

Hockey Knowledge Organiser

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| Year: 4 | | | | | |
| Term: Spring 2 | | | | | |
| Background information for teachers and pupils | | | | | |
| <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> | | | | | |
| National Curriculum Aims | | | | | |
| <p>Pupils should:</p> <ul style="list-style-type: none"> 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 and sequences of movement. enjoy communicating, collaborating and competing with each other. develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. be taught to use running, jumping, throwing and catching in isolation and combination. be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | | | | | |
| Key Knowledge | | | | | |
| Progression of skills | | | | | |
| | <u>Sending and Receiving</u> | <u>Dribbling</u> | <u>Attacking</u> | <u>Defending</u> | <u>Space</u> |
| Year 6 | Develop making quick decisions about when, how and who to pass to. | Dribble consistently using a range of techniques with increasing control under pressure. | Explore creating attacking tactics with others in response to the game. | Explore creating and applying defending tactics with others in response to a game. | Move to the correct space when transitioning from attack to defence. |
| Year 5 | Develop control when S&R under pressure. | Select and apply a variety of dribbling techniques to game situations. | Explore creating tactics with others and applying them to game situations. | Develop tracking and marking with a variety of techniques and increased success. | Move to create space for themselves and others in their team. |
| Year 4 | Develop passing to a teammate using a variety of techniques appropriate to the game. | Develop control whilst dribbling under pressure. | Develop decision making around when to pass and when to shoot. | Develop defending one on one and know when to win the ball. | Move into a space to help their team keep possession and score goals. |
| Year 3 | Explore S&R by abiding by the rules. | Explore dribbling the ball abiding by the rules of the game under some pressure. | Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. | Track opponents to limit their scoring opportunities. | Develop moving with a ball towards a goal with some control. |
| Year 2 | Develop S&R with increased control. | Explore dribbling with hands and feet with increasing control on the move. | Develop moving into a space away from defenders. | Explore staying close to other players to try and stop them getting the ball. | Explore moving with a ball towards a goal. |
| Year 1 | Explore S&R with hands and feet to a partner. | Explore dribbling with hands and feet. | Explore changing direction to move away from a partner. | Explore tracking and move to stay with a partner. | Recognise good space when playing games. |
| EYFS | Explore S&R with hands and feet using a variety of equipment. | Explore dropping and catching with two hands and moving a ball with their feet. | <u>Attacking and defending</u> Explore changing direction and tagging games. | | Recognise their own space. |

| Whole child Skills | | | |
|---|---|--|---|
| Physical | Social | Emotional | Thinking |
| <ul style="list-style-type: none"> • Dribbling • Passing • Receiving • Tackling • Intercepting | <ul style="list-style-type: none"> • Communication • Collaboration • inclusive | <ul style="list-style-type: none"> • Perseverance • Honesty and fair play • Empathy | <ul style="list-style-type: none"> • Planning strategies and using strategies • Observing and providing feedback • Decision making |

Links to other National Curriculum subjects

English

- Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse.
- Understand and follow instructions.
- Understand rules and apply them to game situations.
- Discussing tactics and communicating these with a partner and group.

Maths

- Adding scores in the tournament to get a final placing.
- Creating goals set distances apart.
- Estimating distances away from a partner.

Key Vocabulary

Prior vocabulary: safely, defender, dribbling, pass, attacker, space, points, score, team

New vocabulary: dribble, shoot, opposition, grip, receiver, trapping the ball, obstruction, possession

Teacher Glossary

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|--------------------------|--|
| Interception | When a player takes possession of the ball away from the opposition as the ball is passed. |
| Possession | When a team has the ball they are in possession |
| Marking | When a player defends an opponent. |
| Trapping the ball | Getting down low to stop and receive a pass on the stick with control. |
| Centre pass | A pass used to begin the game or the second half, or to restart play following a goal. |

Key Rules:

Foot: Players must try not to let the ball hit their feet. If the ball touches a player's

foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.

Back sticks: A player can only use one side of their stick (the face of the stick) to hit the ball.

High stick: When a player attempts to play at any high ball (over knee height) with the stick.

Obstruction: When a player uses either their stick or their body to block or keep another player from hitting the ball.

PLEASE NOTE: On the planning, it mentions a bully off. This is not used to start a game anymore. A pass back from the centre is used instead.



Health and safety

Unused balls must be stored in a safe place. As pupils will not be wearing mouth guards or shin pads, tennis, air flow or foam balls should be used. Sticks should not be lifted higher than waist height.

Remind children to:

- Remove any jewellery before the lesson.
- Tie long hair back.
- Wear suitable clothing for PE to school.

**GetSet4PE Fitness Scheme Overview
Year 3/4**

| | Learning | Whole Child Objectives | Equipment |
|----------|---|--|--|
| 1 | <p>LO: To develop sending the ball using a push pass. Success criteria:</p> <ul style="list-style-type: none"> Step forward with your opposite foot to push the ball when passing. | <p>Social: To communicate with my teammates when I am free. Emotional: To play honestly and within the rules. Thinking: To identify which gates are undefended and choose to move to them.</p> | <p>Cones x 30 Hockey Sticks x 30 Tennis balls x 15 Team bands x 8</p> <p>Download push pass video</p> |
| 2 | <p>LO: To develop receiving the ball. Success criteria:</p> <ul style="list-style-type: none"> To trap the ball, keep your stick low to the ground to create a barrier. | <p>Social: To help my team know when and where to shoot. Emotional: To play to the rules. Thinking: To make decisions about who to pass to depending on where the defender is.</p> | <p>Hockey Sticks x 30 Team bands/ bibs x 8 Tennis balls x 15 Cones x 30</p> <p>Download receiving the ball video.</p> |
| 3 | <p>LO: To develop dribbling using the reverse stick (Indian dribble). Success criteria:</p> <ul style="list-style-type: none"> Rotate the stick fully over the ball. | <p>Social: To communicate with my teammate. Emotional: To play games honestly and within the rules. Thinking: To make decide when to use a reverse stick dribble.</p> | <p>Cones x 30 Hockey sticks x 30 Tennis balls x 15</p> <p>Download reverse stick dribbling video.</p> |
| 4 | <p>LO: To develop moving into a space after passing the ball. Success criteria:</p> <ul style="list-style-type: none"> Dribble towards your goal if you have the space to. Move into a space away from defenders. | <p>Social: To support my teammates and congratulate others. Emotional: To play to the rules. Thinking: To make decisions about when to dribble and when to pass based on where the defender is.</p> | <p>Cones x 30 Hockey sticks x 30 Team bands x 15 Tennis balls x 15</p> <p>Download stretches for games document.</p> |
| 5 | <p>LO: To be able to use an open stick tackle. Success criteria:</p> <ul style="list-style-type: none"> Be careful not to place the hockey stick on the floor too soon. | <p>Social: To work collaboratively in a group to self-manage games. Emotional: To be aware of my partners feelings and can help change the task so that we both experience success. Thinking: To reflect on my performance and identify things I can do to improve.</p> | <p>Cones x 60 Hockey sticks x 30 Tennis balls x 15</p> <p>Download the open stick tackle video.</p> |
| 6 | <p>LO: To apply defending and attacking principles and skills in a hockey tournament. Success criteria:</p> <ul style="list-style-type: none"> Discuss with your team how to improve for your next match. Keep to the rules, be honest and play fairly. | <p>Social: To be respectful and congratulate others. Emotional: To show determination and perseverance in the games I play. Thinking: To discuss ways to improve in the games I play.</p> | <p>Cones x 12 Hockey sticks x 30 Team bands/bibs x 30 Tennis balls x 3</p> <p>Download Hockey rules and score sheet for 4 teams (use houses). Pass on scores to PE lead to add the points to overall house points.</p> |

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/hockey?years=1002,1003>