

Year 5 - Hockey Lesson Plan

COMPETING
EDSTART

Lesson Objective	To control the ball by dribbling and using a stick			Lesson 1/6
Equipment Needed	Hockey sticks (one each), hockey balls, cones, bibs.			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">Keep their arms pointing towards the ball and move towards as the ball travelsConnect the end of the thumbs together and first finger to make a 'W' above the headHave their thumbs are behind the ball and then wrap fingers around the ball and bring it into the chest			
EDSTART KNOW	<ul style="list-style-type: none">I can explain how to hold the stick with the correct gripI can describe why keeping my head up helps when dribblingI can understand when and where to dribble into space			EDSTART GO <ul style="list-style-type: none">I can dribble with control around cones and obstaclesI can keep the ball close to my stick while movingI can change direction and speed while dribbling
EDSTART SHOW	<ul style="list-style-type: none">I can respect defenders and play fairly in gamesI can encourage my partner when they practise dribblingI can share success with teammates in races and challenges			
Key Questions	When and where do we dribble? When they have open space and where they can see most of the pitch.			
Warm Up	<p>HOCKEY MOVERS: Pupils begin by moving freely around the playing area without a ball, exploring different movement patterns such as jogging, side-stepping, backpedalling, changes of pace and curved runs. Emphasise upright posture, soft knees for balance, light foot contact with the floor, and keeping the head up to scan for space and other players. Encourage pupils to avoid collisions by adjusting speed and direction early. This develops spatial awareness and prepares the body for effective dribbling movement. PROGRESSION: On the coach's signal, pupils change direction, accelerate into a short sprint, drop into a low ready position, or perform a quick stop and start. Add a ball once movement quality is secure.</p>			
Main Activity	<p>OBSTACLE MASTERS: Cones are placed randomly across the netball court to create varied dribbling pathways. Pupils move around the area weaving in and out of the cones while dribbling with control. Reinforce soft touches on the ball, hands apart on the stick for control, knees bent, and the head lifting regularly to scan the space ahead. Technique focus: left hand at the top of the stick guiding direction, right hand relaxed for control, stick angled slightly forward with the ball kept just ahead of the front foot. Pupils should use both the strong and reverse side of the stick when turning, pushing the ball across the body for safe transfer. Encourage awareness of others to avoid contact. Pause periodically for peer demonstrations of effective dribbling technique. PROGRESSION: Introduce timed challenges, vary cone spacing to include tight and wide gaps, or add a slow-moving defender to apply light pressure and improve decision-making.</p>			
	<p>THE GREAT STICK RACE: Pupils work in teams of three, standing behind a start line with one stick and one ball per team. A line of cones is set out in front of each team. Player 1 dribbles in and out of the cones using controlled touches, turns at the final cone, and returns the ball to Player 2, who immediately sets off. Emphasise low body position, close ball control, controlled turns, and safe stick use when passing over. The activity develops speed with control, coordination, teamwork and competitive confidence. PROGRESSION: Require players to use only their weaker side on the return leg, add tighter slalom patterns, or introduce a stop-and-go turn at each cone.</p>			
	<p>CHAMPION OF THE COURT: All pupils begin dribbling freely inside the playing area, keeping the ball close to the stick and their head up to avoid collisions. One pupil starts as the catcher and attempts to legally tackle and win possession from others while maintaining control of their own ball. When a pupil loses possession, they join the catcher team. Play continues until only one dribbler remains and is crowned the "Champion of the Ring." Emphasise low defending stance, side-on tackling position, controlled stick to ball contact, and protecting the ball under pressure. PROGRESSION: Reduce the size of the playing area to increase pressure, add additional starting catchers, or limit dribblers to one side of the stick only to increase difficulty.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Wider dribbling lanes for beginners, tighter for advanced.	TASK Start with cone dribbles, progress to Champion of the Ring.	EQUIPMENT Use lighter balls for beginners, hockey balls for challenge.	PEOPLE Work individually, then in groups for races and tag games.
Cooldown	<p>DRIBBLE & STRETCH: Pupils move slowly around the area, gently dribbling their ball at walking pace. On the coach's signal, they stop and perform stretches for the legs, shoulders, and wrists (important for stick control). Repeat short dribbling bursts followed by stretches to gradually bring their heart rate down. Finish by asking reflective questions: "What helped you keep control of your ball?" and "How did you protect it from others?" PROGRESSION: Add partner mirror dribbling—one pupil leads gentle dribbling movements while the other copies, promoting focus and control.</p>			
Key Technical Points	<p>BASIC GRIP:</p> <ul style="list-style-type: none">Hands apartLeft hand at the top of the stickBoth 'V's formed by thumb and index finger are in line with the toe edge of the stickTo rotate the stick the left hand moves to the right and the stick turns through the right hand			

Year 5 - Hockey

Lesson Plan

COMPETING
EDSTART

Lesson Objective	To pass the ball whilst stationary and travelling			Lesson 2/6		
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 PassUse the stick to pass short and long and know where to place their hands on the gripKnow when to dribble and when to look to pass the ball					
EDSTART KNOW	<ul style="list-style-type: none">I can explain how to perform a push passI can describe where my body and feet should face when passingI can understand when to dribble and when to pass		EDSTART GO	<ul style="list-style-type: none">I can pass accurately using the push pass techniqueI can control the ball before passing to a partnerI can combine passing with movement in small-sided games		
EDSTART SHOW	<ul style="list-style-type: none">I can respect my partner by giving accurate passesI can encourage teammates when passing in groupsI can support others during Battleships and passing challenges					
Key Questions	Why is it important to keep your head up when dribbling and passing in hockey? Keeping your head up helps you see teammates, avoid defenders, choose the best pass, and move into space safely while staying in control of the ball.					
Warm Up	STICK & SPACE: Each pupil holds a stick correctly and moves freely around the area, focusing on posture, grip, and spatial awareness. Encourage pupils to keep their heads up and scan the field for open space. Half of the group begin with a ball, dribbling smoothly and maintaining control, before passing to a peer without a ball. Pupils receiving the pass then take over dribbling duties. Emphasise communication, awareness, and control under movement. PROGRESSION: Add a “two-touch rule” (one touch to stop, one to pass) or encourage pupils to call their partner’s name before passing.					
Main Activity	<p>PERFECT PARTNERS: Pupils work in pairs, standing a set distance apart. They practise the push pass technique, sliding the ball accurately towards their partner with control. Emphasise correct grip with the left hand at the top of the stick and right hand relaxed lower down for control, a side-on body position to the target, and a low, balanced stance with knees bent. The ball should start just behind the back foot, with the stick drawn back smoothly before sweeping forward in one controlled motion. Encourage full weight transfer from back foot to front foot and a firm follow-through pointing at the target. When receiving, pupils soften their hands, angle the stick slightly back to cushion the ball, and bring it under control before returning the pass. This develops accuracy, control, timing, and rhythm between partners. PROGRESSION: Increase distance between pairs or challenge them to complete ten consecutive accurate passes without error.</p> <p>CONE COMMAND: Pupils work in pairs with five cones—one marks the passing point and four serve as target “ships.” Pupils take turns calling out a colour and pushing the ball to try and hit that target cone. A successful hit “sinks” the ship. Each player has four lives, losing one for every miss. The first to sink all four ships wins the round. This fun challenge builds focus, accuracy, and control when passing. PROGRESSION: Move targets further away or use smaller cones to increase precision.</p> <p>TRIANGLE TACTICS: Pupils form groups of four, setting up a triangle with two players positioned at the point. The active players at the point receive passes from the side players, return them quickly, and then rotate positions. Encourage quick reactions, clean first touches, and accurate return passes. The activity promotes awareness, movement off the ball, and passing consistency under light pressure. PROGRESSION: Add a time challenge—how many successful passes can the group complete in one minute—or introduce a moving receiver.</p>					
Adapted Learning (Differentiation) (Challenge)	SPACE Start close together, increase passing distance for challenge.	TASK Begin with pair passing, progress to triangle passing and keep-ball.	EQUIPMENT Cones for targets, hockey balls for realistic play.	PEOPLE Pairs for technique, 3-4s for games.		
Cooldown	HOCKEY KEEP AWAY: Set up a small grid for each group of 6-8 pupils. One player starts as the “chaser” and tries to intercept while others pass the ball around the grid using controlled push passes. The aim is to keep possession as long as possible without losing control or hitting the chaser. Rotate roles regularly to keep everyone involved. This keeps pupils active and engaged while naturally lowering heart rate and reinforcing control and teamwork. PROGRESSION: Reduce the space or add a second chaser to increase difficulty.					
Key Technical Points	All forehand passes should begin with the ball positioned to the right of the body, with the shoulders and feet turned to face the target to ensure accurate alignment. The ball should be placed just behind the back foot to generate more power. To execute the pass, the stick is swept forward from back to front in one smooth, fluid motion while the bodyweight transfers from the back foot to the front foot. A controlled follow-through towards the target is completed after the ball is released to ensure accuracy and consistency.					

Year 5 - Hockey Lesson Plan

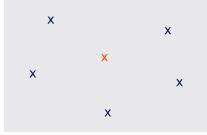
COMPETING
EDSTART

Lesson Objective	To shoot the ball under control	Lesson 3/6		
Equipment Needed	Hockey sticks (one each), hockey balls, cones, bibs.			
Success Criteria	Children can: <ul style="list-style-type: none">Know where to hold the stick to get power in their shotsUnderstand they can only score inside the opponent's circle			
EDSTART KNOW	<ul style="list-style-type: none">I can explain where to hold the stick for power in shootingI can describe the rule that goals must be scored inside the circleI can understand the technique of pushing the ball on the ground	EDSTART GO <ul style="list-style-type: none">I can shoot at targets using push shotsI can control the ball before attempting to scoreI can score points in games like Open & Fire EDSTART SHOW <ul style="list-style-type: none">I can respect opponents when shooting in gamesI can encourage teammates when they scoreI can celebrate goals fairly with my team		
Key Questions	When shooting at a target, what helps you stay accurate under pressure? Correct body position, balanced stance, watching the ball carefully, and following through towards the target all help improve accuracy and control when shooting under pressure.			
Warm Up	GATE MASTERS: Set out multiple cone "gates" around the area using three colours: Red for large spaces, Blue for medium, and Yellow for narrow gates. Pupils dribble their ball through as many gates as possible, keeping the ball under close control and maintaining awareness of other players. Encourage pupils to use both sides of their stick, keeping their head up and eyes scanning for open gates. This activity builds dribbling accuracy, control, and spatial awareness. PROGRESSION: Add a time challenge ("How many gates can you dribble through in 30 seconds?") or require pupils to complete a sequence — one red, one blue, one yellow.			
Main Activity	TARGET HUNTERS: Pupils work in pairs, each with five cones — one marks the shooting line, while four are placed as "ships." Each player takes turns calling a colour and shooting to hit that target cone. A direct hit "sinks" the ship. Players lose a life for each missed shot, and the first to sink all four ships wins. Emphasise correct shooting technique — body and shoulders facing the target, feet shoulder-width apart, knees slightly bent for balance, and the ball positioned slightly in front of the front foot. The stick should swing through low to high with a smooth, controlled action, transferring weight from the back foot to the front foot. Encourage pupils to keep their head steady, eyes on the ball at contact, and complete a full follow-through towards the target for accuracy. This game develops power, precision, focus, and composure when shooting. PROGRESSION: Increase the shooting distance or award bonus points for sinking two targets in a row. QUICK SHOT CHALLENGE: Keep the same equipment setup as in Battleships, but now one player acts as the feeder while the other takes the role of shooter. The feeder passes the ball accurately to their partner, who controls it with a first touch, dribbles around the cones, and shoots at the targets. Shooters take three to four turns before swapping roles. Encourage players to "open up" their body before the shot and follow through for accuracy. For higher-ability pupils, increase shooting distance or add a defender. PROGRESSION: Add a time limit for each shot or reward accuracy by assigning point values to each coloured target. CONECLASH CUP: Pupils play 3v3 or 4v4 small-sided matches, grouped by ability. Instead of goals, use cone targets on each endline, similar to the Battleship setup. The aim of the game is for teams to strike all of the opponent's cones using accurate passes or shots. Encourage movement off the ball, teamwork, and tactical awareness to create scoring opportunities. This keeps gameplay fun while reinforcing dribbling, passing, and shooting under pressure. PROGRESSION: Add a rule that teams must complete three passes before attempting to hit a target or award extra points for long-distance hits.			
Adapted Learning (Differentiation) (Challenge)	SPACE Start closer to targets, increase distance for challenge.	TASK Begin with battleships shooting, progress to conditioned matches.	EQUIPMENT Use cones as targets, goals for advanced players.	PEOPLE Pairs for feeder/shooter, groups for small matches.
Cooldown	HOCKEY KEEP BALL: Set up a small square for each group. Pupils play 4v1 or 5v2 "keep ball" games using gentle push passes to keep possession while the defenders try to intercept. Encourage smooth passing and movement into open space, with emphasis on control rather than speed. This allows players to cool down gradually while reinforcing teamwork and accuracy. PROGRESSION: Add a second defender or limit each player to two touches before passing.			
Key Technical Points	When shooting, the ball should be positioned slightly in front of the front foot with the body facing the target, weight transferring smoothly from the back foot to the front foot, and the stick completing a full low-to-high follow-through towards the intended target for maximum accuracy and consistency.			

Year 5 - Hockey

Lesson Plan

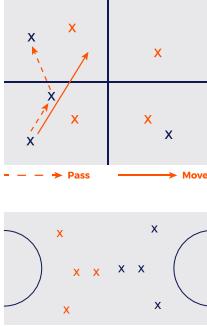
COMPETING
EDSTART

Lesson Objective	To understand the basic rules of hockey			Lesson 4/6
Equipment Needed	Hockey sticks (one each), hockey balls, cones, bibs.			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">Understand they cannot kick the ball on purposeUnderstand they cannot use the back of their stickUnderstand they cannot lift their stick up to play the ball in the airUnderstand they cannot hit another player's stick with theirs			
EDSTART KNOW	<ul style="list-style-type: none">I can explain the basic rules of hockeyI can describe how to use space when attackingI can understand the importance of teamwork			EDSTART GO
	<ul style="list-style-type: none">I can follow rules while dribbling, passing, and tacklingI can keep the ball away from defenders in keep-ballI can apply tactics in 3v3 and 4v4 games			EDSTART SHOW
Key Questions	How does moving into space help your team keep possession in hockey? Moving into space creates clear passing options, makes it harder for defenders to intercept, and helps the team keep control of the ball for longer through quicker, safer passes.			
Warm Up	<p>SPACE EXPLORERS: Each pupil starts with a hockey stick and practises holding it correctly while moving freely around the area. Encourage them to keep their heads up, change direction, and look for open space like "explorers scanning the field." After a few minutes, give half the pupils a ball to dribble with control while weaving through others. They must then look up to spot and pass to someone without a ball, who takes over dribbling. This builds awareness, communication, and teamwork right from the start. PROGRESSION: Add a rule that pupils must call the name of their partner before passing, or introduce "colour zones" they must move through before passing.</p>			
Main Activity	<p>GAME PLAN GURUS: Split pupils into groups of five and set up small square playing areas. Each team has three attackers and two defenders. Allow both groups time to discuss their game plan — attackers plan how to move and pass to keep possession, while defenders strategise how to intercept. Emphasise attacking techniques such as creating passing angles, using quick changes of direction to lose a defender, supporting the player on the ball, and playing firm, accurate push passes into space. Defenders focus on staying side-on, tracking both the ball and their player, closing passing lanes, and timing interceptions safely. Play for three minutes, then pause for a short "team talk" where pupils share what worked and what didn't. Swap roles so every pupil experiences both attacking and defending, adjusting tactics each round. Encourage creativity, communication, adaptability, and problem-solving under pressure. PROGRESSION: Reduce space for quicker decision-making or add a scoring zone for attackers to pass into once they've completed five passes.</p>			
	 <p>PASS PROTECTORS: Mark out large grids and create 5v1 or 6v2 games where the attacking team must keep the ball away from defenders. Emphasise using the width of the area, moving constantly to create space, and making quick, accurate passes. The goal for attackers is to complete a set number of passes (e.g. 10) without losing control, while defenders work together to intercept. This activity develops awareness, quick reactions, and effective teamwork under pressure. PROGRESSION: Add extra defenders as groups become more confident or reduce the size of the grid to make passing angles tighter.</p>			
	 <p>CONE CLASH CUP: Pupils play 3v3 or 4v4 small-sided games, grouped by ability. Replace goals with cone targets along each end line, similar to the "Battleships" setup. Teams aim to strike all of their opponent's cones using accurate passes or shots. The first team to knock down all cones wins! Encourage players to move into space, pass quickly, and defend smartly. This fun, fast-paced game combines all key hockey skills — passing, teamwork, tactics, and shooting accuracy. PROGRESSION: Add a rule where teams must make three passes before they can shoot or award bonus points for hitting smaller "bonus" cones.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Larger areas for beginners, tighter grids for advanced.	TASK Begin with 5v2 keep-ball, progress to conditioned matches.	EQUIPMENT Use cones to mark zones, bibs for teams.	PEOPLE Groups of 5-6 for tactical games.
Cooldown	<p>DRIBBLE DETECTIVES: Pupils slowly dribble their ball around the area while staying aware of others, moving carefully and calmly. On the coach's call of "freeze," pupils stop their ball under control and look for someone nearby to pass to. Once both have passed and received successfully, they return to gentle dribbling. This keeps pupils moving while lowering heart rate and reinforcing control. Finish with a quick reflection: "What made your team's passing successful today?" and "How did you use space to help your teammates?" PROGRESSION: Add a fun challenge — pupils must complete five calm, controlled passes as a group without losing possession before finishing.</p>			
Key Technical Points	Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball at any time.			

Year 5 - Hockey

Lesson Plan

COMPETING
EDSTART

Lesson Objective	To play a game of hockey	Lesson 5/6		
Equipment Needed	Hockey sticks, hockey balls, cones, markers.			
Success Criteria	Children can: <ul style="list-style-type: none">Know how to start and restart the games, and where the defending teams needs to beIdentify and use tactics to help the team keep the ball and advance it forwardPass, dribble and shoot with control			
EDSTART KNOW	<ul style="list-style-type: none">I can explain how to start and restart a hockey gameI can describe how to use tactics to move the ball forwardI can understand when to pass, dribble, or shoot	EDSTART GO <ul style="list-style-type: none">I can combine dribbling, passing, and shooting in gamesI can use tactics like moving into spaceI can play fairly in small-sided matches		
Key Questions	How does accurate passing help your team succeed in target and zone games? Accurate passing helps the team keep possession, move the ball into space, avoid defenders, and create chances to score by hitting targets or completing passes into new zones with control and confidence.	EDSTART SHOW <ul style="list-style-type: none">I can respect opponents and refereesI can encourage my teammates during gamesI can share success whether I win or lose		
Warm Up	TARGET COMMANDERS: Pupils work in pairs, setting up five cones with one marking the passing line and four acting as coloured "ships." Players take turns calling out which colour they are aiming for before pushing the ball to hit that target. Emphasise correct push pass technique with the ball positioned just behind the back foot, body side on to the target, knees bent for balance, and a smooth sweep of the stick from back to front. Weight should transfer from the back foot to the front foot with a controlled follow through pointing towards the target. A successful hit "sinks" the ship, while a miss loses a life. The first player to sink all four ships wins. This engaging game develops precision, focus, composure, communication, and consistent passing accuracy under light competitive pressure. PROGRESSION: Increase the distance between the passing mark and targets or add bonus points for hitting two ships in a row.			
Main Activity	<p>ZONE COMMAND: Set up a large grid divided into four equal quarters. Each team has four players. The attacking team can move into any quarter, while defenders must stay in their own. The aim is to pass the ball successfully into every quarter on the pitch. When a player receives the ball in a new square, the defender in that area attempts to intercept or block the pass using good defensive positioning. Attackers focus on scanning before receiving, creating passing angles, moving off the ball into space, and using quick, accurate push passes. The attacking team scores a point for every successful pass into a new zone and wins the round after six completed passes. This activity develops tactical awareness, spatial understanding, teamwork, and decision making under pressure. PROGRESSION: Allow defenders to swap quarters after each interception or reduce the grid size for faster decision making and increased challenge.</p> <p>CONE CLASH CUP: Pupils play 3v3 or 4v4 small sided games, grouped by ability. Replace traditional goals with cone targets at each end line, similar to the "Battleships" setup. Teams work together to strike all their opponent's cones using controlled passes or shots. Encourage players to spread out to use the width, offer constant support, and communicate clearly when calling for the ball. Emphasise accurate passing, controlled first touches, quick give and go combinations, and composed shooting when targets are available. Defenders are encouraged to stay side on, track runners, and protect the cones through smart positioning. The first team to knock over all of their opponent's cones wins. This fast paced game combines passing, movement, defending, attacking decision making, and shooting accuracy under realistic game pressure. PROGRESSION: Require teams to make three consecutive passes before shooting or award double points for hitting a "bonus cone" from long distance.</p> 			
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust pitch size depending on ability level.	TASK Begin with 4 Squares, progress to full small-sided matches.	EQUIPMENT Use cones for zones, goals for scoring.	PEOPLE Teams of 4-6 with rotation of roles.
Cooldown	KEEP IT MOVING: Pupils dribble their ball slowly around the area, changing direction when the coach calls "switch." On the next call, they must stop the ball under control and pass it gently to a partner, who continues the dribble. This cool down helps maintain soft control, awareness, and calm movement while lowering heart rate. Finish with reflective questions: "What helped your passes stay accurate today?" and "How did your team find space to keep possession?" PROGRESSION: Add a rule that each pass must go through a small gate before it's received, encouraging continued focus on accuracy and control.			
Key Technical Points	<ul style="list-style-type: none">You can only score a goal from inside the 'striking circle' in front of the opponent's goalIf the hockey ball is hit from outside the circle and goes into the goal, it doesn't count			

Year 5 - Hockey

Lesson Plan

COMPETING
EDSTART

Lesson Objective	To play a game of hockey	Lesson 6/6		
Equipment Needed	Hockey sticks, hockey balls, cones, markers.			
Success Criteria	Children can: <ul style="list-style-type: none">Know how to start and restart the games, and where the defending teams needs to beIdentify and use tactics to help the team keep the ball and advance it forwardPass, dribble and shoot with controlOfficiate and run small games of hockey and are able to follow the rules they have learnt throughout the term			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">I can explain the rules of 4v4 hockeyI can describe how to officiate and support a gameI can understand how to apply all skills I've learnt	<ul style="list-style-type: none">I can dribble, pass, and shoot with control in gamesI can follow hockey rules in tournament matchesI can officiate and help manage games	<ul style="list-style-type: none">I can respect opponents and refereesI can encourage my teammates in tournament playI can show sportsmanship whatever the result		
Key Questions	How does quick movement and accurate passing help your team succeed in Zone Masters and league games? Quick movement and accurate passing help create space, keep possession away from defenders, move the ball into new areas of the pitch, and create better scoring opportunities through teamwork and communication.			
Warm Up	ZONE MASTERS: Set up a large pitch divided into four equal quarters. Each team has four players, with one player starting in each square. The aim is to move the ball into every quarter in any order the team chooses, using quick, accurate push passes, constant movement, and clear communication. Players without the ball must work to create passing angles by checking away from defenders, then moving back into space to receive. When a player receives the ball in their square, the defender in that zone must step out, allowing the attacker time to control the ball and pass on to a teammate in another quarter. The remaining defenders stay alert, tracking the ball and anticipating passing lanes to attempt interceptions. Emphasise scanning before receiving, soft first touch, side on body position, and firm, accurate passing into space. This tactical warm up develops spatial awareness, teamwork, decision making, and game understanding under light pressure. Pupils learn to find open players, read defensive positioning, and communicate effectively using calls and signals. PROGRESSION: Allow players to rotate zones after every successful pass or add a time limit to move the ball through all four squares to increase pace and challenge.			
Main Activity	EDSTART HOCKEY LEAGUE: Create four small pitches, each with a goal at both ends or use three large cones as targets if goals are unavailable. Divide pupils into teams of four, balancing ability and gender for fairness and inclusion. Each team plays a five minute match before rotating down one pitch, ensuring that all teams play against each other. Encourage players to apply the key skills learned throughout the unit including dribbling with close control, accurate passing, movement off the ball, shooting with composure, and safe defending through correct body position and timing. Pupils are encouraged to self officiate where possible, show respect for decisions, and support teammates positively. Teachers observe teamwork, positional awareness, use of space, and application of attacking and defending principles under realistic game conditions. RULES: No goalkeepers in four a side hockey. A goal is scored when the ball is struck or deflected off a stick by an attacker or defender within the shooting area. Free passes are given for offences such as the ball going out of bounds, using the body intentionally to play the ball, using the back of the stick, or raising the stick in a dangerous way. Free passes must be taken from where the offence occurred. Opponents must stay at least three metres away from the ball until the pass is taken. Emphasise safe stick use, controlled tackles, fair challenges, and respect for officials and opponents. PROGRESSION: Add scoring bonuses for accurate passing sequences such as five consecutive passes before a goal counts double, or award extra points for goals scored after a specific number of team passes to promote teamwork and ball retention.			
Adapted Learning (Differentiation) (Challenge)	SPACE Full small courts for fairness, smaller for support groups.	TASK Begin with short matches, progress to tournament rotation.	EQUIPMENT Cones or goals for scoring, bibs for teams.	PEOPLE Teams of 4 for fair and balanced matches.
Cooldown	THE POSSESSION CIRCLE: Pupils form a large circle, each with a stick, and pass one or two balls around using controlled push passes. As they pass, they walk slowly around the circle, maintaining awareness of others. After a few rounds, pupils stop and reflect on what helped them keep control and communicate effectively. This low intensity activity reinforces teamwork, accuracy, and calm control while gradually reducing heart rate. PROGRESSION: Add a challenge by reversing the passing direction or making pupils complete passes through small gates for accuracy.			
Key Technical Points	When receiving and passing in tight areas, pupils should scan before receiving, adopt a side on body position, cushion the ball with a soft first touch in front of the body, and play a firm, controlled push pass into space with accurate weight transfer and a clear follow through towards the target.			