

Year 6 - Hockey

Lesson Plan

COMPLETE

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	Children can: <ul style="list-style-type: none"> • Know how to hold a hockey stick correctly • Dribble the ball at various speeds • Know how to move a hockey stick and are able to adjust it to where the ball is placed 				
EDSTART KNOW	<ul style="list-style-type: none"> • I can explain how to hold a hockey stick correctly • I can describe when and where to dribble the ball • I can understand why keeping my head up helps me see the pitch 				
EDSTART GO	<ul style="list-style-type: none"> • I can dribble the ball using control at different speeds • I can adjust my stick position to keep the ball close • I can change direction while keeping possession 				
EDSTART SHOW	<ul style="list-style-type: none"> • I can respect others during dribbling games • I can encourage my partner in races and challenges • I can share equipment fairly and take turns 				
Key Questions	When and where do we dribble? When they have open space and where they can see most of the pitch.				
Warm Up	MOVEMENT PREP: Pupils move around the space using side-steps and jogging forwards and backwards while holding their hockey sticks. The focus is on safe movement, awareness of space, and controlling the stick while travelling. PROGRESSION: Add hockey balls so pupils dribble at different speeds, changing direction on a whistle.				
Main Activity	<p>SNEAKY STICK SQUAD: Cones are set up randomly around the court to create a challenging dribbling environment. Pupils weave through the obstacles, keeping their heads up to scan the space while maintaining close control of the ball on the stick. Emphasis is placed on using both sides of the stick, performing smooth turns, and adjusting speed to stay in control while finding open spaces. Confident pupils are invited to demonstrate effective turns, quick changes of direction, and fast footwork to support others. This activity develops coordination, awareness, and ball control under pressure. PROGRESSION: Add defenders, reduce the gaps between cones, increase dribbling speed, or challenge pupils to perform a set number of turns before finishing.</p> <p>SPEED RACERS: In groups of three, pupils line up with one stick and one ball per team at the start of the course. Player ones go first, dribbling through the cones with control and awareness before racing back to tag the next teammate. Pupils are encouraged to keep the ball close to the stick, stay balanced, and look up while moving at speed. Player twos and threes then repeat the challenge in order until all team members have completed the course. The first team to finish and raise their hands wins, creating excitement and motivation. This activity develops speed, control, teamwork, and coordination. PROGRESSION: Add time limits, restrict players to using only one side of the stick, or introduce backwards dribbling to increase difficulty.</p> <p>KING OF THE RING: All pupils dribble inside a large marked circle while one "hunter" attempts to steal balls. If a player loses control of their ball or is tagged, they become a hunter as well. The last player still dribbling is crowned King or Queen of the Ring. PROGRESSION: Add extra hunters, make the space smaller, or challenge pupils to dribble using their weaker side only.</p> <p>TARGET TUSSELE: Small goals or cone targets are placed around the court. Pupils dribble towards a target and push the ball accurately through it to score, then quickly move on to find a new target. The focus is on precision, quick decision-making, and control under pressure. PROGRESSION: Add defenders to block targets, shrink goal sizes, or time how many goals can be scored in sixty seconds.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE Larger grids for beginners, tighter cones for advanced players.	TASK Start with free dribbling, progress to obstacle courses and races.	EQUIPMENT Use larger balls for beginners, hockey balls for advanced.	PEOPLE Work individually first, then in pairs, then whole-class games.	
Cooldown	SLOW DRIBBLE & STRETCH: Pupils dribble slowly around the space, keeping the ball close and under control. On the teacher's signal, they stop, place the ball safely, and stretch their quadriceps and calves to help the body cool down. Emphasis is placed on relaxed movement and controlled breathing. PROGRESSION: Add toe taps or simple control challenges before stretching to maintain focus. "When is it best to dribble and when should you pass?"				
Key Technical Points	Basic Grip: <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 				Dribbling: <ul style="list-style-type: none"> • Dribble the ball in front of the body and to the right, at about 2 o'clock • Keep the stick in contact with the ball so that a pass can be made immediately

Lesson Objective To use a variety of passes whilst stationary and travelling

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 'slap pass' for passing over a longer distance
- 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

EDSTART KNOW

- I can explain how to perform a push pass
- I can describe when to dribble and when to pass
- I can understand the difference between short and long passes

EDSTART GO

- I can pass accurately using push and slap passes
- I can receive the ball with control and continue play
- I can combine passing with movement into space

EDSTART SHOW

- I can support teammates by moving into space to receive passes
- I can encourage others to pass accurately
- I can respect my teammates and opponents during games

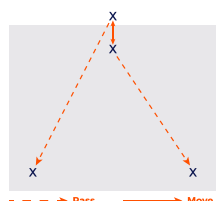
Key Questions

How do you perform a push pass? Where our body should be positioned when passing?

Warm Up

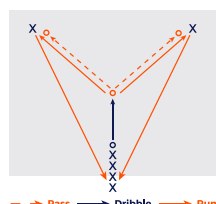
PASSING IN MOTION: Half the group have a ball and dribble around the space, while the other half move freely without balls. Ball carriers look to pass to a free player, then move into space to support the next pass. Emphasis is placed on awareness, accurate passing, and timing while on the move. **PROGRESSION:** Add time limits for passing or increase the number of defenders to apply pressure and challenge decision-making.

Main Activity



SLIDE & GLIDE: Pupils work in pairs and stand a short distance apart, positioning their bodies side-on to the target with knees slightly bent for balance. They practise sliding the ball smoothly to each other using correct stick technique, focusing on soft touches, controlled push passes, and accurate direction along the ground. Pupils are encouraged to keep their eyes on the ball, guide it towards their partner, and communicate clearly before and after each pass to support timing and success. Partners receive the ball with a soft first touch before returning it under control. This activity develops passing accuracy, control, confidence, and effective teamwork. **PROGRESSION:** Increase the passing distance, use the weaker hand side, or add a moving target challenge to raise the level of difficulty.

PASS & DASH TRIANGLES: In groups of four, pupils create a triangle shape with two players positioned at the point. The point players act as playmakers, receiving a pass from one side and returning it instantly with a controlled touch before turning quickly to receive from the opposite side. Emphasis is placed on quick footwork, body positioning, and accurate passing under pressure. After several repetitions, pupils rotate roles so everyone experiences working at the point and the base of the triangle. This activity develops quick reactions, passing accuracy, awareness, and movement after passing. **PROGRESSION:** Add a defender, increase the tempo, or reduce the size of the triangle to further increase reaction speed and challenge.



THE Y EXPRESS: In groups of eight, pupils follow a Y-shaped passing route. Player one dribbles to the first marker, passes left, and follows their ball. Player two then dribbles, passes right, and follows. Players at the top of the Y dribble back to the start, keeping the activity flowing continuously. This develops passing on the move, awareness, and teamwork. **PROGRESSION:** Add timed rounds, restrict to weak-hand dribbling only, or challenge groups to complete ten full rotations without errors.

KEEP-AWAY CHAOS: Pupils play three versus one in a small area. The three attackers work together to keep possession and complete a set number of passes before the defender can intercept. Focus is on quick passing, moving into space, and supporting teammates. **PROGRESSION:** Decrease the space, limit touches, or add a second defender to increase the challenge.

Adapted Learning (Differentiation) (Challenge)

SPACE

Shorter passing distances for beginners, longer for advanced.

TASK

Begin with stationary passing, progress to moving passes.

EQUIPMENT

Use softer/larger balls for beginners, hockey balls for advanced.

PEOPLE

Start in pairs, progress to 3v1 and small-sided games.

Cooldown

PASSING CIRCLE: Pupils pass the ball slowly around a circle, focusing on control, accuracy, and correct push pass technique. After several passes, pupils pause to stretch their arms and shoulders to help the body cool down. **PROGRESSION:** Add a moving target, with one player walking across the circle to receive and return passes. "What makes a push pass accurate?"

Key Technical Points

Push Pass:

- All forehand passes should begin with the ball to the right of your body
- Position your body (Shoulders and feet) to face your target
- Place the ball behind your back foot. This will give you more power
- To pass, sweep your stick forward (From the back to the front) in one fluid motion
- As you move the stick forward, shift your bodyweight from the back foot to your front
- Follow-through towards the target after having released the ball

Receiving:

- Attack the ball
- Stick low to ground and let it 'give' a little on contact
- Contact just outside right foot
- Angle the stick to control the ball

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:

- Know where to hold the stick to get power in their shots
- Understand they can only score inside the opponent's circle
- Use correct technique when aiming at a target in a game situation

EDSTART KNOW

- I can explain how to grip the stick for power
- I can describe where I must be on the pitch to score
- I can understand the importance of aiming in shooting

EDSTART GO

- I can use push shots to score inside the circle
- I can aim for targets and improve my accuracy
- I can shoot after controlling the ball at speed

EDSTART SHOW

- I can respect defenders and goalkeepers in shooting drills
- I can celebrate teammates' successful shots
- I can play fairly during shooting competitions

Key Questions

How can you create and finish scoring opportunities in games? By keeping close control, moving into space, passing quickly, and choosing accurate, well-timed shots under pressure.

Warm Up

DRIBBLING GATES: Pupils dribble their ball through red, blue, and yellow cone gates, keeping the ball close and under control while changing direction. Encourage pupils to keep their heads up, use small touches, and adjust speed depending on space. **PROGRESSION:** Shrink the gate size or add defenders to increase the control challenge.

Main Activity



SHIP LAUNCHERS: Pupils work in pairs using five cones, with one cone acting as the shooting line and four cones set up as "ships" to aim at. Taking turns, players announce their chosen target before shooting, encouraging focus, decision-making, and accuracy. Pupils concentrate on balanced body position, controlled push shots, and following through towards the target rather than using power. After each attempt, cones are reset quickly to keep the activity flowing. The first player to successfully hit and sink all four ships is declared the winner, creating excitement and motivation. **PROGRESSION:** Move the cones further apart, require shots using the weaker foot, or add a time limit for each turn to increase challenge.



OPEN & FIRE CHALLENGE: Using the same setup, one pupil acts as the feeder, delivering a controlled pass to their partner. The shooter takes a positive first touch, dribbles around the cones with close control, and then shoots at the targets with accuracy and balance. Pupils are encouraged to keep their head up, adjust speed, and choose the best shooting moment under pressure. After three or four attempts, pupils swap roles so both experience feeding and finishing. This activity develops first touch, dribbling under pressure, and composed shooting. **PROGRESSION:** Add defenders, reduce cone spacing, or award different points based on target distance to increase challenge.

THE SHOOTOUT CIRCUIT: Multiple mini shooting stations are set up around the area, each with a different challenge, such as scoring through two cones, chipping over a marker, or curling around an obstacle. Pupils rotate between stations every minute, keeping score as they go to maintain motivation and intensity. **PROGRESSION:** Decrease cone widths, move further from the target, or add a moving ball pass before each shot.

TARGET STRIKE GAMES: Pupils play 3v3 or 4v4 small-sided matches where each team aims to knock over all of their target cones placed along the end line to win the game. Players are encouraged to work as a team, using quick, accurate passing, effective movement into space, and precise, well-timed shooting to create scoring opportunities. Teams are grouped by ability to ensure appropriate challenge and allow all pupils to experience success and confidence. **PROGRESSION:** Limit the number of touches, shrink the playing area, or add a rule that a score only counts after three consecutive passes to encourage teamwork and ball retention.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger goals/targets for beginners, smaller for advanced.

TASK

Start with target shooting, progress to shooting under pressure.

EQUIPMENT

Use cones or large markers as targets, then goals.

PEOPLE

Work in pairs for feeding, groups for conditioned shooting games.

Cooldown

GENTLE SHOOTING: Pupils take slow, close-range push shots into the goals, focusing on control, accuracy, and correct shooting technique rather than power. After each shot, pupils pause to complete gentle stretches to help the body cool down and relax. **PROGRESSION:** Pupils take turns leading one stretch for the group after their shot. "Which part of your technique gave your shot the most accuracy?"

Key Technical Points

Shooting:

- Push the ball on the ground instead of trying to hit it with power
- Remember that you can only shoot the ball by hitting it with the flat part of your stick while inside the scoring circle

Lesson Objective To select the correct tactics within a game situation

Lesson 4/6

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

Success Criteria Children can:

- Perform a range of passes in a game situation (Small sided games, for example 2v2 or 3v3, etc.)
- Dribble/run with a ball confidently in a game situation
- Use the correct technique when aiming at a target in a game situation

EDSTART KNOW

- I can explain what tactics are in hockey
- I can describe how attackers and defenders use space
- I can understand when to pass or dribble in games

EDSTART GO

- I can perform a range of passes and dribbles in matches
- I can defend by intercepting passes
- I can work with my team to score points

EDSTART SHOW

- I can cooperate with teammates to use tactics
- I can encourage others in both attacking and defending roles
- I can respect opponents during competitive games

Key Questions How can you use space and tactics to be successful in games? By moving into space, communicating, using quick passes, and adapting tactics to outplay opponents.

Warm Up

BALL & SPACE: Each pupil moves freely around the area with a stick. Half of the pupils dribble a ball while the other half move without a ball, finding space and offering passing options. Emphasis is placed on awareness, control, and decision-making when moving into space. **PROGRESSION:** Add defenders who try to intercept passes, forcing pupils to make quicker and smarter decisions.

Main Activity



SKILL LAB: Pupils become sport scientists for the lesson. Each pupil chooses one area of their game to improve, such as passing accuracy, tackling, or dribbling under pressure. Pupils then form a "skill squad" of four players with the same focus and design their own mini-drill. They set up equipment, test the drill for four minutes, then adapt it to make it harder or more creative. This encourages ownership, problem-solving, and reflection. **PROGRESSION:** Challenge groups to record how many successful passes, tackles, or goals they achieve in one minute before and after practice to measure improvement.

TACTICAL TAKEOVER: Pupils work in groups of five and set up a small pitch with three attackers and two defenders. Before each round, teams huddle to plan tactics, with attackers discussing movement and quick passing, and defenders planning how to block space or intercept. Games last three minutes before stopping to review what worked and what didn't, then roles are swapped. Pupils are encouraged to experiment with ideas such as zonal defence or quick one-touch passing. **PROGRESSION:** Add scoring zones, time limits for attacks, or bonus points for creative plays.

THE KEEPBALL CHALLENGE: Large grids are set up and groups of five or six work to keep possession away from one defender. Attackers must move constantly, call for the ball, and use quick passes to maintain possession. The defender earns points for each interception, and defenders rotate every minute to keep intensity high. **PROGRESSION:** Reduce the space, add extra defenders, or introduce a one-touch rule for advanced groups.



THE EDSTART PREMIER CUP: Pupils take part in fast-paced 3v3 or 4v4 tournament games. Teams aim to knock over all the cones at the end of the opponent's pitch to win. Points are awarded for goals, teamwork, and creativity. Pupils are encouraged to apply tactics from earlier activities, including quick passing, movement, and communication. After each round, teams discuss and adapt their strategies like real coaches. **PROGRESSION:** Limit each player to two touches, add bonus targets, or rotate positions after every match to develop all-round understanding.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger areas for beginners, smaller for advanced tactical pressure.

TASK

Focus on one tactic at a time, then combine.

EQUIPMENT

Use cones/zones for tactical areas before full play.

PEOPLE

Rotate attackers/defenders in groups of 4-5.

Cooldown

WALK & TALK: Pupils walk slowly in pairs, completing gentle stretches while discussing the tactics they used during the lesson. This helps lower the heart rate and encourages reflection and communication. **PROGRESSION:** Pairs demonstrate one tactic they used while stretching. "What tactic helped your team keep possession today?"

Key Technical Points

- Hockey is a non-contact sport. This means that players are not allowed to push, trip, or physically touch an opponent
- 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
- The left hand does all the work in turning the stick, the right hand does not rotate the stick, and only the flat side of the stick is used to play the ball

Lesson Objective To play a small modified game of hockey

Lesson 5/6

Equipment Needed Hockey sticks, hockey balls, cones, markers.

Success Criteria Children can:

- Understand they cannot kick the ball on purpose
- Understand they cannot use the back of their stick
- Understand they cannot lift their stick up to play the ball in the air
- Understand they cannot hit another player's stick with theirs

EDSTART KNOW

- I can explain the basic rules of hockey
- I can describe what players are not allowed to do with the stick
- I can understand when and where I can score

EDSTART GO

- I can play fairly in small-sided hockey games
- I can pass and dribble using the correct rules
- I can score goals following the rules of the circle

EDSTART SHOW

- I can respect opponents during modified games
- I can encourage my teammates in 4v4 activities
- I can accept decisions and play fairly

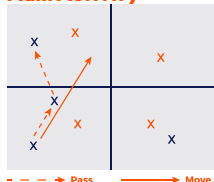
Key Questions

How can you move and pass to break down a defence? By spreading out, moving into space, timing passes well, and communicating to move the ball quickly.

Warm Up

BATTLESHIPS PASSING: Pupils work in pairs, aiming accurate push passes at cone "targets." Emphasis is placed on correct passing technique, control, and accuracy rather than power. Pupils retrieve balls safely and reset targets to keep the activity flowing. **PROGRESSION:** Increase the passing distance or shrink the target size to increase challenge.

Main Activity



4 ZONE FRENZY: The playing area is divided into four clear quarters, with teams of four competing for control and possession. The attacking team must successfully pass the ball into each of the four zones to score a point, encouraging patience, accuracy, and awareness of space. Defenders are restricted to guarding within their own zone, focusing on reading the play, anticipating passes, and intercepting without leaving their area. Attackers can move freely between zones, using communication, well-timed runs, and clever off-the-ball movement to break down the defensive shape. The first team to complete six successful passes across all zones wins, creating a competitive and engaging challenge. **PROGRESSION:** Reduce the time limit, make zones smaller to increase pressure, or allow defenders to rotate zones after every interception to raise the challenge.

FAST BREAK RUSH: Two end zones are set up at either end of the playing area and the class is split into small teams. On the whistle, one team attacks by passing the ball quickly and moving into space to reach the end zone before defenders can intercept. Players are encouraged to support the ball carrier, communicate clearly, and make fast decisions under pressure. If the defenders win possession, they immediately transition into attack, countering quickly before the opposition can reset their shape. This activity develops teamwork, quick reactions, transition play, and defensive recovery. **PROGRESSION:** Add a rule requiring the ball to be passed through every team member before scoring or increase the number of passes needed before reaching the end zone to encourage greater teamwork and patience.



TARGET STRIKE SHOWDOWN: Pupils play fast-paced 3v3 or 4v4 matches, with each team aiming to hit all of their target cones placed at the end of the opponent's pitch. Every successful hit earns a point, and the first team to clear all targets wins. Emphasis is placed on passing, movement, communication, and applying tactics from earlier activities. **PROGRESSION:** Add time limits, require a minimum of three passes before shooting, or challenge teams to defend their targets while attacking at the same time.

Adapted Learning (Differentiation) (Challenge)

SPACE

Smaller pitches for beginners, larger for advanced players.

TASK

Start with rule-limited games, progress to freer matches.

EQUIPMENT

Use cones for goals if nets unavailable.

PEOPLE

Teams balanced by ability for fairness.

Cooldown

WALKING HOCKEY: Small teams play hockey at a walking pace, focusing on control, awareness, and safe use of the stick. After play, pupils stretch together to help the body cool down and reflect on the session. **PROGRESSION:** Add a rule requiring three passes before shooting to encourage teamwork and safe play. "Which rule was most important to keep the game safe today?"

Key Technical Points

- In general in hockey passes should be made to 12, 3, 6 & 9 o'clock, players run diagonally
- No tackling, but passes can be intercepted
- You can only score a goal from inside the 'striking circle' in front of the opponent's goal – If the hockey ball is hit from outside the circle and goes into the goal, it doesn't count

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">• Officiate and run small games of hockey and are able to follow the rules they have learnt throughout the term• Consistently demonstrate an understanding of spatial awareness• Effectively apply some elements of strategy and tactics			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain the main rules of 4-a-side hockey• I can describe how to use strategies in matches• I can understand how to evaluate my performance	<ul style="list-style-type: none">• I can play in small-sided hockey matches with tactics• I can pass, dribble, and shoot with control• I can apply strategies with my teammates	<ul style="list-style-type: none">• I can respect referees, teammates, and opponents• I can encourage my team during games• I can show fairness whether my team wins or loses		
Key Questions	hat tactics do I need to play 4v4 hockey? Use width, move into space, pass quickly, communicate clearly, and work together to defend and attack effectively.			
Warm Up	4 SQUARES PASSING: The playing area is divided into four quarters. Teams must successfully pass the ball into every square before they are allowed to score, encouraging patience, awareness, and teamwork. Players are encouraged to move into space, support the ball carrier, and communicate clearly to switch play effectively. PROGRESSION: Limit the number of touches per player or increase the number of defenders to add pressure and challenge decision-making.			
Main Activity	<p>EDSTART HOCKEY FESTIVAL: Welcome to the Edstart Hockey Festival. Four mini-pitches are set up with goals or three-cone targets if goals are not available. Pupils play in mixed teams of four and rotate between pitches every five minutes. Each match encourages creativity, teamwork, and the use of hockey skills developed throughout the unit, including dribbling, passing, shooting, and defending. Between games, teams huddle to plan new tactics, reflect on performance, and celebrate positive play. The festival-style format keeps all pupils active, motivated, and engaged throughout the session. PROGRESSION: Introduce themed rounds such as Power Play (double points for goals), Pass Master (three passes before scoring), or Defence First (bonus points for clean tackles).</p> <p>RULES:</p> <ul style="list-style-type: none">• There are no goalkeepers in 4-a-side hockey• A goal is scored when the ball is struck or deflected off a player's stick from within the shooting area• A penalty goal is awarded if a defender deliberately stops the ball crossing the goal line with their feet or body• A free pass is given when an offence occurs <p>OFFENCES INCLUDE:</p> <ul style="list-style-type: none">• The ball goes out of bounds• A player intentionally uses their body to play the ball• A player uses the back of their stick• A player raises their stick in a dangerous manner <p>FREE PASS RULE:</p> <ul style="list-style-type: none">• The ball must be taken from where the offence occurred• All opposing players must be at least three metres away until the free pass is taken			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Adjust pitch size for ability, use multiple pitches for tournaments.	Start with timed matches, progress to tournament-style play.	Use smaller/larger goals depending on group.	Teams rotated to ensure fairness and equal opportunities.
Cooldown	CELEBRATION CIRCLE: Pupils roll the ball gently to each other in a circle, taking turns to share one hockey skill they have improved this term. The activity finishes with calm, controlled stretches to help the body cool down and reflect on learning. This supports confidence, communication, and positive reflection. PROGRESSION: Each child leads one stretch for the group to build leadership and ownership. "Which skill from this term will help you most in real hockey games?"			
Key Technical Points	<ul style="list-style-type: none">• In general in hockey passes should be made to 12, 3, 6 & 9 o'clock, players run diagonally• No tackling, but passes can be intercepted• You can only score a goal from inside the 'striking circle' in front of the opponent's goal – If the hockey ball is hit from outside the circle and goes into the goal, it doesn't count			