

LESSON PLAN: GAMES - HANDBALL: YEAR 3: WEEK 1

LESSON OBJECTIVES: To move safely in a confined space. To practise passing and catching using different types of passes with your hands.

WARM UP (10/15 MINS) Strong hand, weak hand:

- On command, walking/ jogging, changing direction, touch floor with hands.
- Can you sidestep In and out of markers? On the teacher's call of 'freeze' stop and stand still in different spaces away from others.
- Sidestep and touch a cone every time you approach one. Use strong and weak hand to touch cones (left hand touches red cones, right hand touches blue cones).
- Turn every cone you approach the opposite way around, so it looks like a dome or a dish.

TASK ONE (15/20 MINS) Me and my item:

- Each pupil has a small/large ball or a bean bag, regularly changing items during the activity.
- Move your item around different parts of your body whilst standing still.
- Move your item around different parts of your body whilst moving.
- How many times can you move your item around your body in 1 minute? Repeat and try and beat your previous score.
- Throw and catch the item while standing still.
- Can they throw and catch their item while moving into different spaces?
- Can they throw, clap their hands and catch their item while moving into different spaces?

Develop. Get a partner and play copy me. Take turns to show your partner a throw & catch technique/trick and each time you mirror your partner you get a point.

TASK TWO (15/20 MINS) How many passes?

- Working in pairs with one ball.
- Passing a ball/item repeatedly to your partner from 3 or 4 steps away.
- Can you come up with as many different passes as possible?
- Can you pass direct from chest to chest? (Demonstrate).
- Can you pass overhead like a football throw-in? (Demonstrate).
- Can you pass one- handed like a spear? (Demonstrate).
- When the teacher calls 'change' switch places with your partner and continue until you hear the call 'change' again. Keep repeating.

EVALUATION (5/10 MINS)

- Think about ways to make it easier or harder to pass to your partner (standing closer, further away, pass while moving around others etc.)

EQUIPMENT

- Large balls
- Softballs
- Beanbags
- Tennis balls
- Cones

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Follow through with arms
- Aim
- Point hands towards target
- Chest pass
- Overhead pass
- One handed pass

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Select more difficult throwing techniques

Use large balls, beanbags

Move around passing whilst jogging

Select easier passes

Throw from further away

Stand closer to your partner

INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.

LESSON PLAN: GAMES - HANDBALL: YEAR 3: WEEK 2

LESSON OBJECTIVES: To move safely in a confined space. To practise passing and catching using different types of passes with your hands.

WARM UP (10/15 MINS) Colours:

- Spread blue, green and red and white markers around the area. Pupils Jog around in between the markers.
- Jogging around grid, hopping over blue, jumping over red markers.
- Jogging around grid, hopping over blue, jumping over red markers and side stepping between the white markers that should be placed in lines of two or three.

TASK ONE (15/20 MINS) Me and my item:

- Each pupil has a small/large ball or a bean bag, regularly changing items during the activity.
- Move your item around different parts of your body whilst standing still.
- Move your item around different parts of your body whilst moving.
- Chose a different item and repeat the above.
- How many times can you move your item around your body in 1 minute? Repeat and try and beat your previous score.
- Can you throw and catch your item while standing still & moving?
- Think of as many ways as you can that you can throw and catch your item. Repeat to see if you can beat your best score.

Develop. Get a partner and play copy me. Take turns to show your partner a throw & catch technique/trick and each time you mirror your partner you get a point.

TASK TWO (15/20 MINS) On the go:

- Put the pupils in pairs; each pair needs two cones of the same colour and a ball. They find a space and place their cones about 60 centimetres apart to create a small goal.
 - When you say, "Go!", children have 60 seconds to practise moving the ball back and forth to each other through the goals. They may roll or throw it, but no kicking is allowed. Tell them to count the number of passes they make.
 - After 60 seconds call, "Change!" The player without the ball moves quickly to a different goal/partner and the activity starts again.
- Progress to pupils remaining in pairs and travelling around the activity area to pass through as many goals as they can.

EVALUATION (5/10 MINS)

- Think about ways to make it easier or harder to pass to your partner (standing closer, further away, pass while moving around others etc.)

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use smaller balls

Use large balls

Move around passing whilst jogging

Select passes of their choice

Throw from further away

Stand closer to your partner

EQUIPMENT

- Large balls
- Softballs
- Beanbags
- Tennis balls
- Cones

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Follow through with arms
- Point hands towards target

INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.

LESSON PLAN: GAMES: YEAR 3: WEEK 3

LESSON OBJECTIVES: To develop using different types of passes. To use these passes to aim for a target.

WARM UP (10/15 MINS) Bouncing ball:

- Each pupil has a large or small ball.
- Travelling around grid carrying a ball.
- Travelling around grid whilst dropping/bouncing a ball and catching.
- Travelling around grid whilst dropping/bouncing a ball and catching before changing balls with someone else and repeating this.
- Travelling around grid whilst dropping/bouncing, clapping your hands and catching before changing balls with someone else and repeating this.

TASK ONE (15/20 MINS) On the go:

- Put the pupils in pairs; each pair needs two cones of the same colour and a ball. They find a space and place their cones about 60 centimetres apart to create a small goal.
- When you say, "Go!", children have 60 seconds to practise moving the ball back and forth to each other through the goals. They may roll or throw it, but no kicking is allowed. Tell them to count the number of passes they make.
- After 60 seconds call, "Change!" The player without the ball moves quickly to a different goal/partner and the activity starts again.

Develop. Progress to pupils remaining in pairs and travelling around the activity area to pass through as many goals as they can.

TASK TWO (15/20 MINS) Down the line:

- Group the pupils in teams of five. For each team, place four cones in a line, with two–three meters between each cone. One player stands next to each cone; the fifth player, at the end of the line, places a hoop on the ground five meters from the fourth player. This is the end goal.
- Starting at the end away from the goal, the ball is rolled from player to player along the line until it reaches the fourth player. The fourth player selects an appropriate throw to bounce the ball inside the hoop and score. The fifth player collects the ball and runs to the start; the other players all move down one place.
- Progress from rolling the ball to bounce passes between players, then chest passes, then shoulder passes (or any other type of pass).

EVALUATION (5/10 MINS)

Which strategies helped you improve your performance?

EQUIPMENT

- Large balls
- Softballs
- Beanbags
- Tennis balls
- Cones
- Hoops

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Follow through with arms
- Point hands towards target
- Support your teammates
- Work quickly

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use smaller balls

Use large balls

Move around passing whilst jogging

Move around passing whilst walking

Throw from further away

Stand closer to your partner/target

INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.

LESSON PLAN: GAMES - HANDBALL: YEAR 3: WEEK 4

LESSON OBJECTIVES: To find space before you receive a pass. To use the space and different passes to keep possession of the ball in a game situation.

WARM UP (10/15 MINS) Me and my ball:

- Each pupil has a ball and travel while carrying around the area.
- Travel around grid whilst dropping/bouncing a ball and catching.
- Travel around grid whilst dropping/bouncing a ball and catching before changing balls with someone else and repeating this.
- As above but can you clap your hand before you catch your bouncing ball?
- Can you clap over and under a bouncing ball before catching it?

TASK ONE (15/20 MINS) Around your square:

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically than run across the horizontal line.
- In their groups, pupils are numbered one to four or five.
- The ball is passed in order from one to two to three etc. in marked area.
- Practice standing still then they must move into a different space once they have passed the ball.
- How many passes can you make without the ball leaving the square? Can you beat your best score?

Develop: Can they use the different passes learned in previous weeks?

TASK TWO (15/20 MINS) Piggy in the middle:

- Working in the same squares. Piggy in the middle (4V1) – try to make as many passes as possible without losing the ball.
- Change over roles after one minute until everyone has been a defender once.
- Discuss how your group can keep the ball away from the defender for at least five passes.
- Keep a record of how many successful passes your group can make before interception and try and being this total after each round.

EVALUATION (5/10 MINS)

- How can we make it hard for the defending team to get the ball?

EQUIPMENT

- Large balls
- Softballs
- Tennis balls
- Cones
- Bibs

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Follow through with arms
- Pass & move into space
- Support your teammate
- Ready to catch
- Pass quickly

DIFFERENTIATION/HOMEWORK

MORE ABLE

Use smaller balls

Move around passing whilst jogging

LESS ABLE

Use larger balls

Move around passing whilst walking

INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.

LESSON PLAN: GAMES - HANDBALL: YEAR 3: WEEK 5

LESSON OBJECTIVES: To find space before you receive a pass. To use the space and different passes to keep possession of the ball in a game situation.

WARM UP (10/15 MINS) Ten and go:

- Working in groups of two, each pair has a ball.
- Throwing & catching with a partner - high, medium, low passes.
- Fast passing – Make ten passes then find a new partner, player without ball moves to find another partner (demonstrate).
- Same as above but now the player with the ball moves to find a new partner that doesn't have one.

TASK ONE (15/20 MINS) Five alive:

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically than run across the horizontal line.
- Split the pupils into groups of five with each group working inside their own square, passing the ball anyone of their group members.
- Can they move into another space after each pass?
- Can they use a different type of pass each time they have the ball?

Develop: Can they number themselves between 1 and 5 and pass to each other in numerical order?

TASK TWO (15/20 MINS) Piggy in the middle:

- Working in the same squares (4V1) – try to make as many passes as possible without losing the ball.
- Change over roles after one minute until everyone has been a defender once.
- Discuss how your group can keep the ball away from the defender for at least five passes.
- Keep a record of how many successful passes your group can make before interception and try and being this total after each round.
- Add another defender (3v2).
- Can you play with a smaller ball?

EVALUATION (5/10 MINS)

- Think about ways to pass and move so that you keep the ball while under pressure. What can you do as a defender to stop the attackers?

EQUIPMENT

- Large balls
- Softballs
- Bibs
- Cones
- Small balls

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Follow through with arms
- Pass & move into space
- Support your teammate
- Ready to catch
- Pass quickly
- Move into space

DIFFERENTIATION/HOMEWORK

MORE ABLE

Use smaller balls

Play in a smaller grid to make it more difficult to find space

LESS ABLE

Use larger balls

Play in a larger grid to make it easier to find space

INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.

LESSON PLAN: GAMES -HANDBALL: YEAR 3: WEEK 6

LESSON OBJECTIVES: To improve movement to receive a pass. To play a small sided game to improve keeping possession and aiming towards a target.

TASK ONE (10/15 MINS) Stuck in the mud:

- Three people start as 'taggers' and wear a bib. They must chase the people that are not 'it' and tag them.
- Pupils that are tagged stand with their arms out and cannot move until another untagged pupil releases them by running underneath their arm.
- Change and add more taggers to increase the difficulty level.

TASK TWO (15/20 MINS) Piggy in the middle:

- Create six squares by placing cones across the middle of the area horizontally and then two separate lines vertically than run across the horizontal line.
- Piggy in the middle (4V1) – try to make as many passes as possible without losing the ball.
- Change over roles after one minute until everyone has been a defender once.
- Discuss how your group can keep the ball away from the defender for at least five passes
- Add another defender (3v2)

Develop: Set targets for the number of passes that you can achieve before the ball is intercepted.

TASK TWO (15/20 MINS) Target ball:

- As above (4v1 or 3v2) in the same squares with a flat mat or small hoop paced inside it.
- The aim of the game is to score points by bouncing the ball onto your target mat or into your small hoop.
- Players are not allowed to stand on the mat/inside the hoop.
- Players take turns to play as the defender.

EVALUATION (5/10 MINS)

How did you change your tactics for each game? Which did you find more difficult to play?

EQUIPMENT

- Large balls
- Softballs
- Cones
- Bibs
- Flat mat
- Small hoops

KEYWORDS/PHRASES

- Head up
- Eyes on the ball
- Pass & move into space
- Support your teammate
- Ready position
- Movement to receive a pass
- Quick passing
- Aim towards target

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use smaller balls

Use larger balls

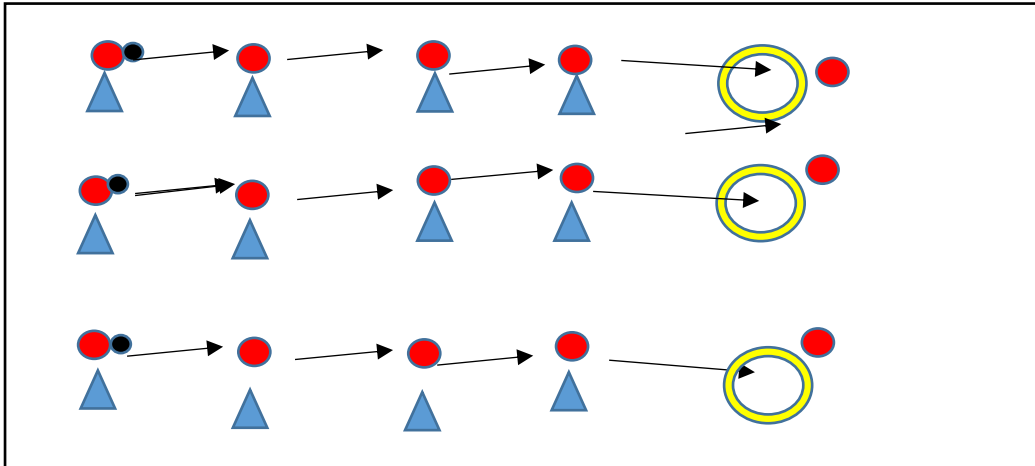
Play in a smaller grid to make it more difficult to find space

Play in a larger grid to make it easier to find space

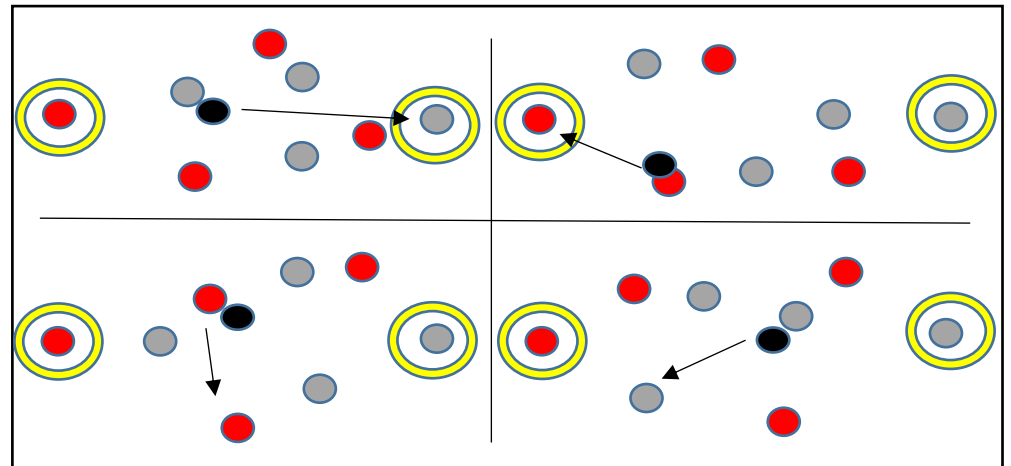
INCLUSION: Use light balls, balls attached to string or a stick. Work with TA.



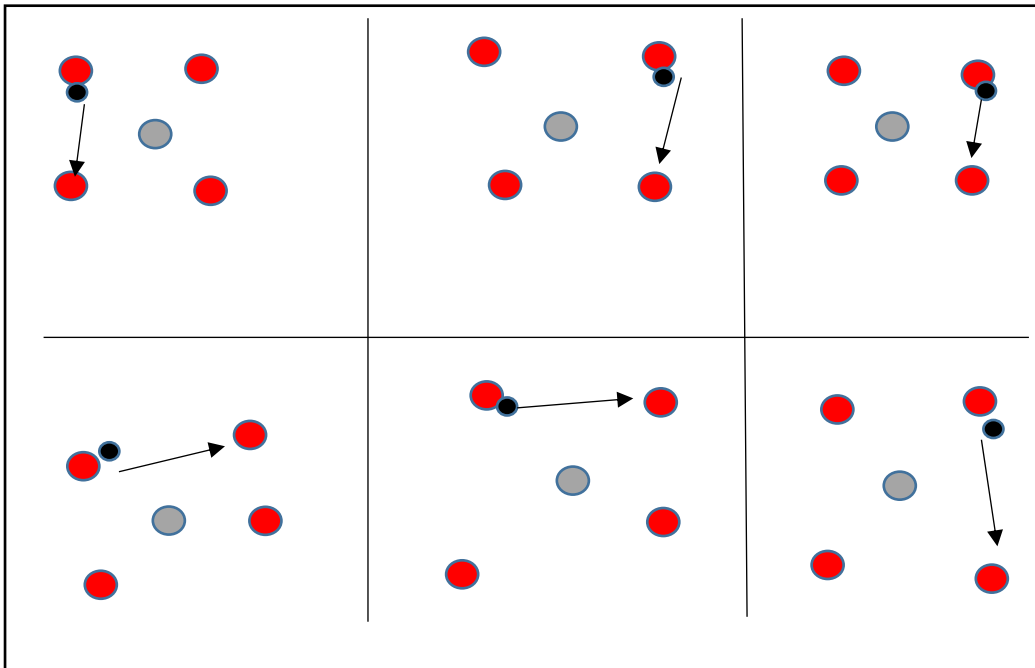
DOWN THE LINE - STUDENTS, HOOP, BALL, CONES



TARGET BALL - STUDENTS (TEAM A), STUDENTS (TEAM B), HOOP, BALL,



PIGGY IN THE MIDDLE - STUDENTS (ATTACKERS), STUDENTS (DEFENDERS), BALL



AROUND THE SQUARE - STUDENTS, BALL

