

Year 6 - Handball

Lesson Plan

Lesson Objective	To receive the ball at varying heights using different techniques				Lesson 1/6
Equipment Needed	Cones, markers, bibs, handballs, softballs.				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Keep their arms pointing towards the ball and move towards as the ball travels • Know that as the ball is coming towards them, they start to move towards the ball • Understand as they contact the ball, they close fingers around the ball and bring it into the chest • Know to have a tight grip of the ball and get into a ready position for your next decision 				
EDSTART KNOW	<ul style="list-style-type: none"> • I can explain how to receive a ball at different heights • I can describe why moving towards the ball helps me control it • I can understand the importance of gripping the ball tightly before my next decision 				
EDSTART GO	<ul style="list-style-type: none"> • I can receive the ball with my hands in a ready position • I can move towards the ball and secure it safely into my chest • I can catch passes at different speeds and heights 				
EDSTART SHOW	<ul style="list-style-type: none"> • I can encourage my teammates when they receive the ball • I can respect my opponents and play fairly • I can support others by giving them accurate passes 				
Key Questions	How can you help your team keep possession and create scoring opportunities in handball? By using accurate passes, moving into space after passing, communicating clearly with teammates, and making quick decisions under pressure.				
Warm Up	<p>BALL HANDLING: Pupils each have a ball and copy the coach while practising skills such as figure-of-eight rolls, fast ball taps, and throw-turn-catch actions. The focus is on soft hands, quick reactions, and keeping eyes on the ball while maintaining control. This warm-up develops coordination, confidence, and ball familiarity. PROGRESSION: Add movement by jogging, side-stepping, or hopping while performing each ball-handling action.</p>				
Main Activity	<p>PASS MASTERS: Pupils work in groups of four, standing 5–6 metres apart with two players on each side facing each other. The coach introduces different passing techniques, including chest pass, bounce pass, and overhead pass. After every pass, pupils follow their ball to join the opposite line, keeping the activity fast, fluid, and continuous. Emphasis is placed on accurate passing, catching with soft hands, and clear communication. PROGRESSION: Add a timed challenge such as “how many clean passes can your group complete in one minute?” or introduce colour commands where pupils switch pass types when a cone colour is called.</p> <div data-bbox="153 1205 363 1344"> </div> <p>SPEED PASS CHALLENGE: The class is split into four groups, each working inside a marked passing grid. One player becomes the defender while the others act as attackers, moving and passing to keep possession under pressure. The aim is to complete as many consecutive passes as possible within the time limit. If the defender wins or intercepts the ball, the pass count resets. This develops decision-making, movement off the ball, and awareness. PROGRESSION: Limit attackers to two touches, allow defenders to tag passers, or introduce a rule that the ball must be passed within three seconds. Fun twist: award bonus points for successful wall passes or creative no-look passes.</p> <div data-bbox="153 1370 363 1509"> </div> <p>GRID GLADIATORS: Set up small-sided 4v4 games within marked grids. Teams must complete six successful passes to score a point, while defenders attempt to intercept and reset the count. Pupils are encouraged to spread out, call for the ball, and move quickly into space to support teammates. This activity develops teamwork, passing accuracy, and spatial awareness. PROGRESSION: Add a neutral “magic player” who plays for the team in possession, or introduce one-touch passing rounds. Fun challenge: play a “lightning round” where the first team to three scored points wins and moves up to the top pitch.</p> <p>HANDBALL HEROES: Using the same teams, set up two goals at either end of the playing area. The aim is to score by throwing the ball into the goal. Players cannot move while holding the ball and must pass to teammates to create space and attacking opportunities. This promotes teamwork, communication, and quick decision-making. PROGRESSION: Add a rule requiring three passes before shooting, or introduce a “power play” round where goals count double. Fun variation: award style points for creative teamwork, such as a three-pass combo or a diving save.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE Start with shorter passes, increase distance for challenge.	TASK Begin with static catching, progress to catching while moving.	EQUIPMENT Use larger softballs for beginners, handballs for challenge.	PEOPLE Work in pairs for practice, 4v4 for possession games.	
Cooldown	<p>PAIR CATCH & STRETCH: In pairs, pupils throw the ball gently to each other, focusing on accurate throws and safe catching with soft hands. After each successful catch, pupils pause briefly to complete a simple stretch, helping the body to cool down while maintaining focus and control. This activity supports coordination, teamwork, and recovery after passing activities. PROGRESSION: Vary the throws by using high, low, or bounce passes to challenge reactions and catching technique. “What did you do to make sure you caught the ball safely?”</p>				
Key Technical Points	<ul style="list-style-type: none"> • 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 6 - Handball

Lesson Plan

Lesson Objective To effectively use the 'rule of 3' in small, modified matches

Lesson 2/6

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

Success Criteria Children can:

- Attempt to use various passes in a game situation
- Know and effectively execute the 'rule of 3' for moving and passing in specified drills and small sided games
- Understand when the need to dribble, pass or attempt to shoot

EDSTART KNOW

- I can explain what the 'rule of 3' means in handball
- I can describe different types of passes
- I can understand when to dribble, pass, or shoot

EDSTART GO

- I can use chest, bounce, overhead, and jump passes in games
- I can apply the rule of 3 in small-sided matches
- I can move into space after passing

EDSTART SHOW

- I can respect the rules when playing matches
- I can encourage teammates to move quickly and pass
- I can work fairly in group activities

Key Questions

What is the 'Rule of 3'? If a handball player takes more than three steps without dribbling (bouncing the ball) or holds the ball for more than 3 seconds without bouncing it, shooting, or passing, then that is deemed 'walking' and possession is lost.

Warm Up

BALL HANDLING: Pupils copy the coach's handling moves, focusing on control, soft hands, and keeping their eyes on the ball. Activities may include taps, rolls, and simple dribbles to build confidence and coordination. **PROGRESSION:** Add the "rule of 3" where pupils must move after three seconds, three steps, or three dribbles to encourage awareness and decision-making.

Main Activity



PASS PROS: Pupils work in groups of four, with two players on each side around five metres apart. The coach introduces each pass one at a time, with pupils passing and following their ball to join the opposite side, creating continuous movement and repetition. Pupils practise a range of passes to develop control and coordination, including the hip pass, overhead pass, bounce pass, and jump pass. Technique is emphasised throughout: for the hip pass pupils step laterally and flick the wrist towards the target; for the overhead pass they keep elbows bent, transfer weight forward, and follow through; for the bounce pass they use one hand and aim the ball to bounce around three-quarters of the distance; and for the jump pass they hold the ball at shoulder height, use an explosive final step, and release the ball mid-air with control. **PROGRESSION:** Add a defender to intercept passes or introduce timed challenges where groups must complete a set number of clean passes.



FAST HANDS CHALLENGE: The class is split into four groups, each working in their own grid. One player acts as the defender while the others work as attackers, moving constantly and passing the ball to keep possession for as long as possible. Attackers are encouraged to spread out, offer clear passing options, and communicate to support the player on the ball. The aim is to complete the highest number of passes before time runs out, developing quick thinking, movement off the ball, reactions, and decision-making under pressure. **PROGRESSION:** Restrict players to two seconds on the ball or introduce a no-bounce rule for advanced groups. Fun variation: add a second defender to increase intensity or award style points for creative passes.



END ZONE EXPRESS: Using the same grids, two end zones are created at either end of the playing area. Teams of four aim to score by passing the ball to a teammate who successfully catches it in the end zone, encouraging accurate passing and well-timed movement. Players cannot run with the ball, so they must rely on teamwork, spacing, and quick decision-making to move the ball forward and create scoring opportunities. Off-the-ball movement and clear communication are key to success. **PROGRESSION:** Add a power zone where goals count double, or introduce a rule that every team member must touch the ball before a score counts. Fun variation: play "king of the court," where winners move up a pitch and challengers try to take their place.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with small areas, expand to full courts for advanced.

TASK

Practise one type of pass, then combine in sequences.

EQUIPMENT

Use lighter balls for beginners, regulation handballs for challenge.

PEOPLE

Work in pairs for passing, then 4v4 for end-zone games.

Cooldown

WALKING HANDBALL: Pupils play handball at a walking pace, with no more than three steps allowed while holding the ball. This encourages control, awareness, and teamwork while reducing speed and intensity. Play is paused at intervals to stretch arms and legs, supporting cool down and recovery. **PROGRESSION:** Add the challenge of completing three passes before a shot can be taken. "How did the Rule of 3 change the way you passed today?"

Key Technical Points

If a handball player takes more than three steps without dribbling (Bouncing the ball) or holds the ball for more than three seconds without bouncing it, shooting or passing, then that is deemed 'walking' and possession is lost.

Year 6 - Handball

Lesson Plan

COMPLETE
EDSTART

Lesson Objective To defend successfully

Lesson 3/6

Equipment Needed Cones, markers, handballs, bibs.

Success Criteria Children can:

- Block a player and mark an area when defending
- Know how to mark a player in handball
- Try to regain possession of the ball by trying to step in front of the player to intercept it
- Begin to anticipate and react to be able to intercept the ball

EDSTART KNOW

- I can explain how to mark a player in handball
- I can describe how to block shots safely
- I can understand how to anticipate and intercept passes

EDSTART GO

- I can defend 1v1 by holding my arms high and blocking shots
- I can defend as part of a team by creating a wall
- I can intercept passes by moving in front of my opponent

EDSTART SHOW

- I can respect attackers when defending
- I can encourage teammates to stay organised in defence
- I can show resilience even when opponents score

Key Questions

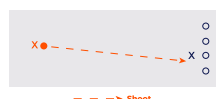
What makes an effective defender in handball? An effective defender stays balanced and low, keeps their body between the attacker and the goal, watches the ball and opponent closely, communicates with teammates, and reacts quickly to block passes or shots.

Warm Up

BALL HANDLING INTO RULE OF 3: Half the group have a ball and half act as defenders without a ball. Pupils with balls pass or dribble while applying the rule of three, meaning they must move or release the ball after three steps or three seconds. Defenders shadow closely to apply pressure without tackling, encouraging attackers to think quickly and protect the ball. This activity develops awareness, control, and decision-making under pressure. **PROGRESSION:** Add active defenders who are allowed to intercept passes.

Main Activity

THE WALL WARRIORS: Pupils stay in their ability groups and work head-to-head in small challenges with one attacker, one defender, and a goalkeeper. The defender's role is to become a "wall warrior" by staying between the attacker and the goal at all times, keeping arms raised high like a shield and feet constantly moving to stay balanced and ready to react. Emphasis is placed on low body position, quick side-steps, strong awareness of the attacker's movements, and safe blocking techniques without making contact. Goalkeepers support by communicating and positioning themselves behind the defender. This activity develops defensive confidence, anticipation, and teamwork. **PROGRESSION:** Award defenders points for every successful block and attackers points for every accurate shot on target to increase motivation and competition.



SHIP SHIELD SHOWDOWN: Four cones are set up at each end to represent ships. In a one versus one duel, the attacker attempts to "sink" the opponent's ships with accurate throws, while the defender blocks and protects their fleet. When the defender wins the ball, roles immediately reverse, keeping the game fast and engaging. The first player to sink all four ships is crowned "captain defender." **PROGRESSION:** Reduce the size of the ship zones or play "last ship standing" rounds for added challenge.

SHADOW NINJAS: In pairs, one pupil acts as the attacker and moves freely around the space while their partner mirrors every movement like a ninja shadow. When the coach calls "go," the attacker bursts into space and the defender reacts quickly to block their path. This develops reaction time, positioning, and spatial awareness. **PROGRESSION:** Add a ball so attackers dribble while defenders track and respond to their movement.



TEAM FORTRESS: Pupils are split into teams of four. Defenders work together to form a solid "fortress wall" by staying close, communicating, and keeping arms raised to block passes and shots. Attackers try to break through using quick movement, clever passing, and teamwork. Teams rotate roles every few minutes so everyone experiences attacking and defending. **PROGRESSION:** Add scoring zones or timed defensive challenges, such as holding the line for sixty seconds.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use smaller areas for beginners, tighter spaces for advanced defenders.

TASK

Start with 1v1 defence, progress to team wall defence.

EQUIPMENT

Use cones as targets for defenders, handballs for game play.

PEOPLE

Work 1v1 for basics, then 4v4 for team defence vs attack.

Cooldown

DEFENSIVE MIRROR: In pairs, one pupil leads with slow side-steps and controlled arm raises while the other mirrors their movements, focusing on balance, body position, and staying low. Pupils then stretch together to relax arms and legs and reduce heart rate after defensive work. **PROGRESSION:** The leader adds feints or quick changes of direction while the partner reacts and stays in front. "What body position helped you stop your opponent today?"

Key Technical Points

- Children should take small, fast steps to avoid over-committing
- Approach diagonally, facing towards the ball, and angling their body to direct their opponent away from the goal area
- Keep their arms open, wide and high

Year 6 - Handball

Lesson Plan

Lesson Objective	To attack and defend in competitive games				Lesson 4/6
Equipment Needed	Cones, markers, handballs, bibs.				
Success Criteria	Children can: <ul style="list-style-type: none">• 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 different tactics for attacking and defending		I can describe how fast passing helps create space		I can understand when to shoot at goal
EDSTART GO	I can attack using quick passes and movement		I can defend using marking and blocking skills		I can play in competitive 4v4 games applying tactics
EDSTART SHOW	I can respect opponents in competitive games		I can encourage teammates to use tactics		I can support others in both attack and defence
Key Questions	How can you attack and defend effectively in handball games? Effective attacking comes from moving into space, passing quickly and accurately, and communicating with teammates, while effective defending involves staying balanced, positioning your body between the attacker and the target, applying pressure without fouling, and working together to block passes and shots.				
Warm Up	BALL HANDLING RELAY: Pupils dribble or pass the ball while moving up and down the court, using a range of handling skills to maintain control at speed. Emphasis is placed on keeping the head up, using soft hands, and moving into space after each pass or dribble. This activity builds coordination, confidence, and fluency with the ball. PROGRESSION: Add defenders who apply light pressure to increase challenge and decision-making.				
Main Activity	<p>SPEEDY PASS CHALLENGE: The class is split into four ability-based groups, each working in their own marked grid. One pupil acts as the defender while the remaining players work as attackers, constantly moving and passing the ball quickly to keep possession. Attackers are encouraged to spread out, offer clear passing options, and communicate to support the player on the ball. All groups start and stop at the same time, creating a competitive but supportive atmosphere, with the team completing the most successful passes within the time limit declared the winner. This activity develops quick thinking, smart movement off the ball, accurate passing, and teamwork under pressure. PROGRESSION: Increase the number of defenders to two or limit attackers to two seconds of ball control before passing. Bonus challenge: complete ten passes in a row without an interception.</p> <p>SHARPSHOOTER SHOWDOWN: Each group works at a different goal, shooting from the edge of the D and aiming for the corners to develop accuracy and control. Targets can be added to the goal to give pupils clear aiming points and increase motivation. A goalkeeper is introduced, with all pupils taking turns shooting against the same keeper, helping to simulate real game situations. Pupils focus on balanced footwork, quick preparation, and controlled follow-through when shooting. Players who score advance to the next round, creating excitement and competition, until one ultimate sharpshooter champion remains. PROGRESSION: Add moving targets, use smaller goals, or limit each shot to five seconds from the pass to increase challenge and match pressure.</p> <p>SINK THE SHIPS: Pupils work in pairs, each setting up four cones as their “ships” along with a clear shooting line. Taking turns, pupils aim to hit and “sink” all of their opponent’s ships using accurate, controlled throws. Before each shot, the shooter must call out the target colour to encourage focus, decision-making, and aiming accuracy. Pupils retrieve balls safely and reset cones as needed, maintaining a steady flow of play. This activity develops hand-eye coordination, throwing accuracy, and control under light pressure. PROGRESSION: Move the shooting line further back to increase difficulty or introduce power shots worth double points if two ships are hit in one go.</p> <p>HANDBALL HEROES: Teams of four play in the same-sized area used for the speedy pass challenge, with an end zone at either side. To score, teams must pass the ball to a teammate standing in the scoring zone, with no running allowed while holding the ball. This encourages movement, teamwork, and quick passing under pressure. PROGRESSION: Add conditions such as completing three passes before scoring or requiring one bounce pass in each attack. Fun twist: add power play rounds where every goal counts double for thirty seconds.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Bigger zones for beginners, tighter zones for advanced.	Start with timed passing games, progress to conditioned matches.	Use larger targets for beginners, smaller for advanced.	Balanced groups of 4 to apply team tactics.	
Cooldown	SHOOTING STRETCH: Pupils take slow, relaxed set shots at goal, focusing on control and accuracy rather than power. After each shot, pupils jog back at an easy pace and complete gentle stretches for the arms and legs to help the body cool down. Emphasis is placed on calm breathing and relaxed movement. PROGRESSION: Each shooter leads a stretch for their group after taking their shot to build leadership and focus. “Which tactic helped you attack or defend best today?”				
Key Technical Points	Attacking players are trying to move the ball quickly in order to create an opening for a shot. They can do this through use of fast passes.				

Year 6 - Handball

Lesson Plan

Lesson Objective

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

Lesson 5/6

Equipment Needed

Cones, markers, handballs, bibs.

Success Criteria

Children can:

- Know when and where to use the different techniques learnt
- Evaluate and improve their performance
- Listen to others, express my own ideas and work well with others tactically

EDSTART KNOW

- I can explain why tactics are important in handball
- I can describe the fast break and when to use it
- I can understand how to work with teammates in attack

EDSTART GO

- I can pass, receive, and shoot at speed in a fast break
- I can apply defensive tactics in small games
- I can use a variety of passes when under pressure

EDSTART SHOW

- I can communicate and cooperate with teammates in games
- I can respect my opponents and play fairly
- I can encourage my teammates when applying tactics

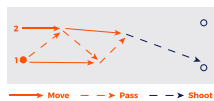
Key Questions

What are the rules of the game? Players pass to keep possession, take no more than three steps, defend without contact, and score by throwing into the goal.

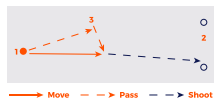
Warm Up

BALL HANDLING INTO FAST BREAKS: Pupils dribble in lanes, pass the ball ahead, and sprint forward to support the attack, practising fast break situations. Emphasis is placed on keeping the head up, passing into space, and supporting the ball carrier at speed. This develops transition play and teamwork. **PROGRESSION:** Add defenders chasing back to increase pressure and realism.

Main Activity



LIGHTNING BREAK: The class is split into ability-based groups of four. One pupil acts as the goalkeeper while the remaining players begin at the opposite end of the court with the ball. On the whistle, the team must move the ball quickly up the court using fast, accurate passes and well-timed movement to support the attack before taking a controlled shot on goal. Emphasis is placed on quick transitions from defence to attack, clear communication, and teamwork, mirroring real handball fast-break situations. Pupils are encouraged to pass into space, sprint to support the ball carrier, and finish with control. **PROGRESSION:** Add defenders chasing back or introduce a time challenge, such as scoring within ten seconds. Bonus points are awarded for strong teamwork, effective passing sequences, and accurate finishing.



PASS, DASH & BLAST: Pupils work in pairs with plenty of space between them to allow for safe movement and clear passing lines. Player one begins by passing the ball to their partner, then immediately sprints forward to receive the return pass in front of them. On receiving the ball, the player takes a controlled low shot between two cones acting as a goal, focusing on balance, accuracy, and quick preparation. Pupils then retrieve the ball, reset the cones if needed, and swap roles so both experience passing, supporting, and shooting. This activity develops timing, movement off the ball, coordination, and shooting on the run. **PROGRESSION:** Introduce jump shots or require the shooter to score in one smooth motion while on the move. Add a passive defender to increase realism and encourage better decision-making.

TACTICS THINK TANK: Teams come together for a short strategy session to think about how they will defend effectively in game situations. The teacher demonstrates two defensive tactics, such as man-to-man marking and zonal defence, clearly explaining how each works and when it might be most effective. The advantages and disadvantages of each approach are discussed, helping pupils understand how tactics can change depending on space, opponents, and game context. Teams then decide which tactic they will use in their upcoming game and explain their reasoning to others, developing tactical understanding, communication, and leadership. **PROGRESSION:** Challenge teams to switch tactics mid-game and reflect on which worked best and why. Encourage pupils to lead discussions and nominate a team captain to call plays and organise the defence.



HANDBALL SHOWDOWN: Teams of four play competitive games on small courts with nets and a D area in front of each goal. Teams compete against similar ability groups and apply the tactics and techniques learned. Matches are short and teams rotate regularly to maintain intensity. **PROGRESSION:** Add rules such as requiring a minimum of three passes before shooting or awarding bonus points for goals scored using a jump shot. Encourage fast transitions between defence and attack to mirror real match intensity.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use smaller courts for fast breaks, larger for tactical games.

TASK

Practise drills like pass-receive-shoot before small games.

EQUIPMENT

Use cones as target goals for beginners, nets for advanced.

PEOPLE

Small groups for tactics, 4v4 for competitive play.

Cooldown

PASS, RECEIVE & STRETCH: Pupils work in pairs, passing the ball calmly and accurately to each other. After three successful passes, they pause to complete gentle stretches for the arms and legs, helping the body cool down while maintaining focus and control. Emphasis is placed on soft hands, accurate passing, and relaxed movement. **PROGRESSION:** Add a jump pass or bounce pass before stretching to increase challenge. *"When did you choose to pass, dribble, or shoot today?"*


Key Technical Points

- Children should look to pass as simple as possible whilst they are moving with the ball
- They should aim to pass in front of the receiving player
- The ball should be passed at head height so that the receiver is in a position to attack the opponent

Year 6 - Handball

Lesson Plan

COMPLETE
EDSTART

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: <ul style="list-style-type: none">• Play competitive/modified games and apply basic principles suitable for attacking and defending• Compare their performances with previous ones and demonstrate improvement to achieve their personal best• Evaluate performance and recognise their own success				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• I can explain the main rules of handball• I can describe how to attack and defend as a team• I can understand how to evaluate my performance	<ul style="list-style-type: none">• I can play in small-sided tournament matches• I can use tactics under pressure in competitive games• I can compare my performances and aim for my best		<ul style="list-style-type: none">• I can respect referees, teammates, and opponents• I can encourage others in my team throughout the tournament• I can show fairness whether my team wins or loses		
Key Questions	What tactics could you apply in the game? Teams can use quick passing to create space, structured defence to protect the goal, fast transitions, and clear communication to support teammates.				
Warm Up	TACTICS WORKSHOP: Teams practise two chosen tactics, one attacking and one defending, focusing on organisation, communication, and understanding roles. Pupils rehearse how and when to apply each tactic so they are ready for competitive play. PROGRESSION: Test tactics in 3v3 games before the tournament starts to see what works best.				
Main Activity	<p>EDSTART HANDBALL CUP: Using the same teams of four from the tactics workshop, pupils take to the court for competitive small-sided matches against teams of similar ability. Courts are set up with nets at both ends and a clear D area for shooting. The aim is to work together, apply agreed tactics, and demonstrate the teamwork and skills developed throughout the unit.</p> <p>RULES:</p> <ul style="list-style-type: none">• A goal can be scored from any type of throw• A player can run with the ball for three steps maximum• A player can hold a ball for up to three seconds maximum• A player can continuously dribble, providing they bounce the ball• A player can take three steps maximum before and after dribbling (no 'double dribble')• Players are not able to endanger an opponent with the ball <p>FOCUS POINTS:</p> <ul style="list-style-type: none">• Use a variety of passes with control, accuracy, and clever timing• Show confidence under pressure — make quick, smart decisions• Be creative with your shots when attacking and communicate in defence• Demonstrate teamwork, movement, and awareness of space• Think about phases of play — organised attack, transitions, and structured defence <p>PROGRESSION</p> <ol style="list-style-type: none">1. Add a time limit — can teams score within 30 seconds?2. Introduce "Power Plays" (1-minute periods where goals count double).3. Limit the number of passes before a shot to encourage quicker play.4. Award bonus points for team goals involving every player.5. Rotate positions so each child experiences attack, defence, and goalkeeping.				
					
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Standard courts for fairness, adjusted sizes for beginners.	Begin with short matches, progress to tournament format.	Use lighter balls or larger goals for beginners, regulation for advanced.	Teams grouped by ability, rotate roles for fairness.	
Cooldown	CELEBRATION CIRCLE: Teams sit or stand in a circle and gently roll the ball to each other, taking turns to share one skill they have improved during the unit. The activity finishes with calm, controlled stretches to help the body cool down and reflect on learning. This supports confidence, communication, and positive reflection. PROGRESSION: Each child leads one stretch for the group to build leadership and ownership. "What skill from this unit will help you most in real games?"				
Key Technical Points	Why Small Sided Games?: <ul style="list-style-type: none">• 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• Decision making will be easier we have smaller numbers• Children have more opportunities to score				