

**Component 6:**

**What we will know after this sequence:**

- How to identify aspects of a game that need improving and describe how a team might improve it
- How to look for specific things in a game and explain how well they are being done
- How to explain how well things are being done using improved language

**Vocabulary:**

Outfield, officials, umpire, coach/manager, evaluate, discuss, performance, strengths, areas of development

**How will this feed into my next learning:**

I will use my knowledge of

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Clear visual modelling of skills – carefully plan teams. Pre-teach vocabulary if needed. Snacks given prior to exercise for some children.



**Component 4:**

**What we will know after this sequence:**

- How to make some good decisions when attacking in order to keep possession
- How to make decisions when to pass and when to travel with a ball in games and use a variety of skills and tactics when attacking
- How to choose when to pass and when to travel with a ball in games to progress the ball forward.

**Vocabulary:**

Decisions, possession, attacking, tactics, pass, travel, skills,

**How will this feed into my next learning:**

I will use my knowledge of decision making when attacking to improve my knowledge of hockey rules and play keeping within rules.

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Clear visual modelling of skills – carefully plan teams. Pre-teach vocabulary if needed. Snacks given prior to exercise for some children.

**Component 5:**

**What we will know after this sequence:**

- Some hockey rules and play keeping within those rules
- How to explain some hockey rules and play keeping within the rules
- The hockey rules in order to umpire games effectively.

**Vocabulary:**

Rules, umpire, knowledge, out of play, in play, half way line, attacker, defender, successful pass,

**How will this feed into my next learning:**

I will use my knowledge of hockey rules and play keeping within rules to discuss and evaluate performances.

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Clear visual modelling of skills – carefully plan teams. Pre-teach vocabulary if needed. Snacks given prior to exercise for some children.

**Component 3:**

**What we will know after this sequence:**

- How to get their body low and sometimes shadow attacker's movements successfully
- How to demonstrate a defensive stance when marking and make a number of interceptions
- How to cause problems for the attackers by anticipating their movements and blocking the pathway of the ball or the player to get into space

**Vocabulary:**

Low, shadow attacker, defensive stance, interceptions, marking, anticipating, blocking,

**How will this feed into my next learning:**

I will use my knowledge of defensive tactics and marking to then explore how to improve decision making when attacking.

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Clear visual modelling of skills – carefully plan teams. Pre-teach vocabulary if needed. Snacks given prior to exercise for some children.

**Component 2:**

**What we will know after this sequence:**

- How to block tackle and make some successful tackles
- How to ensure that they anticipate the line of the ball and often time the tackle accurately to win the ball
- How to tackle successfully and safely when attacker is travelling quickly

**Vocabulary:**

Attacker, tactics, marking, defensive stance, interceptions, pathway, anticipating, movement, blocking,

**How will this feed into my next learning:**

I will use my knowledge of safe tackling to gain possession to explore defensive tactics and marking.

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Clear visual modelling of skills – carefully plan teams. Snacks given prior to exercise for some children.



**Component 1:**

**We should know:**

- What is meant by attacker/defender and how to dribble a hockey ball
- The need to find space in a game and during drills

**What we will know after this sequence:**

- How to dribble the ball and change direction keeping the ball close when travelling at slower speeds
- How to dribble whilst running keeping the ball under control most of time when changing speed and direction
- How to change speed/direction efficiently under pressure in games to retain possession

**Vocabulary:**

Sticks, balls, cones, bibs, hoops, dribble, travelling, speed, direction, possession

**How will this feed into my next learning:**

I will use my knowledge of changing speed and direction to explore safe talking to gain possession.

**SEN:**

Use shorter distances (if needed) and pre-teaching how to hold stick prior to lesson. Giving them designated areas and visual reminders of skills/rules. Snacks given prior to exercise for some children.

