

# LESSON PLAN: **HANDBALL:** YEAR 4: WEEK 1

**LEARNING OBJECTIVE:** Develop passing and controlling the ball, concentrating on body positions.

## **WARM UP:**

Pupils to play Sticky Toffee, each pupil has to be holding a ball or bean bag whilst playing. Make this harder by placing 10 cones out on the floor which have to be avoided.

## **MAIN LESSON**

Pupils to get into pairs and to move about passing and catching in a set area doing skills such as: moving the ball round the back, bounce passing, above-head-height passing, below-waist-height passing, underarm throwing, overarm throwing

Pupils to throw the ball up above their head with one hand then catch it with two hands and pass it. Now do this when sitting on the floor and continue with different passes: high passes, low passes, medium passes, weaker hand throws focusing on generating power with the arm and stomach muscles.

**Question:** Can you stand and throw then sit down to catch?

**Question:** Can you sit and throw and then stand to catch?

Encourage pupils to take their time to prepare their body position before the throw. Fully extend the arm when throwing to gain more power and accuracy. Follow through and flick the wrist when throwing. Make sure pupils ensure their body is in the correct position to receive the ball in the catching zone. The ball should be arriving at chest/stomach height in the centre of the body.

**Develop:** Show pupils how they can protect the ball by keeping their elbows out and pivoting on one foot to keep it away from the defenders.

## **GAME/COMPETITION**

5 pass in small teams: in a small area get two teams to try and complete 5 passes without dropping the ball or the other team intercepting it. If they drop the ball the count starts from 0 again. The first team to reach 5 complete passes wins. Players can move in the set area but if they have the ball they are not allowed to travel with it, they can only pivot.

## **EQUIPMENT**

- Handballs
- Cones
- Bibs

## **KEYWORDS**

- Eye contact
- Move feet
- 'W' shape for hands

## **DIFFERENTIATION**

### **LESS ABLE**

- Use beanbags instead of a ball.
- Allow pupils to keep rolling or bouncing the ball to each other.
- Have smaller groups.
- Only have one person in a bib.

### **MORE ABLE**

- Make pupils use one hand to catch.
- Get pupils to do 5 star jumps after passing the ball and then they have to run to a new space.
- Add more than 2 people in bibs.
- Make the grid smaller.



# ASSESSMENT FOR LEARNING

| CRITERIA                      |   | SKILLS   |
|-------------------------------|---|--|
| Fundamental Skills & Movement | 6 | Can they perform the skills to a high ability?                                 |
|                               | 5 | Can they perform the skills with a certain degree of control?                  |
|                               | 4 | Can they show an understanding of the skills?                                  |
| Tactics, Rules & Teamwork     | 6 | Works with their partner & demonstrates knowledge & understanding of the task. |
|                               | 5 | Can work with a partner & understands the rules.                               |
|                               | 4 | Starts communicating with a partner.   |
| Show & Link                   | 6 | Can they link: movement, catching and throwing to a high ability?              |
|                               | 5 | Can they show and link: some of the actions together?                          |
|                               | 4 | Can they show some knowledge of how to move, catch and throw?                  |
| Describe Ways to Improve      | 6 | Are able to describe and improve performance.                                  |
|                               | 5 | Are able to describe performance.  |
|                               | 4 | Are able to see differences in performance against a simple model.             |
| Fitness & Health              | 6 | Shows a solid understanding of why physical activity has health benefits.      |
|                               | 5 | Has some knowledge of why physical activity has health benefits.               |
|                               | 4 | Has little knowledge of why physical activity has health benefits.             |