

# Year 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To develop the technique of dribbling a hockey ball at a variety of speeds and can change direction whilst under control

Lesson 1/6

### Equipment Needed

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

### Success Criteria

Children can:

- Travel at varied speeds with the ball under control
- Get used to moving their stick according to where the ball is going
- Know 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

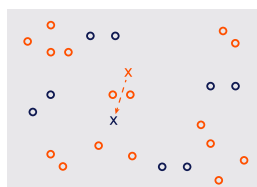
How do we dribble?

### Warm Up

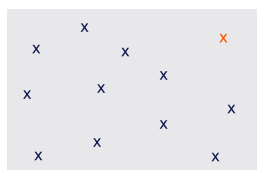
#### Skill Acquisition:

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.

### Main Activity



- - - - -> Pass



#### 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.

#### 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.

#### 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 loses their ball they then also become the catcher.

### Cooldown

Recap and discuss Success Criteria.

### Key Technical Points

- Use the flat side of stick to make contact with the ball
- Keep the ball close and each time the children touch the ball, look up to where you are travelling

# Year 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To develop the technique of passing a hockey ball whilst stationary and on the move

Lesson 2/6

### Equipment Needed

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

### Success Criteria

Children can:

- 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)

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

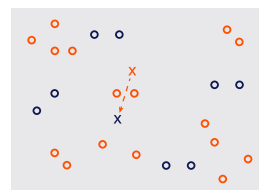
### Main Activity



--- --> Pass



--- --> Shoot



--- --> Pass

#### 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 the 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!

#### 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 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To develop the technique of dribbling, passing and controlling the hockey ball, both stationary and on the move

Lesson 3/6

### 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)

Group by ability.

### Key Questions

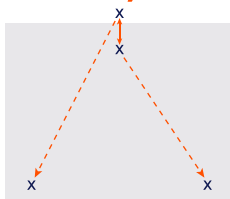
When do we pass?  
When do we dribble?

### Warm Up

Passing In Pairs:

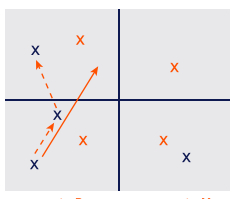
Children will partner up and then stand a set distance apart from each other. The children will slide the ball to each other using the technique shown.

### Main Activity



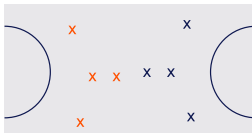
Prepare It, Pass It:

In 4's the group make a triangle. Two people at the point. Children 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.



Four Squares:

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.



Conditioned Games:

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.

### Cooldown

Recap and discuss Success Criteria.


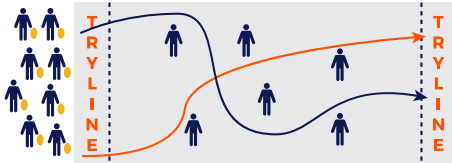
### Key Technical Points

Children know when to dribble (space in front of them) and when to pass (pressured by defender).

# Year 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

<b>Lesson Objective</b>	To develop the technique of defending and 'tagging' an opponent 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>• Understand the role of the defending team is trying to stop the opposition</li><li>• Understand the dangerous attacking player is the one who is carrying the ball</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>	<div></div> <p><b>Steal The Tags:</b></p> <p>Set up a 40m x 40m area (two pitches). Everyone has tag belts on. Half of the class with a ball, the other half without. People without the ball attempt to steal the tags off people with the ball. On the Whistle, roles reverse and the people with the ball pass it to the other team.</p> <p>A) Do not teach them how to steal the tags.</p> <p>B) Now deliver key points for stealing TAGS – Get close, grab from the hip, two hands.</p> <p><b>Adapted Learning = smaller size ball, higher ability on pitch one, mixed ability pitch two, smaller space (Higher ability).</b></p>	
<b>Main Activity</b>	<p><b>Group Steal The Tags:</b></p> <p>Set up a 40m x 40m area (two pitches). Divide the groups up into three teams of 3/4 on each pitch. Everyone has tag belts on. The aim of this activity is to see how long it takes for the team to steal all the tags. Each team has a go at stealing the tags. The winning team is the team that steals them in the fastest time possible. Teams can have multiple attempts.</p> <p><b>Get To The Try Line:</b></p> <p>A bulldog style game where pupils have to get to the end zone without being tagged. On a 40m x 10m area, 4 taggers without a ball, 10 people with a ball. (2 separate games). Get to the other side with the ball without being tagged. If a player gets tagged, they give their ball to the person that has tagged them. Reinforce key points about getting close to the tags first. Remember to also emphasise how to hold the ball when running. If players are caught holding it incorrectly they have to do 5 star jumps. <b>Adapted Learning = 2 separate games (In the first grid more able and second grid mixed ability).</b></p> <div></div>	
<b>Cooldown</b>	Collect in equipment. Discuss key learning points and objectives.	
<b>Key Technical Points</b>	Get close to the player, use two hands, grab at the hip and move down the leg with arms, don't stretch with the arms.	

# Year 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To develop the technique of dodging a defender when running toward a target area in tag rugby

Lesson 5/6

### 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

#### Rugby Ball Tap:

Set up a 30m x 30m area. Everyone has a ball each. It must be held like they are running with the ball. Run around and try to tag as many people as you can 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 of their points.

### Main Activity



#### Side Step Races:

Groups of 3/4. Children run in and out of the six cones using the right and left foot to side step and change direction. You can use this as practice and then introduce some races to make it fun. Adapted Learning = Additional cones (Higher Ability), Wider/Shorter cones.

#### Run The Gauntlet:

2 groups of 15. Set up a Grid where players have to get to the other side and back down the channel without being tagged. The emphasis on this is the side step and change of direction quickly. Defenders try to tag them as they pass. (Set this up twice).

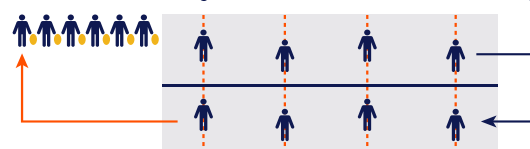
Progressions:

A) Defenders on their knees

B) Defenders Stood up but can only move lateral.

C) Defenders can move around in their square.

**Adapted Learning = 2 separate games (In the first grid more able and second grid mixed ability). Wider area for easy, smaller area for more challenging.**



### Cooldown

Collect in equipment. Discuss key learning points and objectives.

### Key Technical Points

Encourage dodging, pushing off right foot/left foot, fakes and quick feet, on toes. Attack spaces and be aware what's around you. Look for spaces not faces.

# Year 4 - Development of Invasion Games

## Hockey & Tag Rugby - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To develop the technique of passing the ball accurately whilst on the move in tag rugby

Lesson 6/6

### Equipment Needed

Rugby balls, tag belts, cones.

### Success Criteria

Children can:

- Select how much distance to put into a pass
- Pass the ball on the run
- Catch the ball whilst running forwards
- Understand that they must move the ball forward at the same time as passing it backwards

### 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.

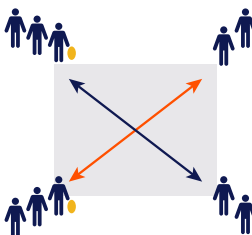
### Warm Up



#### Rugby Gates Pass:

Recap Passing: Set up a 40m x 40m area. Children in pairs with one ball between them. Set up about 20 coned gates around the area. The pairs pass and move around the area. When they approach a gate they make a pass between the cones five times (Gate). Once they have passed between the gate five times, they can then move to another cone.

### Main Activity



#### Rugby Square Pass:

Children in groups of 8/10. Set up a 20m x 20m area. Children start off at the corners evenly. They run across the square and pass (whilst running) to the person waiting. The person waiting catches the ball and runs back across the square avoiding the traffic. They proceed to pass to the person waiting. This is continuous.

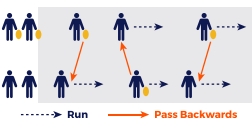
A) Moving Pass

B) Pop Pass

C) Pop Pass whilst running on to the ball

D) 50 passes without dropping it. If they drop it, they start again.

**Adapted Learning = Larger square for less able (it gives them thinking time), smaller square for more able (Less thinking time).**



#### Pairs Passing Backwards Whilst Running Forwards:

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". **Adapted Learning = Shorter/ Longer distance between partners (Make the tunnel wider).**

### Cooldown

Collect in equipment. Discuss key learning points and objectives.

### Key Technical Points

Step into the pass, no spin, follow through with the fingers, fingers point, keep pass below head height, aim in front