

# Year 6 - Volleyball

## Lesson Plan

COMPLETE  
**EDSTART**

<b>Lesson Objective</b>	To understand the ready position and be able to volley/dig the ball to a partner			<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.			
<b>Success Criteria</b>	<p>Children can:</p> <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>Have their strongest foot slightly forward</li><li>Make the decision on what pass need to be played as the ball travels towards them</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>		
<ul style="list-style-type: none"><li>I can explain what the ready position is in volleyball</li><li>I can describe when to use a volley and when to use a dig</li><li>I can understand how body position affects control of the ball</li></ul>	<ul style="list-style-type: none"><li>I can move into the ready position with balance and control</li><li>I can play a volley using my fingertips and a dig using my forearms</li><li>I can rally with a partner using volleys and digs</li></ul>	<ul style="list-style-type: none"><li>I can encourage my partner when practising volleys and digs</li><li>I can respect others during pair challenges</li><li>I can work fairly when rallying</li></ul>		
<b>Key Questions</b>	<p><b>Why is accurate passing important in volleyball?</b> Accurate passing helps your team keep the ball under control, set up the next shot, and maintain a rally. A good pass gives teammates time to move, communicate, and play the ball effectively, increasing the chance of a successful attack.</p>			
<b>Warm Up</b>	<p><b>KNEE BOXING:</b> In pairs, children start in the ready position and try to tag their partner's knees while staying light on their feet. <b>PROGRESSION:</b> Add a ball, children must hold or dribble a volleyball while tagging.</p>			
<b>Main Activity</b>	<p><b>BOUNCE BLAST:</b> Children work in pairs and spread out across the hall or playground. They practise throwing and catching the volleyball using a straight arm catch, arms straight, hands together, and knees slightly bent. The aim is to create a strong platform so the ball bounces cleanly off their arms. Each pair tries to complete 10 catches without dropping. <b>PROGRESSION:</b> Add movement between catches, after each throw, players take one step back or side-step to a new position before the next catch. See which team can keep their rally going the longest without breaking their stance!</p> <p><b>DIG MASTERS:</b> Recap the dig shot, explaining how it's the "defensive superpower" in volleyball. In pairs, one player throws the ball gently while the other performs the dig to return it. Focus on bending knees, locking arms, and keeping eyes on the ball. Every time a dig is clean and controlled, the team earns a "Defender Point." <b>PROGRESSION:</b> Add a "target zone" (like a hoop or cone) that the dig must land in. Award double points if the ball hits the target. M/A pupils can face quicker or unpredictable throws to test their reactions.</p> <p><b>SKY CATCH CHALLENGE:</b> Working in pairs, one player throws the ball high into the air, and their partner must catch it above their head using the volley shape, thumbs and index fingers forming a triangle. Emphasise using fingertips to cushion the ball, not palms. Shout "Sky Catch!" when a perfect overhead catch is made. <b>PROGRESSION:</b> Partners now step side-to-side before catching, practising movement and positioning under the ball. For advanced players, replace the catch with a controlled fingertip volley back to their partner.</p> <p><b>SUPER SETTERS:</b> The coach demonstrates the volley and challenges pupils to become "Super Setters." Partners take turns tossing and volleying the ball to each other. The goal is to keep the ball floating gently in the air while using soft hands and quick feet. Encourage pupils to use the cue: "Shape – Push – Point" (make the triangle, push with fingers, point where you want the ball to go). <b>PROGRESSION:</b> Create mini "accuracy zones" with cones. Each successful volley that lands inside earns points. M/A pupils can work continuously to build a 10-shot rally using volleys only.</p> <p><b>RALLY ROYALE:</b> It's time for the Rally Royale Tournament! Pairs combine digs and volleys to see how long they can keep the ball in play. One partner digs, the other volleys, and they alternate roles after every successful touch. Pairs must communicate, move, and react together, earning "Rally Points" for every clean touch. The longer the rally, the higher they climb on the leaderboard! <b>PROGRESSION:</b> After every 5 successful rallies, partners take one step back. <b>Challenge:</b> Which pair can reach 10 volleys without dropping? For added fun, create "Lightning Rounds": a 30-second timed challenge where all pairs try to rack up as many successful touches as possible.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Start closer together, increase distance for advanced rallies.	<b>TASK</b> Begin with balloon/soft ball practice, progress to volleyballs.	<b>EQUIPMENT</b> Use hoops for target practice, balloons/soft balls for beginners.	<b>PEOPLE</b> Work in pairs, then progress to group rallies.
<b>Cooldown</b>	<p><b>GENTLE TOSS &amp; STRETCH:</b> Pairs throw and catch softly, pausing to stretch after each rally. <b>PROGRESSION:</b> Vary the throws (high, low, bounce). "What helped you move quickly into the ready position today?"</p>			
<b>Key Technical Points</b>	<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>			

# Year 6 - Volleyball

## Lesson Plan

COMPLETE  
**EDSTART**

<b>Lesson Objective</b>	To overarm serve the ball towards a partner			<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.			
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>Know how they need to contact the ball in order for it to travel to a partner/over the net</li><li>Turn their body into the direction they want to serve</li><li>Stand with least dominant foot forward and step on to dominant foot when hitting the ball</li></ul>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>I can explain what serving is and why it starts a rally</li><li>I can describe the technique for an overarm serve</li><li>I can understand how to aim serves into specific areas</li></ul>		<b>EDSTART GO</b>	<ul style="list-style-type: none"><li>I can serve the ball over a net using an underarm or overarm action</li><li>I can step forward and strike the ball with my palm</li><li>I can serve consistently into a target area</li></ul>
<b>Key Questions</b>	<p><b>How can you make your serve more accurate and powerful?</b> By using a controlled toss, stepping forward, striking with an open hand, and following through towards your target while staying balanced.</p>			
<b>Warm Up</b>	<p><b>OVERHEAD THROW:</b> In pairs, players throw the ball overhead into the ground so it bounces up to their partner. <b>PROGRESSION:</b> Add a footwork step into the throw to link movement and power.</p>			
<b>Main Activity</b>	<p><b>POWER SERVE CHALLENGE:</b> Children line up on either side of the net (or across a court line) and practise the overarm serve, aiming to send the ball cleanly under or over the net into marked zones or hoops. Emphasise a steady toss in front of the hitting shoulder, striking with an open hand, stepping forward with the opposite foot, and a smooth follow-through towards the target. Encourage focus, balance, and consistency rather than raw power. <b>PROGRESSION:</b> Pupils step further back after three consecutive successful serves, earn POWER POINTS for serving accurately from longer distances, and take part in SUPER SERVE bonus rounds where specific target zones score double points.</p> <p><b>TARGET TACTICS:</b> In pairs, each team sets up five "ships" using cones or hoops placed across their court. Players serve from behind the service line, clearly calling out which target they are aiming for before serving to encourage focus, confidence, and tactical thinking. When a serve successfully hits a ship, it is removed from play, adding excitement and clear scoring. Partners take turns serving and retrieving balls, keeping the activity fast-paced and engaging while reinforcing serving accuracy and control. <b>PROGRESSION:</b> Reposition targets into more challenging areas such as deeper zones or closer to sidelines, add a two-minute time limit to increase pressure, or crown a CAPTAIN SERVER for the player who sinks the most ships.</p> <p><b>SERVE &amp; SCORE SHOWDOWN:</b> Small teams play on mini-courts with one side serving and the other receiving. The serving team scores a point if the ball lands inside the court untouched, while the receiving team scores a point if they catch the ball cleanly before it bounces twice. This encourages accurate serving, quick reactions, and good catching technique. After five serves, teams swap roles so everyone practises both serving and receiving under pressure. <b>PROGRESSION:</b> Add clearly marked BONUS ZONES that award double points for accurate placement, or introduce a rule where servers must confidently shout "ACE!" when their serve lands untouched to score, adding focus, confidence, and excitement.</p> <p><b>ACE ATTACK TOURNAMENT:</b> A ladder competition where successful serves score points and target hits earn bonuses; players move up or down the ladder each round. <b>PROGRESSION:</b> Reduce target size, increase distance, add SERVE UNDER PRESSURE challenges, and finish with a FINAL SERVE-OFF best-of-three accuracy showdown.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Start closer to the net, progress to service line distance.	<b>TASK</b> Begin with underarm serve, progress to overarm with targets.	<b>EQUIPMENT</b> Use balloons/soft balls for beginners, volleyballs for advanced.	<b>PEOPLE</b> Pairs for practice, groups for "battleships" serving game.
<b>Cooldown</b>	<p><b>SERVING RELAX:</b> Pupils serve gently underarm or overarm to a partner, focusing on smooth technique and control, then complete light stretches for arms, shoulders, and legs. <b>PROGRESSION:</b> Add accuracy target zones to challenge placement <b>"What made your serve accurate today?"</b></p>			
<b>Key Technical Points</b>	<ul style="list-style-type: none"><li>Children stand with left foot pointing in the direction of the target and right foot pointing to the outside</li><li>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</li><li>Focus on target area, release ball upwards above head, and step forward as they make contact with the ball</li></ul>			

# Year 6 - Volleyball

## Lesson Plan

COMPLETE  
**EDSTART**

<b>Lesson Objective</b>	To set up an attack with a partner and send it over a net			<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.			
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>• Know to travel towards the net when they do not receive the first ball</li><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>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>• I can explain what a set is in volleyball</li><li>• I can describe the correct technique for setting</li><li>• I can understand how to set up an attack for a teammate</li></ul>		<b>EDSTART GO</b>	<ul style="list-style-type: none"><li>• I can set the ball using my fingertips above my head</li><li>• I can move to the ball and direct it into the air</li><li>• I can combine with a partner to create an attacking shot</li></ul>
<b>EDSTART SHOW</b>	<ul style="list-style-type: none"><li>• I can encourage my teammate when they set or spike</li><li>• I can respect others when rotating roles</li><li>• I can cooperate to build an attack</li></ul>			
<b>Key Questions</b>	How do we approach the net before we attack? How can we set up an attack?			
<b>Warm Up</b>	<b>Overhead Throw:</b> As above, then progress into serving technique. <b>Progression:</b> Add net or rope target.			
<b>Main Activity</b>	<p><b>VOLLEYBALL ALL-STARS:</b> In groups of four, children work together to develop movement, timing, and communication — all key ingredients to setting up the perfect attack. Children follow the DIG-VOLLEY-CATCH sequence, moving closer to the net as they build play. One player digs the ball up, the second volleys it forward, and the third catches to reset. Teams earn one point for every successful sequence without dropping the ball. <b>PROGRESSION:</b> Replace the catch with another dig or volley to make it continuous. Add bonus points for every successful rally of three or more touches. <b>CHALLENGE:</b> Which team can complete 10 perfect DIG-VOLLEY combos without a mistake?</p> <p><b>SET IT UP:</b> The “set” is volleyball’s assist, the shot that turns defence into attack! Each child throws the ball into the air, moves their feet to get under it, and uses the volley technique to set it high into the air. The goal is height, control, and precision. Encourage pupils to imagine they’re setting up a teammate for a winning spike. <b>PROGRESSION:</b> After catching their own set, children must immediately set again while moving to a new spot, building balance and timing. For an added challenge, pupils work in pairs, trying to set the ball back and forth five times without catching. Award SETTER STARS for perfect form and soft hands.</p> <p><b>TARGET MASTERS:</b> In groups of three (a feeder, a setter, and a target), the feeder gently tosses the ball, and the setter moves quickly under it to set the ball through a hoop held by the target player. The aim is to get the ball through cleanly without touching the rim. Each successful shot scores one point. <b>PROGRESSION:</b> Rotate all players through each role. When confident, feeders can start the sequence with a dig, setters volley towards the hoop, and targets step back to increase difficulty. For a high-energy version, use multiple hoops or assign different point values, GOLD HOOP = 5 POINTS, BLUE = 3, RED = 1.</p> <p><b>SPIKE CITY:</b> Working in pairs with a cone or marker between them, children aim to knock over the cone using the spike shot. Remind them to start side-on, swing their arm fully, and aim for the middle of the target. Each time they hit the cone, they score a point. <b>PROGRESSION:</b> Add jump footwork, RIGHT-LEFT-RIGHT-JUMP for right-handers (reverse for left-handers). Challenge pupils to spike while moving towards the cone to simulate real attacking play. Add a SUPER SPIKE ROUND where pupils must hit three consecutive targets from different spots to earn a SPIKE STAR badge.</p> <p><b>THE ULTIMATE VOLLEYBALL RALLY:</b> In teams of three or four, pupils combine all the skills they’ve learned — the DIG, SET, AND SPIKE — to create a full rally. Start with an underarm throw and follow the correct order: one player digs, the next sets, and the final player spikes. Rotate roles after each round so everyone experiences every position. <b>PROGRESSION:</b> Replace the throw with a serve and continue the sequence for as long as possible without the ball hitting the floor. Count how many complete DIG-SET-SPIKE rallies each team can achieve before an error. Award VOLLEYBALL ALL-STAR certificates for teamwork, communication, and control.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Use larger targets for beginners, smaller for advanced.	<b>TASK</b> Start with slow rallies, progress to competitive ladder games.	<b>EQUIPMENT</b> Use cones or hoops for targets, tennis balls for rallies.	<b>PEOPLE</b> Pairs for rallies, groups for Wimbledon ladder games.
<b>Cooldown</b>	<b>WALK &amp; SET:</b> Pairs walk slowly, passing and setting softly to each other before finishing with gentle stretches. <b>PROGRESSION:</b> Add a rule that pairs must complete 5 CALM PASSES before stopping. <b>“How did your set help your partner attack today?”</b>			
<b>Key Technical Points</b>	<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 6 - Volleyball

## Lesson Plan

COMPLETE  
EDSTART

<b>Lesson Objective</b>	To direct the ball into different areas of the court to set up an attack			<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Volleyballs, hoops, cones, volleyball net, balloons, soft balls.			
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>Decide what pass they need to play when the ball travels towards them</li><li>Direct the ball into different spaces on the court</li><li>Understand the roles on the court, and rotation of positions each time they win the serve back</li><li>Uses spatial awareness and observational skills to determine their own and others court positions</li></ul>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>I can explain why we rotate positions in volleyball</li><li>I can describe how to direct the ball into space</li><li>I can understand how to position myself on the court</li></ul>		<b>EDSTART GO</b>	<ul style="list-style-type: none"><li>I can spike using correct footwork and timing</li><li>I can direct the ball into open areas of the court</li><li>I can rotate correctly after my team wins a serve back</li></ul>
<b>EDSTART SHOW</b>	<ul style="list-style-type: none"><li>I can respect teammates when rotating positions</li><li>I can encourage others when spiking or setting</li><li>I can cooperate to cover different positions</li></ul>			
<b>Key Questions</b>	<p><b>Why is timing and footwork important when spiking in volleyball?</b> Good timing and footwork help you jump at the right moment, reach the ball at its highest point, and hit it with power and control, making the spike more accurate and harder for defenders to return.</p>			
<b>Warm Up</b>	<p><b>PASSING GATES:</b> Pairs move sideways between coloured gates while a partner throws the ball; the passer must decide the correct shot or pass based on position and timing. <b>PROGRESSION:</b> Add lofted throws so the passer must react quickly and adjust footwork and body shape.</p>			
<b>Main Activity</b>	<p><b>SPIKE ATTACK:</b> Children learn the 3-step spiking technique (right-left-right-jump) through a fun jump-off, reaching for the wall or net tape to build explosive leg power and confidence. Emphasise strong knee bend, arm drive, and reaching high at take-off. Pupils then practise the spiking arm action, focusing on a fast swing, open hand, and snapping the wrist at contact. Once confident, they work in pairs, with one pupil giving a gentle, well-timed toss while the spiker moves into position, jumps, and spikes the ball down with control and accuracy. <b>PROGRESSION:</b> Add a SUPER SPIKE round where players aim to hit marked floor targets for bonus points, or challenge them to spike from different approach angles to improve adaptability and game realism.</p> <p><b>FEED &amp; FIRE:</b> In groups of three, a feeder tosses the ball high and slightly forward, the spiker uses correct approach footwork and arm swing to spike towards a marked target, and the target tracks and catches the ball before a second bounce. Emphasise timing, communication, and controlled power. Roles rotate every five turns so all pupils practise feeding, spiking, and receiving. <b>PROGRESSION:</b> Build into a continuous FEED-SPIKE-CATCH rally, awarding POWER POINTS for accurate spikes into the target and TEAMWORK TOKENS for completing five clean rallies in a row without errors.</p> <p><b>ROTATION NATION:</b> Groups of four practise correct volleyball rotation, starting with the server in the back-right position and rotating clockwise each time their team wins the serve. This allows pupils to experience all court roles, including serving, attacking, and defending, while building game understanding and teamwork. <b>PROGRESSION:</b> Introduce ROTATION RELAYS, where teams earn points for rotating quickly and correctly, calling "ROTATE!" aloud to reinforce communication, awareness, and shared responsibility.</p> <p><b>VOLLEYBALL SHOWDOWN:</b> High-energy 4v4 mini matches to 5 points using modified nets if needed. Pupils apply serves, sets, digs, and spikes while communicating and rotating opponents. <b>PROGRESSION:</b> Award DOUBLE POINTS for rallies using DIG-SET-SPIKE and finish with the EDSTART SPIKE CUP to crown the class Volleyball Champions.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Use smaller courts for beginners, larger full courts for advanced.	<b>TASK</b> Start with passing gates, progress to 4v4 matches with rotation.	<b>EQUIPMENT</b> Use ropes/tape as nets if no net available.	<b>PEOPLE</b> Teams of 4 for rotation practice and competitive play.
<b>Cooldown</b>	<p><b>ROTATION WALK:</b> Teams walk through their rotation positions, gently tossing the ball between players while stretching arms and legs. <b>PROGRESSION:</b> Add a rule that the ball must pass through all four players before stopping to stretch. <b>"why do we rotate and how does it affect the game?"</b></p>			
<b>Key Technical Points</b>	<p><b>Spike Footwork:</b> To approach the ball is right foot, left foot, right foot, jump.</p>			

# Year 6 - Volleyball

## Lesson Plan

COMPLETE  
EDSTART

**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
- Understand that they rotate in a clockwise direction
- Dig/set from an underarm serve to continue the rally

### EDSTART KNOW

- I can explain the basic rules of volleyball
- I can describe where to position myself to receive the first pass
- I can understand the aim of keeping the ball in play for three touches

### EDSTART GO

- I can dig, set, and spike in small-sided games
- I can rotate positions when my team wins the serve
- I can play in 4v4 games using rules fairly

### EDSTART SHOW

- I can respect opponents and referees in small games
- I can support teammates in rallies
- I can show fairness whether I win or lose

### Key Questions

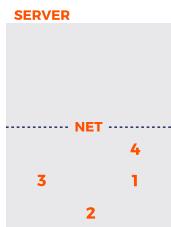
**How does using the DIG-SET-SPIKE sequence help your team succeed in a volleyball challenge?**: It gives the team control and structure, the dig keeps the ball alive, the set creates an attacking opportunity, and the spike finishes the play, helping everyone work together effectively.

### Warm Up

**PASSING GATES (VARIATION):** Pairs work across a set of coloured gates as before, but this time the feeder hides or disguises the target gate until the moment of release. The passer must scan quickly, react to the late cue, and choose the correct pass type and direction under pressure. Emphasise quick decision-making, body positioning, and accurate passing into space rather than at the partner. Swap roles regularly so both pupils practise feeding and reacting. **PROGRESSION:** Add passive defenders to block gates, then progress to active defenders who move to close space, forcing the passer to fake, delay, or switch gates to maintain possession.

### Main Activity

**VOLLEYBALL TRIPLE THREAT:** Get ready for the ultimate volleyball challenge! In teams of three or four, children work together to keep the ball off the ground by following the DIG-SET-SPIKE sequence, developing the core attacking pattern used in volleyball. Begin each rally with a gentle throw to give players time to organise. The first player digs with bent knees and locked arms, the second moves quickly under the ball to set with soft hands, and the third attacks with a controlled spike over an imaginary net. After every successful sequence, rotate roles so all players experience digging, setting, and spiking, building all-round game understanding. Emphasise clear calling ("Mine!", "Set!", "Hit!"), quick reactions, good spacing, and working as a unit rather than rushing the ball. **PROGRESSION:** Add movement so the ball must travel across the area while keeping the correct sequence, award one point for every clean Dig-Set-Spike, introduce a **BEAT THE CLOCK** challenge (how many sequences in 90 seconds), and give bonus points if the final spike lands in a marked target zone.



**ROTATION STATION:** Set up a small court with two front-court and two back-court players to help pupils understand team shape and responsibility. The server always starts in the BACK RIGHT position, and when a team wins back the serve, all players rotate CLOCKWISE, ensuring everyone experiences each role on the court. When receiving serve, three players drop into the back court to cover space while one player stays forward as the SETTER (top right), ready to organise the attack. As soon as the first pass is made, players must recover quickly into a balanced 2-front, 2-back formation, reinforcing movement, communication, and game awareness. Emphasise calling roles, recognising positions, and moving together as a unit rather than standing still. **PROGRESSION:** Run **ROTATION RELAYS** where teams earn double points for correct rotations, missed or incorrect rotations give the opposition an extra serve, and players must loudly shout "ROTATE!" each time they move to reinforce awareness, teamwork, and communication under pressure..

**SPIKE LEAGUE SHOWDOWN:** Create a high-energy mini tournament using nets, ropes, or tape. Children play 4v4 MATCHES to 5 points, applying digs, sets, spikes, serves, and rotations. Encourage celebration, support, and quick team changes to keep play inclusive and fast-paced. **PROGRESSION:** Add **BONUS SCORING** (2 points for rallies using Dig-Set-Spike), nominate a **POWER PLAYER** to finish attacks, and finish with a **VOLLEYBALL LEAGUE LADDER** where winners move up courts and challengers move down.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Smaller courts for beginners, larger for advanced.

**TASK**  
Begin with simplified rallies, progress to full 4v4.

**EQUIPMENT**  
Use soft balls for beginners, volleyballs for advanced.

**PEOPLE**  
Balanced teams rotating roles for fairness.

### Cooldown

**PARTNER RALLY & STRETCH:** Pairs rally gently, counting to five controlled hits before pausing to stretch arms and legs, focusing on relaxation, breathing, and recovery while maintaining good posture. **PROGRESSION:** Use the non-dominant hand to balance the racket or ball during stretches to challenge coordination and control. **"Which skill helped you most to keep the rally going?"**

### Key Technical Points

**Rules:**

- 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
- 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

# Year 6 - Volleyball

## Lesson Plan

COMPLETE  
EDSTART

**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:

- Safely play small tournament games and follow the simple rules
- Understands how to points system works within a game
- Know how to start, restart, and score in the games

### EDSTART KNOW

- I can explain how to score in volleyball
- I can describe how to restart and rotate after winning a point
- I can understand how to apply rules in tournament matches

### EDSTART GO

- I can serve, rally, and rotate in tournament games
- I can apply attacking and defending skills under pressure
- I can score points fairly in competition

### EDSTART SHOW

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

### Key Questions

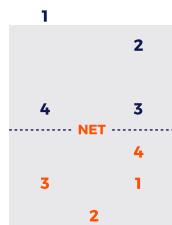
How can working together using dig, set, and spike help your team be more successful in volleyball? Using the dig-set-spike sequence helps teams stay organised, keep the ball under control, and create better scoring chances. Clear communication, quick movement, and shared roles make rallies longer and attacks more effective.

### Warm Up

**PASSING GATES:** Pupils work in pairs with one acting as the feeder and the other as the passer. Two or more gates are set up using cones at different angles. The feeder throws lofted passes toward either gate without warning, and the passer must scan quickly, move into position, and decide the correct pass to play through the chosen gate. Emphasise light footwork, quick reactions, accurate passing, and recovery to a ready position after each pass. Swap roles regularly so both pupils practise feeding and passing under pressure. **PROGRESSION:** Turn it into a reaction competition award points for the quickest successful pass through the correct gate, reduce reaction time between feeds, or add a countdown to increase decision-making speed and intensity.

### Main Activity

**DIG, SET, SPIKE:** Groups of 3–4 work together to keep the ball off the ground by using the DIG → SET → SPIKE sequence. Each rally begins with a gentle throw-in. Players communicate clearly by calling “MINE – SET – HIT,” move their feet early, and use correct shapes: locked forearms and a low base for the dig, triangle hands with soft fingertips for the set, and a high reach with two-foot take-off for the spike. Teams score 1 point for every complete sequence, with an extra bonus point if the spike lands in a marked target zone. After every successful sequence, players rotate roles so everyone practises digging, setting, and spiking. Emphasise safe landing, balance, and teamwork throughout **PROGRESSION:** Start the rally with a serve instead of a throw, require the ball to travel across the space while keeping the correct sequence, add a BEAT THE CLOCK challenge (how many clean sequences in 60–90 seconds), reduce catch allowances so the set must be played cleanly, or award double points for back-to-back successful Dig-Set-Spike combinations.



**EDSTART VOLLEYBALL FESTIVAL 4V4 MATCHES:** Set up mini courts using ropes, tape, or low nets if needed. Teams play first to 5 points using rally scoring, so every rally earns a point and keeps the game fast and engaging. Play always starts with an underarm serve, and teams rotate clockwise on a side-out to reinforce correct volleyball positioning and shared responsibility. Encourage teams to use three-touch volleyball (dig-set-spike) whenever possible, with clear, loud communication such as “Mine,” “Set,” and “Hit” to support teamwork and decision-making. Emphasise safe landings, controlled movement, no net contact, and the use of fair play hand signals to self-officiate simple decisions. Keep matches short and energetic; at the end of each game, winners move up and challengers move down in a ladder format, ensuring everyone plays multiple opponents and benefits from lots of high-quality game time. **PROGRESSION:** Introduce double-point rallies for any point that includes all three touches (dig-set-spike) to reward teamwork and correct play. Add a “setter stays” rule, where a designated setter must always take the second ball, helping teams develop structure and role awareness. Include a serve-to-zone bonus, awarding extra points for serves that land in corner or deep target areas to improve accuracy and tactical serving. Finish with a high-energy power-play minute, where all points count double, increasing intensity, focus, and excitement at the end of games.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use standard courts for fairness, smaller for beginners.

#### TASK

Begin with short matches, progress to tournament format.

#### EQUIPMENT

Use regulation volleyballs, or soft balls for beginners.

#### PEOPLE

Rotate teams for equal play and experience.

### Cooldown

**CELEBRATION CIRCLE:** Teams gently pass the ball around a circle, each player sharing one skill they have improved before completing light stretches together. **PROGRESSION:** Each pupil takes a turn leading one stretch for the group **Which skill will help you most in a real volleyball game?**

### Key Technical Points

Rules:

- 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
- 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