

Year 3 - Intro to Invasion Games

Hockey & Tag Rugby - Lesson Plan

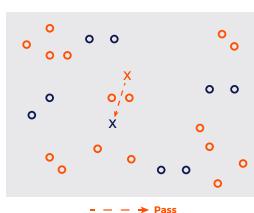
PLAYING
EDSTART

Lesson Objective	To introduce holding the hockey stick correctly and move around with and without the ball	Lesson 1/6
Equipment Needed	Hockey sticks (One each), hockey balls, cones, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know how to hold a hockey stick when they haven't got the ball• Know how to hold a hockey stick when they have got the ball• Move the stick and adjust it to where the ball is placed	
Adapted Learning (Differentiation) (Challenge)	Group children in similar abilities.	
Key Questions	How do we hold the hockey stick?	
Warm Up	Stick Familiarity: Pupils spread out around a large area. Place enough hockey balls for one each all around the area. Children move around the area, holding their stick, on the coaches call of 'BALL', they must get into position next to a ball, ready to dribble (don't touch ball). PROGRESSION: Children dribble the ball to a new space in the area.	
Main Activity	Skill Acquisition: 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. Dribbling Obstacles: In 3's children must dribble in and out of the cones and give ball to their partner who is waiting at the other end. This pattern is repeated PROGRESSION: Children can turn the stick to keep ball under control, by twisting arms as ball goes onto left side. Champion Of The Ring: 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 losses their ball they them also become the catcher.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Champion Of The Ring: <ul style="list-style-type: none">• Hands apart• Left hand at the top of the stick• Both 'V's formed by thumb and index finger are in line with the toe edge of the stick• To rotate the stick the left hand moves to the right and the stick turns through the right hand	

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Lesson Objective	To introduce dribbling the ball at a variety of speeds and can change direction whilst under control in hockey	Lesson 2/6
Equipment Needed	Hockey sticks (One each), hockey balls, cones, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Travel at varied speeds with the ball under controlGet used to moving their stick according to where the ball is goingKnow that they cannot use the back of their stick when dribbling with the ball	
Adapted Learning (Differentiation) (Challenge)	Group children in similar abilities.	
Key Questions	How do we dribble?	
Warm Up	Stick Familiarity: <p>Pupils spread out around a large area. Place enough hockey balls for one each all around the area. Children move around the area, holding their stick, on the coaches call of 'BALL', they must get into position next to a ball, ready to dribble (don't touch ball). PROGRESSION: Children dribble the ball to a new space in the area.</p>	
Main Activity	Skill Acquisition: <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>   <p>Dribbling Races: 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>Dribbling Gates: In a large area lay out several gates with different coloured cones. Place these gates at three set distances apart. i.e., large gate = Red, Medium gate = Blue, Small gate = Orange. Children must dribble around the space then through each gate. PROGRESSION – Set a time limit, how many gates can you dribble through in one minute.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	<ul style="list-style-type: none">Use the flat side of stick to make contact with the ballKeep the ball close and each time the children touch the ball, look up to where you are travelling	

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Lesson Objective	To introduce passing the ball whilst stationary in hockey	Lesson 3/6
Equipment Needed	Hockey sticks (One each), hockey balls, cones, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know how to pass the ball by sliding the ball towards a teammate – Push Pass• Use the stick to pass short and long and know where to place their hands on the grip• Know when to dribble and when to look to pass the ball	
Adapted Learning (Differentiation) (Challenge)	Group children in similar abilities.	
Key Questions	How do we dribble?	
Warm Up	Stick Familiarity: Pupils spread out around a large area. Place enough hockey balls for one each all around the area. Children move around the area, holding their stick, on the coaches call of 'BALL', they must get into position next to a ball, ready to dribble (don't touch ball). PROGRESSION: Children dribble the ball to a new space in the area.	
Main Activity	Ball Mastery: 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. 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.  Battleships (Passing Accuracy): For battleships the children will work in pairs. They will need five cones for each working group, one to mark out the passing mark, this is where the ball must be placed. The other four create targets (or 'ships'). Each child has four lives, 'child number 1' must announce which colour they are aiming at. If they hit that colour with their pass, they sink the ship! It is then 'child number 2's turn to try and sink a ship. The child that sinks all four ships first wins!	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Push Pass: <ul style="list-style-type: none">• 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	

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Lesson Objective To introduce dodging a defender when running toward a target area in tag rugby **Lesson 4/6**

Equipment Needed Rugby balls, tag belts, cones.

Success Criteria Children can:

- Tag other players
- Dodge a tagger successfully
- Run whilst holding a rugby ball securely

Adapted Learning (Differentiation) (Challenge) 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.

Cross Curricular Links 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.

Warm Up **Ball Tag Count Your Points:**
Set up a 30m x 30m area. Everyone has a ball each. It must be held like they are running with the ball. Hands around the belly of the ball. Run around and try to tag as many people as you can (use the point of the ball to tag them with) ensuring pupils hold the ball correctly. The aim is to get as many points as you can... A) If you tag someone you win a point. B) If you knock the ball out of opponents hand you win 5 points and opponent loses all their points.
Adapted Learning = smaller or bigger area, 2 areas for higher/lower ability, smaller size ball.

Main Activity **Try Line To Try Line:**
Set up a 40m x 20m area (2 pitches). Children to partner up. One person with a ball, the other without. The person with the ball stands on one side of the pitch whilst their partner starts on the opposite side. All pairs are given a number. When their number is shouted out, they have to try and get past their partner (defender) by running and dodging their partner. If they get past them, they must score a try. 5 attempts each then change over (Attackers become defenders; defenders become attackers). The person that scores the most tries is the winner.
Adapted Learning = smaller size ball, work with similar ability partner, smaller space (Higher ability).



Steal The Rugby Balls:

Use the same pitch as above. Pairs start on the same try line and are now working together to steal rugby balls. They start without a ball. They have to run without the ball, pick up the ball from one end and bring it back. There are 4 set defenders attempting to tag the players. If they are tagged, they have to return to their partner who then attempts to get past the defenders. Concentrate on holding the ball correctly. This is a continuous exercise. The pair that steals the most rugby balls when they have all gone are the winner.

Cooldown Collect in equipment. Discuss key learning points and objectives.

Key Technical Points Hold the ball around the belly of the rugby ball, away from chest.

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Lesson Objective	To introduce defending and 'tagging' an opponent	Lesson 5/6
Equipment Needed	Rugby balls, tag belts, cones.	
Success Criteria	Children can: <ul style="list-style-type: none">Understand the role of the defending team is trying to stop the oppositionUnderstand the dangerous attacking player is the one who is carrying the ball	
Adapted Learning (Differentiation) (Challenge)	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.	
Cross Curricular Links	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.	
Warm Up	Try Line To Try Line: Recap: See 'Main Activity' for week one! Holding the rugby ball correctly and running with the ball. Adapted Learning = smaller size ball, work with similar ability partner, smaller space (Higher ability).	
Main Activity	Steal The Tags: Set up a 40m x 40m area (two pitches). Children to partner up. Both have tag belts on. One person with a ball, the other without. The person with the ball. Person A chases person B and attempts to steal the tags. On the Whistle, roles reverse and person B has the ball and chases person A. A) Do not teach them how to steal the tags. B) Deliver key points for stealing TAGS. Adapted Learning = smaller size ball, work with similar ability partner, smaller space (Higher ability). Sliding Defence: Groups of 8 (4 attackers, 4 taggers, 3 or 4 pitches). Attackers have to get across the pitch without being tagged. Defenders can only move along the lines to try and tag the attackers. Emphasis on moving feet close to the attacker to steal the tag (not stretch out). If both tags are lost they become a defender until the last attacker is left. Start the exercise again with different defenders. Adapted Learning = Larger group, 2 defenders on the line (More able groups). Less defenders (Less able).	
	Capture The Rugby Ball: Split class into groups of 7/8. Two teams. Have two pitches set up with a half way line marked out. Each team has one square of cones at the back left of their half of the pitch (Prison) and one treasure chest at the opposite corner of their half with 5 balls in. Players can only be tagged if they enter the opposition half. If tagged they go to prison in the other teams half and can only be released if a team mate high 5's them. If they steal a ball they take it to their treasure chest and cannot be tackled if they have a ball. After 5 minutes the teams with the most treasure wins. Players then discuss tactics in order to win e.g. Defenders, attackers, positions, when to attack, which players would be effective in each position.	
Cooldown	Collect in equipment. Discuss key learning points and objectives.	
Key Technical Points	Move feet, get close to the attacker and use both hands to grab the tag, grab from the hip and slide down the leg.	

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Lesson Objective	To introduce passing the ball accurately and with speed	Lesson 6/6
Equipment Needed	Rugby balls, tag belts, cones.	
Success Criteria	Children can: <ul style="list-style-type: none">Pass the ball correctlyMove their feet to be ready to catch the ballStart to pass the ball in both directions with some accuracy	
Adapted Learning (Differentiation) (Challenge)	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.	
Cross Curricular Links	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.	
Warm Up	Scarecrow Tag: <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> Adapted Learning = smaller ball for easier carry.	
Main Activity	Pairs Passing: <ol style="list-style-type: none">One ball between two. Pairs learn to pass the ball correctly. Static, no moving.Pairs increase the distance between each other (emphasise stepping into the pass to give power).Pairs now pass and move around. The person with the ball cannot move. The person without it moves in to space. Endzone To Endzone: <p>Set up pitch 30m x 20m. In the same pairs, players start in one end zone. On the command "GO", players have to pass and move across the pitch to try and get across to the other endzone. The person with the ball cannot move. The person without it moves in to space.</p> Adapted Learning = higher ability players start at the beginning if they drop the ball. Static Line Passing: <p>In teams of five, players pass down the line → to the end and then pass it back to the beginning ← using the rugby passing technique.</p> <ol style="list-style-type: none">Practice.Race there and back twice/three times.Race there and back twice/three times.Race there but the person at the end runs back to the beginning whilst they all move down a cone. Adapted Learning = smaller size ball, similar ability groups, higher ability have further to pass, higher ability start on 2nd whistle.	
Cooldown	Collect in equipment. Discuss key learning points and objectives.	
Key Technical Points	Hold around the belly of the ball, point the ball down in to the pocket, swing from hips, point with the fingers when passed, step in to the pass, shout for the ball, hold the W target up to catch the ball.	