



### Links to PE National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

### Key Vocabulary

Marking	Movement	Intercept	Foul
Direct	Evasion	Space	Tactics

### Key skills

#### Physical

- Dribbling
- Catching
- Passing
- Shooting
- Tackling
- Marking
- Evading

#### Social & Emotional

- Sportsmanship and fair play
- Leadership and inclusivity
- Cooperative & competitive

#### Thinking

- Selecting and applying tactics
- Decision making



### Key Principles of invasion games

Attacking	Defending
<ul style="list-style-type: none"><li>• Scoring</li><li>• Maintain possession</li><li>• Creating space</li><li>• Move the ball towards the goal</li><li>• Creating attacking play</li></ul>	<ul style="list-style-type: none"><li>• Gaining possession</li><li>• Stopping goals</li><li>• Defending space</li></ul>

### Key rules

#### Knee height

The bottom of our hockey stick must stay below knee height.

This a key **safety** rule

#### Using your feet

Goalkeepers are allowed to block a shot using their feet. All other players must only use the stick!

Definitely keep your fingers away from the ball!

### Obstruction

When a player uses their stick or body to unfairly block or disadvantage an opponent, this is an obstruction foul.

The opposition receive a free pass from the place of obstruction.

### Glossary

#### Marking

Defending a specific area of the court (spatial marking) or a specific opponent (player marking)

#### Delay

A defensive strategy used to slow down attacking play by slowing down the attacker in possession.

What could we do to delay the attackers? E.g pressure the pupil in **possession**.

#### Direct

Can we start to challenge more confident pupils to **direct** their teammates (communication)

### Key questions

1. Who can explain basic rules of hockey?
2. What defensive tactics/strategies can we use in hockey?
3. Can we explain why space/width is important in attack?

### By the end of the unit I should...

- Be able to dribble, pass and shoot with control and consistency within games
- Understand rules of football
- Start to manage, and self-officiate our own small sided matches



# Learning Journey – Y5 Hockey



Whole child criteria: **Head** | **Hand** | **Heart**

## Year 4

- Pupils can identify simple attacking and defending strategies, and why these might help us in a game
- Pupils are starting to develop decision making skills against opposition, and can choose when to pass, run or shoot
- I can identify good practice and areas of improvement in myself
- Pupils can pass and receive with control and consistency
- Pupils can start to target and attack space when in possession
- I can follow display fair play and sportsmanship with others when playing competitive games
- I will develop my communication skills and explore verbal and non-verbal communication

## Year 5

- I can make the correct decisions to support teammates in a game
- I can choose the best tactics for attacking and defending
- I have mastered passes in isolation and can select and apply the correct pass in game situations
- I can identify, explain and sometimes apply attacking and defending strategies to retain and win back possession i.e. 'player marking'
- I have developed a basic understanding of attacking and defending space
- I can contribute towards self-officiated games, following rules fairly
- I can display fair play and sportsmanship when playing games
- I can communicate effectively in a range of ways with others in games

## Year 6

- Pupils can identify simple attacking and defending strategies, and why these might help us in a game
- Pupils are starting to develop decision making skills against opposition, and can choose when to pass or run
- I can identify good practice and areas of improvement in myself
- I can choose the best pass to use in a game situation and link a range of skills together with fluency i.e. passing and receiving the ball on the move
- I can contribute towards a variety of attacking and defending strategies to retain and win back possession i.e. 'player marking'
- I have further developed my dodging/evasion skills and can explain the importance of movement off the ball
- I have developed a good understanding of attacking and defending space
- I can apply communication in combination with attacking and defending strategies and tactics
- I can display fair play and sportsmanship when playing games
- I can contribute towards self-officiated games, following rules fairly

## Other prior learning units (with similar transferrable skills)

- Tag rugby
- Netball
- Basketball
- Football
- Hockey

## Progression of physical skills

### Year 4

- Dribble with greater control
- Developing passing, receiving and scoring techniques
- Developing evasion and defensive skills
- Developing attacking skills in uneven and even small sided games
- Developing movement off the ball (using space/width)



### Year 5

- Dribble with greater control in a range of directions
- Master basic passing and receiving techniques
- Develop maintaining and regaining possession
- Exploring different defensive tactics (marking)
- Developing movement off the ball (using space/width)



### Year 6

- Dribble with greater control and consistency in a range of directions under pressure
- Apply passing and receiving into competitive games with greater consistency
- Develop understanding of tactics for retaining and regaining possession
- Understand & apply defensive strategy (marking and delay)
- Be able to better position ourselves in a competitive game to better support teammates in attack and defence