

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

COMPETING  
EDSTART

|   |  |                   |
|---|--|-------------------|
| <b>Lesson Objective</b>                               | To introduce the technique of dribbling at a variety of speeds whilst under control in hockey  | <b>Lesson 1/6</b> |
| <b>Equipment Needed</b>                               | Hockey sticks (One each), hockey balls, cones, bibs, markers.  |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Travel at varied speeds with the ball under control</li><li>Get used to moving their stick according to where the ball is going</li><li>Know that they cannot use the back of their stick when dribbling with the ball</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group children in similar abilities.   |                   |
| <b>Key Questions</b>                                  | How do we dribble?   |                   |
| <b>Warm Up</b>  | <b>Skill Acquisition:</b> <p>Set up cones randomly around a netball court. The children will move around the court, being spatially aware and dribble the ball with control around the obstacles. Remind children to keep head up to see where they are going and to keep the ball under as much control as possible. Allow some children to demonstrate their technique to the others. Make sure they are holding the stick correctly.</p>  |                   |
| <b>Main Activity</b>                                  | <p><b>Dribbling Races:</b><br/>Children get into groups of three and stand at one end of the netball court in a line. They will each have a stick and one ball per group. They will number themselves 1-3. Set up some cones in front of each group along the length of the court. Number 1s will go first and dribble the ball in and out of the cones until they reach the end of the court. They will then return the ball to their lines as quickly and as controlled as possible. When each member has had a turn, that group must raise their hands and the winners are the first to finish.</p> <p><b>Gauntlet:</b><br/>Split the hall/field into three columns, with the class split into three. 2 Teams attack, 1 Teams defends specific areas.</p> <ul style="list-style-type: none"><li>Children must try to run from start to finish without being tagged</li><li>Defenders must try to pull a tag off of the runner, if they succeed runner goes to back of line</li></ul> <p><b>Champion Of The Ring:</b><br/>Children dribble around the area trying to keep their ball under control, one catcher is then asked to go into area and try to win the ball. If player loses their ball they them also become the catcher.</p> |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.  |                   |
| <b>Key Technical Points</b>                           | <ul style="list-style-type: none"><li>Use the flat side of stick to make contact with the ball</li><li>Keep the ball close and each time the children touch the ball, look up to where you are travelling</li></ul>  |                   |

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

COMPETING  
EDSTART

**Lesson Objective** To introduce passing and controlling, both stationary and on the move in hockey **Lesson 2/6**

**Equipment Needed** Hockey sticks (One each), hockey balls, cones, bibs.

**Success Criteria** Children can:

- Understand that they need to use the flat side of the hockey stick when controlling the ball
- Lower their stick in line with the ball
- Control the ball whilst on the move and pass towards a partner without stopping

**Adapted Learning (Differentiation) (Challenge)** Vary the distance of the pass, change the size of the ball.

**Key Questions** How do we pass in hockey?

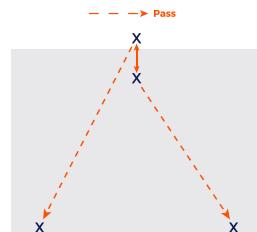
**Warm Up** Each child has a stick in their hands and holds it correctly while moving around the area. Children are encouraged to keep head up and look for space on the field. Half the children then have a ball, and dribble around the area, they then pass to a child who is open and doesn't have a ball.

### Main Activity



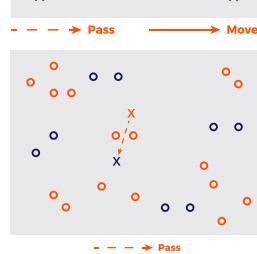
#### Passing In Pairs:

Children will partner up and then stand a set distance apart from each other. The children will slide the ball to each other using the technique shown.



#### Prepare It, Pass It:

In 4's the group make a triangle, two people at the point of the triangle are the ones doing the work. They receive a pass from either side of the triangle and pass straight back. They then change positions in order for them to pass in the opposite direction.



#### Passing Gates:

For this activity mark out a large square/rectangle. Within which lay out several passing gates with cones. Place these passing gates at three set distances apart. I.e. Large gate = Red, Medium gate = Blue, Small gate = Orange. In pairs the children must dribble around the space then pass to each other through the various gates. PROGRESSION – Set a time limit, how many gates can you pass through in one minute.

**Cooldown** Recap and discuss Success Criteria.

**Key Technical Points**

- Use the flat side of stick to contact the ball
- From the right side of the body, push the ball across towards left hand side and push ball softly towards the target

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

COMPETING  
EDSTART

|   |   |                   |
|---|---|-------------------|
| <b>Lesson Objective</b>                               | To introduce the basic rules of hockey  | <b>Lesson 3/6</b> |
| <b>Equipment Needed</b>                               | Hockey sticks (One each), hockey balls, cones, bibs.  |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Understand they cannot kick the ball on purpose</li><li>Understand they cannot use the back of their stick</li><li>Understand they cannot lift their stick up to play the ball in the air</li><li>Understand they cannot hit another player's stick with theirs</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Group children in similar abilities.  |                   |
| <b>Key Questions</b>                                  | What are the basic rules of hockey?   |                   |
| <b>Warm Up</b>  | <b>Dribbling Gates:</b><br>Lay out 'gates' using cones around your playing area. Use three colours to do so, Red = Large space between cones. Blue = Medium space between cones. Yellow = Small space. Let the children practice dribbling through the gates, ensuring they keep the ball close to them.  |                   |
| <b>Main Activity</b>                                  | <b>Four Squares:</b><br>The area is made up of four quarters. Each team consists of four players. The team with the ball has to attempt to pass the ball into every quarter, attacking team may move into any quarter. Defenders have to stay in their quarter. When one player receives a pass, the opposition player in that quarter tries to stop the pass. The opposition stay in the remaining quarters and attempt to intercept the pass. Teams must complete six passes to win.<br><br><b>Conditioned Games:</b><br>Play 3v3 no more than 4v4 small matches. Group teams by ability. Set up the target similar to 'Battleships/Open & Fire' on the end line of each pitch. The aim of the game is to hit each. Team wins once all cones are hit. |                   |
| <b>Cooldown</b>                                       | Recap and discuss Success Criteria.   |                   |
| <b>Key Technical Points</b>                           | <ul style="list-style-type: none"><li>Ball cannot hit your foot</li><li>Goals must be scored inside the attacking <math>\frac{1}{2}</math> circle</li></ul>   |                   |

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

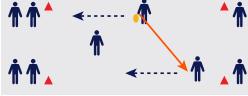
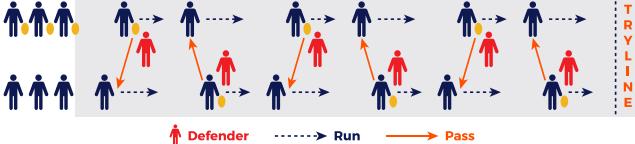
COMPETING  
EDSTART

|   |  |                   |
|---|--|-------------------|
| <b>Lesson Objective</b>                               | To introduce the technique of passing the ball accurately whilst on the move in tag rugby  | <b>Lesson 4/6</b> |
| <b>Equipment Needed</b>                               | Rugby balls, tag belts, cones.   |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>• Select how much distance to put into a pass</li><li>• Pass the ball on the run</li><li>• Catch the ball whilst running forwards</li><li>• Understand that they must move the ball forward at the same time as passing it backwards</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Different size balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to run to). Similar ability partner. Smaller area/Larger area. Different individual challenges.   |                   |
| <b>Cross Curricular Links</b>                         | Geography (Where rugby is played), Maths (Angle of direction change, Distance travelled, Speed), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), Healthy Lifestyle.  |                   |
| <b>Warm Up</b>  | <b>Scarecrow Tag:</b> <p>Everyone has a ball. Everyone must hold the ball with two hands around the belly of the ball when running with the ball. There are 4/5 chasers wearing bibs. If they touch you with the ball, you have to stand still as though you are a scarecrow with legs open. To get back in the game, other players have to roll their ball slowly through your legs and pick the ball up on the other side. No guarding is allowed. Rotate chasers. Try to emphasise running and being agile with the ball.</p> <p><b>Adapted Learning = smaller ball for easier carry/2 games (2 grids) higher/lower ability.</b></p>  |                   |
| <b>Main Activity</b>                                  | <b>Pairs Passing:</b> <p>Set up a 40m x 40m area:</p> <p>A) One ball between two. Pairs learn to pass the ball correctly. Static, no moving.</p> <p>B) Pairs increase the distance between each other (emphasise stepping into the pass to give power).</p> <p>C) Pairs now pass and move around. The person with the ball cannot move. The person without it moves in to space.</p> <p>D) Passing and moving on the run (Both players are constantly running forwards into space).</p> <p><b>Adapted Learning = move slower or faster around the area.</b></p><br><b>Pairs Passing Backwards Whilst Running Forwards:</b> <p>Set up a tunnel (10m x 50m) where players move forwards but only pass backwards. Children move up the tunnel one way. When everyone has made it to the other side, children then make their way back down the tunnel performing the same "running forward but passing backwards action". <b>Adapted Learning = Shorter/ Longer distance between partners (Make the tunnel wider).</b></p><br><b>Rugby Line Passing:</b> <p>In groups of four, children learn to run and continually pass the ball down the line as a team. The first four children run up to the cone opposite. The cones are staggered to create a diagonal line. Once they have ran around the cone, on the way back they pass down the line. Children should use the correct rugby passing technique. "RUN FORWARDS AND PASS BACKWARDS".</p> <p><b>Adapted Learning = Shorter/ Longer pass, run quicker/slower.</b></p> |                   |
| <b>Cooldown</b>                                       | Collect in equipment. Discuss key learning points and objectives.  |                   |
| <b>Key Technical Points</b>                           | Hands around the belly of the ball. Step in to Pass. Aim for target (Hands in front). Send the tip of the ball. Follow through with pass (point fingers).  |                   |

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

COMPETING  
EDSTART

|   |  |                   |
|---|--|-------------------|
| <b>Lesson Objective</b>                               | To introduce attacking as individuals, 2's and 3's   | <b>Lesson 5/6</b> |
| <b>Equipment Needed</b>                               | Rugby balls, tag belts, cones.   |                   |
| <b>Success Criteria</b>                               | <b>Children can:</b> <ul style="list-style-type: none"><li>Use the spaces on the field to attack and score</li><li>Look to see gaps between defenders</li><li>Know if there is no gap, they pass to a team-mate</li></ul>  |                   |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Different size balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to run to). Similar ability partner. Smaller area/Larger area. Different individual challenges.   |                   |
| <b>Cross Curricular Links</b>                         | Geography (Where rugby is played), Maths (Angle of direction change, Distance travelled, Speed), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), Healthy Lifestyle.  |                   |
| <b>Warm Up</b>  | <b>Run, Throw, Catch, Score, Pick Up:</b><br>Fundamental ball handling recap: Everyone has a rugby ball. Set up an area that is 30m x 30m. All children move around the area with a rugby ball, using spatial awareness. On commands from the coach/teacher, RUN, THROW (In the air and catch), TRY (Score on floor), PICK UP.<br><b>Adapted Learning = Throwing higher, Running pick up, Run faster, Pick up different ball.</b>  |                   |
| <b>Main Activity</b>                                  | <b>2v1:</b><br>Set up a 10m X 5m square grid, children in groups of 10. Try to get past the defender in the middle by drawing the defender in and passing to the person without the ball. It must be a backwards pass. Ensure players don't spin pass at such a short distance. Keep changing the defender in the middle. Make sure attackers can pass left to right and also right to left (Develop both sides).<br><b>Adapted Learning = Shorter area (higher ability), wider area (lower ability), Defender can only move lateral (Lower Ability), Defender can move towards the person with the ball (Higher ability).</b><br><br><b>Make It To The Try Line:</b><br>Set up a 10m x 50m. Using the 2v1 (in pairs), get past the defenders to score across the try line. If they manage to perform this without dropping the ball they get 4 points. If they drop the ball once they will get 3 points. Twice, 2 points and more than 4 times 0 points. <b>Adapted Learning = Shorter area (higher ability), wider area (lower ability), Defender can only move lateral (Lower Ability), Defender can move towards the person with the ball (Higher ability).</b> |                   |
|   |   |                   |
|   |    |                   |
|   | <b>3v1:</b><br>Set up a 20m x 20m Grid. Groups of 7. 3 Attackers have to get past 1 defender by only passing backwards. They run forwards and decide to pass either left or right depending on which is the best option. The defender attempts to stop them scoring. Ensure everyone has a go at the passing (being the middle man) and being the defender. <b>Adapted Learning = Walk first, slow jog, fast pace. Defender can only move lateral.</b>   |                   |
| <b>Cooldown</b>                                       | Collect in equipment. Discuss key learning points and objectives.  |                   |
| <b>Key Technical Points</b>                           | Draw the defender, turn hips to pass backwards, aim for the target in front of attacker, make the right decision early.  |                   |

# Year 3 - Intro to Invasion Games

## Hockey & Tag Rugby - Lesson Plan

COMPETING  
EDSTART

|   |  |
|---|--|
| <b>Lesson Objective</b>                               | To introduce 4-a-side tag rugby games using the techniques and rules of the game <a href="#">Lesson 6/6</a>  |
| <b>Equipment Needed</b>                               | Rugby balls, tag belts, cones.   |
| <b>Success Criteria</b>                               | Children can: <ul style="list-style-type: none"><li>Follow the rules of the game</li><li>Identify and use tactics to help the team keep the ball and advance it forward</li></ul>  |
| <b>Adapted Learning (Differentiation) (Challenge)</b> | Different size balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to run to). Similar ability partner. Smaller area/Larger area. Different individual challenges.   |
| <b>Cross Curricular Links</b>                         | Geography (Where rugby is played), Maths (Angle of direction change, Distance travelled, Speed), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), Healthy Lifestyle.  |
| <b>Warm Up</b>  | <b>Recap 2v1:</b><br>Set up a 10m X 5m square grid, children in groups of 10. Try to get past the defender in the middle by drawing the defender in and passing to the person without the ball. It must be a backwards pass. Ensure players don't spin pass at such a short distance. Keep changing the defender in the middle. Make sure attackers can pass left to right and also right to left (Develop both sides).<br><b>Adapted Learning = Shorter area (higher ability), wider area (lower ability), Defender can only move lateral (Lower Ability), Defender can move towards the person with the ball (Higher ability).</b> |
| <b>Main Activity</b>                                  | <b>4v4 Game:</b><br><br>Set up a mini pitch 50m x 20m. Introduce the rules. Run forwards and pass backwards to try and score a try (4 points). If you are tagged, stop where you were tagged, tap restart the ball and pass to a team mate. Six attempts to try and score. After six attempts, hand over the ball to the opposition. After each TAG, the defenders have to retreat 5m.  |
| <b>Cooldown</b>                                       | Collect in equipment. Discuss key learning points and objectives.  |
| <b>Key Technical Points</b>                           | 6 tackles, Pass Backwards Only, TAG, 5 metre retreat, run forwards, draw the man, 4 points for a TRY.  |