches using a net or rope stretched across cones. Teams apply all the skills learned throughout the unit — accurate serving, controlled passing, confident setting, and purposeful spiking. Games are played up to five points, with teams rotating to face new opponents after each match to experience different playing styles. Encourage players to use up to three touches before sending the ball over the net and to communicate clearly during rallies using calls such as "Mine!", "Set!", and "Help!". Reinforce correct rotation after each side-out and promote positive sportsmanship through handshakes and encouragement. PROGRESSION: Award bonus points for rallies that successfully use all three shots (dig, set, spike) before scoring.				
	RULES: <ul style="list-style-type: none"><li>• Teams play 4 vs 4 with a clear net or rope boundary.</li><li>• Every rally must start with an underarm or overarm serve from behind the service line.</li><li>• Teams may use up to three touches (dig, set, spike) before sending the ball over.</li><li>• A point is scored when the ball lands in the opponent's court, the opponent hits it out, or it bounces twice.</li><li>• Players must rotate clockwise after winning back the serve (side-out).</li><li>• Games are played to 5 points, then teams rotate opponents.</li><li>• Respect and sportsmanship are compulsory — handshakes after each match.</li><li>• Bonus points may be awarded for a successful dig-set-spike rally (as per progression).</li></ul>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Adjust pitch size for ability levels.	Start with short games, progress to full tournaments.	Volleyballs, nets/ropes, bibs.	Balanced teams, rotating roles for fairness.	
Cooldown	Team Huddle Reflection: Teams jog slowly around the court, then form a circle for gentle arm swings and shoulder rolls. Each player shares one skill they improved and one goal for next time. Finish with calm breathing and a team clap to celebrate effort. Progression: Add a "coach's challenge" question — "Which teamwork skill helped you most today?"				
Key Technical Points	Rules: <ul style="list-style-type: none"><li>• Each team has three touches of the ball on their own side of the net, the attacking team aim to ground the ball on the opponents side of the court</li><li>• Children will rotate positions each time their team wins the serve back. They rotate clockwise, and serve from the bottom right side of the court</li></ul>				