|  |  |
| --- | --- |
| **KS3** | **Hockey** |
| **Overview of topic:**Students will be taught the fundamentals of hockey. Working individually, in pairs, small groups and in teams. Students will reflect on their learning and others. |
| **Core Skills, to include:** Passing:• Push• Drive• Slap hitReceiving and stopping the ball whilst stationary:Dribbling:• Push• TapShooting:• Open side techniqueTackling:• Block• Jab – front and sideMarking:• Player with the ball | **Advanced skills, to include:**Reverse stick passing: • Push • Drive • Hit • Slap • Scoop Open or reverse passing: • Flick Open passing: • Aerial scoop Receiving and stopping the ball whilst on the move: • Grip and body position • Using Reverse stick Dribbling: • Ability to beat opponents • Indian dribble • Close control • Tackling • Shave Marking: • Player without the ball/shadowing |
| **Key vocabulary:****Tier 2**Grip, Hands, Goal, Ball, Dribble, Block tackle, Goal keeper, Channel, Tactics, Formation, Attacker, Possession, Defender, Midfielder, Gum shield, Shin pads Pitch**Tier 3****Stick, Flick , Scoop, Push pass, The hit, Aerial pass, The slap, Jab tackle, Long corner, Short corner, Penalty corner, Reverse stick** | **Decision making and tactical awareness, to include:** • When to pass/tackle/shoot/switch stickhands• Where to pass/tackle/shoot• Which pass to make• Awareness of team strategies/tactics in bothattacking and defending situations e.g. set pieceplays, short/penalty and long corners• Attacking positioning on the field• Defensive positioning on the field• Defensive ploys – man to man marking,zonal marking• Awareness of strengths/weaknessesand actions of other players e.g. adopt avariety of roles in attack and defence inthe game• Awareness of the rules and regulations of thegame and their application (including refereeingsignals)• Positioning and organisation at set pieces,communication, command of the D(Goalkeeper only). |
| **Co-curricular opportunities:**Links to local clubs | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**Clarify and summarise  |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
 |