



## Rationale for shared teacher guidance in PE – Games and Athletics

This is a guide to how we teach Games in PE at CAW. In this document you will find the concepts behind how and why we teach PE in the way that we have designed it, and how to plan accordingly to enable children to be physically literate.\* Physical literacy is the term used to describe children who have the physical competence and knowledge, understanding, confidence and motivation for engagement in physical activities.

## The Leadership of Games and Athletics at CAW

Quality of Education Lead	PE Specialist	PE Coordinator
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## The Teaching of Games

To best meet the needs of children in Games we adopt a skills approach and use resources from TOPS/Skills2Play cards. Each lesson focuses on one specific skill that is modelled alongside three key teaching points, which enable children to acquire that skill. Our lessons follow a simple structure of five stages (see below), with the Individual, Paired and Group activities all giving children opportunities to practise a specific physical skill in scenarios on their own, with one other and in groups. Children adapt their activities by using self-differentiation using the term STEP. This is adjusting their activity by Space, Task, Equipment and People. The teaching of games requires staff to model, (using either video, an excellent volunteer or by doing it themselves) a skill, and also modelling or discussing how to differentiate the activity to adjust the level of challenge. In teaching paired and group activities, the skill should be reinforced before highlighting how to adapt it in team scenarios. This is also an opportunity for teachers to explicitly teach CAW values, Growth Mindset and thinking about tactics in group games.

## When Medium Term Planning for Games consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
Videos of what the sport looks like professionally and/or at the highest level of both the male and female sport is an effective way of inspiring children to perfect their skill, as well as modelling specific skills.  TOPS/Skills2Play cards are effective games cards to adapt for skills teaching.	Use PE Curriculum Overview for the year to aid planning of the skills.  Use PE Specialist's plans for breakdowns of the learning objectives for the half term for each year group	PE Specialist PE Co-ordinator	Weeks 1-5 should plan for skills acquisition using IPG structure.  Week 6 should allow for some intraschool competition e.g. house competition of small sided games or class v class in same year group.

Content/Time: PE is taught at our school twice a week for an hour (so all children get 2 hours per week). On the days children do not have PE, they do '1K a day' (see '1K a day' rationale). Therefore, in total, children spend 2 hours 30 minutes engaged in timetabled PE/1K a day per week.

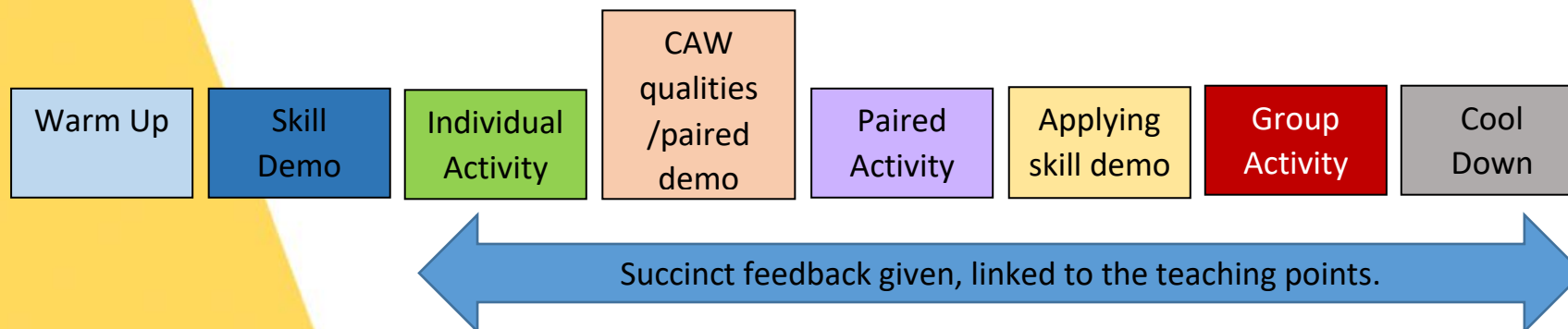




## Most effective lessons look like...

1. Warm Up – an activity that is physically active for 5 minutes and involves some stretches (KS1 whole body stretches throughout warmup, KS2 some specific body stretches). Warm ups do not need to be linked to the lesson (e.g. a tagging game could precede a hockey lesson)
2. Individual Activity - children practise a skill with 3 teaching points. Challenges may be set to allow them to differentiate using STEP. Children will self-assess their progress with the three teaching points. It is best practise in games and athletics to have some aspect of personal challenge in the individual activity ie children doing practising a skill in a challenge, then trying to compete against themselves to beat their score/time.
3. Paired Activity - children practise the same skill using a partner. The activity may be altered or changed from the IA but the skill will still be the same focus. During the PA there may be opportunity for peer assessment and feedback linked to the three teaching points. It is best practise at CAW for the children to self-select their partner as this replicates the playground environment (choosing who to play with) and we have seen at CAW PE this has had a great influence on playground behaviour.
4. Group Activity – children practise the same skill in a group. The activity may be altered or changed from the IA and PA, but the skill will still be the same focus. The game may become more complex with other skills involved, but the skill acquired during the lesson should still be the focus. (E.g a hockey match 3 v 3. If the skill has been shooting throughout the lesson, teacher feedback and all focus should be on the shooting skill, not on defending/dribbling/passing etc. This can be picked up in the plenary.) During the GA there may be opportunity for peer assessment and feedback.
5. Cool Down – children perform an activity (could be a slow walk, slow jog, sitting rolling a ball) which allows their body to warm down and also allow them to mentally calm before going back to classroom based learning. During this time it is best practise to allow children to reflect on their learning and assess their progress in their skill acquisition. They may assess if they have achieved the learning objective successfully during the lesson (eg to be able to dribble a ball with a hockey stick with control). However they may be able to assess further by saying how they managed with each part of a skill (eg they found when learning to dribble with a hockey stick that they could (1) hold the stick correctly, (2) keep the ball close to the stick but found (3) turning the stick over was difficult). This could involve peer or class discussion, or an opportunity for pupils to indicate to the teacher their levels of confidence in the skill they have learnt.

## An effective games lesson might look like this








Pupil outcomes	
Intended Learning	Demonstrable Outcomes
<p>Learning objectives should be taken from the PE Skills Overview of the specific academic year. These have been taken from the 'Chris Quigley Essentials Content' (2016) skills document that follows the National Curriculum.</p> <p>Some of these may need to be adapted due to their broad nature, so please refer to the PE Specialist's broken down learning objectives from the medium term plans, or speak to the PE Specialist regarding breaking these objectives down further into specific skills.</p>	<p>Children should be able to demonstrate these skills during lessons 1-5 throughout the IA, PA and GA parts of the lesson. In particular, children should be able to combine skills learnt throughout the term and perform them in the GAs in lessons 4, 5, 6 and especially in lesson 6 in a competition format.</p>

Feedback
<p>Please refer to our Feedback and Marking Policy in line with this guidance</p> <p>Feedback from teachers should be accurate throughout the lesson and be linked to the skill being learnt and it's 3 teaching points. Feedback from the teacher should be based on observation and then be verbally shared with the child in the following ways:</p> <ol style="list-style-type: none"><li>1. Which teaching point/s the children are achieving.</li><li>2. Which teaching point/s the children need to work on and how to do it, using modelling where appropriate.</li><li>3. Discussion of adapting the task using STEP to make the task less/more challenging, which will enable the child to make progress on areas identified needing practise.</li></ol> <p>Alongside this, children should be able to evaluate their own and others performances using the three teaching points. Using a whiteboard to initial, iPads to picture and video, discussion, questioning and observing others, children should be able to identify strengths and weaknesses in the lesson of theirs and others performances.</p> <p>By the end of a lesson, with feedback from the teacher and other members of the class, each child should know what they can do and what they need to continue to improve.</p>





To be able to choose and combine running and passing techniques in game situations.		
Watch your player and tick/comment on whether they have achieved these learning stars.		
	If there is space to run into, run forwards towards the tryline.	1 ✓ good running forward with teammates ✓ 2 ✓ running close to tryline and back an towards
	If your tag is taken, pass to a teammate without panicking.	1 ✓ good at not panicking 2
	Pass backwards towards your own tryline.	

→ go closer to your tryline

## SEND support

When medium term planning for PE, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate SEND differentiation using STEP (Space, Task, Equipment and People).

In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work. For children with a disability or with mobility issues, tasks are carefully adapted to allow these children to be a part of the whole class lesson, whilst still being able to make progress in their physical skills.



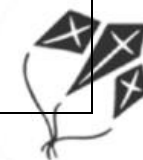


## Key Stage 1 Example - Games Skills Medium Term Plan (Year 2 Hitting Skills)

### Skills:

- Use hitting and rolling skills in combination.
- Lead others where appropriate.

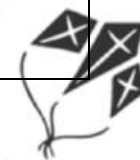
Learning Objectives	Warm Up/Cool down	Main activity	STEP	Teaching Points
1. To be able to stop and block a ball with my body/ a bat.	<p>Warm up - Rock Paper Scissors Tag</p> <p>Cool down - Roll and stop the ball with their hand with a partner sat on the floor.</p>	<p><i>Individual Activity: (see S2P Throw-catch-block)</i></p> <p>Roll the ball and stop it using a bat. Teacher to model how to do this. Children allowed to move the ball with the bat around the room too.</p> <p>Then play musical statues. When the music stops, the children have to try and stop and freeze with the ball! Children have had the practise of doing on their own before the music is used.</p> <p><i>Paired activity:</i> In pairs children try to roll the ball past one another with a goal but the goalie tries to block the ball with a bat. Teacher to model good practise with a volunteer.</p> <p><i>Group activity:</i> Dribble relay races. The teacher rolls 5 soft tennis balls away, children have to run, stop the ball and dribble it back to the teacher as fast as they can. Teacher to remind children of importance of praising and encouraging</p>	<p>Variety of bats and balls.</p> <p>Make the goal bigger (trickier) or smaller (easier).</p> <p>Variety of equipment</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Looking at the ball all the time;</li><li>• Keep the bat to the side of your body;</li><li>• Move your body/bat to where the ball is heading.</li></ul>







		teammates. To finish, use reflex balls as a tricky challenge!		
To be able to dribble a ball with a bat or stick.	<p>Warm up - Stuck in the Mud zones: Stuck in the mud with three zones set out. This is where the taggers are not allowed to go. Children try to get from one zone to another without being tagged. If they are tagged then they are stuck, until someone else unsticks them by running under their outstretched arms.</p> <p>Stretches</p> <p>Cool down - Roll and stop the ball with their hand with a partner sat on the floor.</p>	<p><i>Individual Activity:</i> Teacher to model how to dribble the ball with a bat/hockey stick using the teaching points, and remind of keeping bat/stick down. Children move around the playground, moving in and out of each other dribbling the ball with a bat or stick. When the teacher shouts 'Change Direction', the children change direction.</p> <p><i>Paired activity:</i> Children use 5 pieces of equipment (cones, skittles, spots,) to make up their own dribbling game. They could set this up in a circle, straight line or letter of their name! Children take in turns to do their dribbling game, then swap with their partner.</p> <p><i>Group activity:</i> Similar to last week - dribble relay races. The teacher rolls five soft tennis balls away children have to run, stop the ball and dribble it back to the teacher as fast as they can. Teacher to remind children of importance of praising and encouraging teammates. To finish, use reflex balls as a tricky challenge!</p>	<p>Children choose bat or stick, and ball size and shape.</p> <p>Self-select equipment</p> <p>Teacher to adapt equipment they use for each child based on assessments.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Eyes on the ball.</li><li>• Keep the bat and ball to the side of your body.</li><li>• Keep the bat touching the ball - don't hit, push!</li></ul>





<p>To be able to hit a still ball with a bat.</p>	<p>Warm up - Numbers Warm Up:</p> <ol style="list-style-type: none"><li>1. Change Direction</li><li>2. 2 hands on the floor.</li><li>3. 3 star jumps.</li></ol> <p>Dynamic stretches</p> <p>Can children add a number 4 and 5 to the list?</p> <p>Stretches around the space</p> <p>Cool down - Roll and stop the ball with their hand with a partner sat on the floor.</p>	<p><i>Individual Activity:</i> Children move round the room with the ball on a racket. When there is a clap, they put the bat and ball down, sprint around the nearest cone and then run back and get their ball again. Move onto hitting the ball up on their racket.</p> <p><i>Paired activity:</i> Teacher to model hitting a ball off a tee using the teaching points. Around the outside of the playground there are tees setup with a ball for the children to hit and feet markers for where the children should stand. Children hit the ball into the middle of the playground for their partner to collect and run back to the tee. Repeat twice and then swap.</p> <p><i>Group activity:</i> Score a goal! Split the class into 4 teams, if a player hits a ball through the goal they score a point for their team. After 5 minutes, which team has the most points?</p>	<p>Children self select the equipment.</p> <p>Children self select equipment.</p> <p>For those who find it easy, offer the chance to drop the ball and hit after a bounce.</p> <p>Challenge: have a skittle/cone in the goal for children to get two points if hit!</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Stand sideways to the ball with your bat pointed.</li><li>• Feet shoulder width apart.</li><li>• Move the bat/stick back, then swing it forwards towards the ball.</li></ul>
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<p>To be able to control a bouncing ball.</p>	<p>Warm up - Cats and Mice 5 children are given a band to show they are cats. Rest of class are given a tag that they hold behind them like a tail. Teacher to model how the cats have to chase the mice to snatch their tail! Model how the cat always gives the mouse their tail back and goes to get someone else so that all children can continue to be involved in the warm up. Remind children of prior learning regarding running safely in a space.</p> <p>Cool down - Sit on the floor with a partner and bat the ball back to one another using your hand.</p>	<p><i>Individual Activity : (see S2P Brilliant Bouncer)</i> Teacher to model how to hit the ball up with your hand let it bounce, and then do the same again. Show using variety of palm and back of hand. Demonstrate how to make easier catching and throwing.</p> <p><i>Paired activity:</i> In pairs children take in turns to bounce the ball and hit to their partner using the palm of their hand. For those that can, some start to use a bat to hit to their partner (teacher to model this).</p> <p><i>Group activity:</i> In 4s, children have one ball and one bat. One player bounces the ball and hits with their hand/bat. The three others have to try and catch the ball without it bouncing. The player hitting the ball has two goes, then swap. Teams are working together- first team to 5 catches wins!</p>	<p>Self-select equipment</p> <p>Use hands or a bat.</p> <p>If a second round, make the winning team move further back.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Bounce the ball to the side of your body.</li><li>• Point your hand/ racket away from your body.</li><li>• Move your body/bat to where the ball is bouncing.</li></ul>
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<p>To be able to hit and aim a ball with control.</p>	<p>Warm up - Chain Tag</p> <p>Model how to play tag in pairs. Show how the children hold hands and then try to tag someone else to add to their chain. Then show how only the children at the end of the chain can tag others.</p> <p>Remind children to be careful not to pull people in the wrong direction too hard!</p> <p>Cool down - Sit on the floor with a partner and bat the ball back to one another using your hand.</p>	<p><i>Individual Activity:</i> Model to the children how to underarm throw the ball to the wall and catch. Children practise. Then model how to throw and hit the returning ball, moving you hand towards where the ball is heading.</p> <p><i>Paired activity:</i> Jump on spots and hit the ball. First children catch the bouncing ball once they have jumped on the spots. Model how to do this using the teaching points. Then teacher models how to hit a bouncing ball back in the direction it came from. Show how first to jump on the spots, point racket away from body and hit the ball back to your partner.</p> <p><i>Group activity:</i> Team goal game. Teachers to feed a bouncing ball to children who try to hit the ball into the goal over the net. First team to 10 goals wins!</p>	<p>Self-select equipment.</p> <p>As a challenge, can children volley rather than let it bounce?</p> <p>To make it easier, children may allow the ball to bounce more than once.</p> <p>Teacher to select ball to throw for children needing different levels of challenge.</p> <p>Children self select distance from net (3 choices available)</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Eyes on the ball at all times.</li><li>• Point the racket away from you.</li><li>• Move the bat towards where the ball is heading.</li></ul>
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<p>To be able to create and play games involving hitting a bouncing ball.</p>	<p>Warm up - North South East West 4 spots are put out around the playground in a square. Explain to the children these are the points of a compass- North South East West. Call out a point and children run to it.</p> <p>Adaptations:</p> <ul style="list-style-type: none"><li>• Use different methods of getting to the different points e.g. jumping, skipping, hopping.</li><li>• Easy - could just call out the colours for the younger years.</li><li>• Harder- point to the wrong point to try and trick the children! ]</li></ul> <p>Cool down - Sit on the floor with a partner and bat the ball back to one another using your hand.</p>	<p><i>Individual Activity:</i> Using a hoop and a ball, children try to hit the ball to get it to bounce into a hoop. Teacher to remind children of the teaching points from last week.</p> <p><i>Paired Activity:</i> Teacher to model simple game involving hoops/buckets as a target. 2 targets created - 1 easy target worth one point and one trickier target worth two points. Children take in turns to try to hit the bouncing ball into the target for points.</p> <p><i>Group Activity:</i> Over the Fence game. One player is across the net ready to catch the ball. Children are thrown the ball underarm by the teacher and they try to hit over the net. If they hit it over and it bounces in the court they're safe and go to the back of the line. If they miss the ball, hit it 'out' or the player over the net catches the ball, then they go to the other side of the net. If a player on the other side of the net catches the ball, they're back in the game!</p>	<p>Children choose to hit with hand or bat (STEP), how big the hoop is (STEP) and how far away they are from the target (STEP).</p> <p>Challenge: children hit ball thrown underarm by their partner like last week.</p> <p>Children self select one of three distance from the net as last week. Teacher assesses and uses variety of ball to throw to each child.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Eyes on the ball at all times.</li><li>• Point the racket away from you.</li><li>• Move the bat towards where the ball is heading.</li></ul>
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## Key Stage 2 Example - Games Skills Medium Term Plan (Year 5 Hockey Skills)

### Skills:

- Choose and combine dribbling, hitting and passing techniques in game situations.
- Work alone or with team mates in order to gain points or possession.
- Choose the most appropriate tactics for a game.
- Lead others when called upon and act as a good role model within a team.

Learning Objectives	Warm Up/ Cool down	Main activity	STEP	Teaching Points
1. To dribble a ball with control and speed whilst looking up.	<b><u>Cats and Mice</u></b>  5 children are given a band to show they are cats. Rest of class are given a tag that they hold behind them like a tail. Teacher to model how the cats have to chase the mice to snatch their tail! Model how the cat always gives the mouse their tail back and goes to get someone else so that all children can continue to be involved in the warm	<b><u>Individual Activity:</u></b>  Teacher to model using the teaching points how to dribble with control and speed. Model 'Opening the door' to turn your hockey stick over. Children try dribbling the ball on the right side, then the left, then the right. Practise for a couple of minutes. Then have a go at different coloured cone runs are around the playground (like ski slopes they are different difficulties).  <b><u>Paired activity:</u></b>  In pairs children create own dribbling run using cones. Using a stopwatch they see how quickly they can dribble through their course and pass through the goal at the end, then they try to speed it up using the teaching points.	Children self-select ball that they use. They self select which slalom to go through (some are more spaced out than others)  Children decide on space between the cones.	<b><u>Teaching Points:</u></b> <ul style="list-style-type: none"><li>• Keep the ball close to the stick.</li><li>• 'Open a door' to turn your hockey stick over.</li><li>• Look down at the ball, look up at the rest of the players. (Look down, look up. Look down, look up.)</li></ul>

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	<p>up. Remind children of prior learning regarding running safely in a space.</p> <p>Cool down - All equipment put away apart from their hockey ball.</p> <p>Children sit in their pairs opposite one another rolling the ball.</p> <p><i>Self Assessment Dice.</i></p> <p>Ask for some</p>	<p><i>Group activity:</i></p> <p>Dribbling run races. In groups children dribble through a run. If a team wins, another cone is added in to make it trickier/losing team has one taken away! Explain how a closer race makes it more exciting!</p>	<p>Children self-select ball that they use.</p>	
<p>To be able to dribble in different directions away from a defender.</p>	<p>Warm up - Stuck in the Mud zones:</p> <p>Stuck in the mud with three zones set out. This is where the taggers are not allowed to go. Children try to get from one zone to another without being tagged. If they are</p>	<p><i>Individual Activity:</i></p> <p>Rectangle of cones is setup in middle of the playground. Children dribble around the rectangle, looking up and down to see where others are. Once confident, rectangle becomes smaller. How small can we make the rectangle for the class?!</p>	<p>Self-select equipment.</p> <p>Teacher to assess size of rectangle based on class skill level.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Look down and look up to see where the opponent is.</li> <li>• Push the ball away from an opponent and run to collect it.</li> <li>• Manoeuvre your body inbetween the ball and your opponent to shield the ball.</li> </ul>

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	<p>tagged then they are stuck, until someone else unsticks them by running under their outstretched arms.</p> <p>Cool down - All equipment put away apart from their hockey ball.</p> <p>Children sit in their pairs opposite one another rolling the ball.</p> <p><i>Self Assessment Dice.</i></p> <p>Ask for some Stretches</p>	<p><i>Paired activity 1:</i></p> <p>Teacher to set up small rectangle for dribbling and tackling paired work. With one ball children take in turns to try and avoid being tackled.</p> <p>Teacher to model safe tackling- showing hockey stick always near the ground.</p> <p>Demonstrate how to manoeuvre body in the way of the ball to protect and shield the ball.</p> <p>Emphasise how important it is to be able to move in different directions as practised.</p> <p><i>Paired activity 2:</i></p> <p>Teacher to model a simple 1 v1 match. Give children opportunity to create own game with dribbling and tackling. Explain how shielding the ball can be helpful, but to attack sometimes pushing the ball past the opponent and running after the ball can create a goalscoring chance!</p>	<p>Children decide on how big their rectangle is and equipment.</p> <p><i>Challenge: both have a ball and try and tackle!</i></p> <p>Children choose ball and size of area/goal.</p> <p><i>Challenge: Could get those who feel confident to do 1 v 2?</i></p>	
To be able to dribble and pass a ball with accuracy and control.	<p>Warm up - Numbers Warm Up:</p> <p>4. Change Direction</p> <p>5. 2 hands on the floor.</p> <p>6. 3 star jumps.</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model how to push the hockey ball using the teaching points. Model the difference between a big stride and small stride - so much more power. For today, don't over focus on stopping the ball (will do next</p>	<p>Self selection of equipment and how close to the wall.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Big stride with opposite foot pointing where the ball needs to go.</li> </ul>



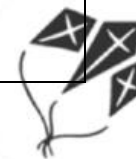


	<p>Dynamic stretches</p> <p>Can children add a number 4 and 5 to the list?</p> <p>Stretches around the space</p> <p>Cool down - <i>Self assessment and reflection dice: sit and roll with partner and discuss learning reflection question.</i></p>	<p>week). Children to explore passing the ball against a wall. <i>Self assess.</i></p> <p><i>Paired activity:</i></p> <p>In pairs, children practise their passing from a still position. After a few minutes, teacher to model dribbling the ball into space then making a pass. Children then go back into pairs, passing to one another on the move and combining dribbling and passing. <i>Self assess.</i></p> <p><i>Group activity:</i></p> <p>In a big rectangle, half the class are on the outside with their hockey stick. The other half of the class are in the middle of the rectangle with a hockey stick and ball. They dribble round the rectangle, pass to someone on the outside, then get the ball passed back before going to someone else. After 2-3 minutes, swap over. Encourage children to combine dribbling skills from last week and today's passing skills.</p>	<p>Space between partners.</p> <p>Children self select equipment</p>	<ul style="list-style-type: none"><li>• Move the ball from your back foot to your front foot.</li><li>• Flick the ball quickly using your wrists from your front foot.</li></ul>
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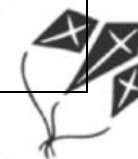


<p>To be able to dribble, pass and receive the ball with control.</p>	<p>Warm up - Cats and Mice</p> <p>5 children are given a band to show they are cats. Rest of class are given a tag that they hold behind them like a tail. Teacher to model how the cats have to chase the mice to snatch their tail! Model how the cat always gives the mouse their tail back and goes to get someone else so that all children can continue to be involved in the warm up. Remind children of prior learning regarding running safely in a space.</p> <p>Cool down - What did the opponents do well? Children discuss with their teammate what</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model how to stop a ball showing teaching points. Children practise passing the ball to the wall (using last week's learning) and then receiving the ball correctly.</p> <p><i>Paired activity:</i></p> <p>In pairs children try to smash the ball into their partners ball! Model to children how to stop the ball if it misses.</p> <p><i>Group activity:</i></p> <p>2 v 2 game. Children play a hockey match with 1 pass stipulation: they can only score a goal by dribbling through the goal and once a pass has been successfully made between teammates.</p>	<p>Self selection of equipment and how close to the wall.</p> <p>Space between partners.</p> <p>Self selection of how big the goals are. A challenge could be a 2 v 1 or 3 v 2</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Lean the hockey stick down close to the floor.</li><li>• Look where the ball is heading and move the middle of the stick to the ball to stop it.</li><li>• Move your stick in the direction the ball is going to take the pace out of the ball.</li></ul>
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	the opponents did well - could be dribbling with close control, accurate passing, controlled receiving (anything we have covered so far this term).			
To be able to make good choices when defending.	<p>Warm up - Rock Paper Scissors Tag:</p> <p>6-10 children chosen to be 'on'. If they tag someone, first a game of Rock, Paper Scissors is played. The player that gets beaten in this game is now on (regardless of whether they were on before or not!). They now have to run and find someone different to tag, before repeating a game of rock paper</p>	<p><i>Individual Activity:</i></p> <p>Children move around the playground, scoring in the drawn zones. Remind children of quickstick rules- you can only score once in the semi circle.</p> <p><i>Paired activity:</i></p> <p>As a defender, do we want the attacker to be in the semi-circle with the ball? No because then they can score. Model how to, wherever possible, get out of the zone or force the attacker out of the scoring zone. To model this and the other 2 teaching points, the defender (teacher to begin with) starts with the ball and passes it out of a scoring zone to the attacker. As soon as the defender has passed the ball they rush out of the zone to</p>	<p>Self-selection of equipment</p> <p>Choose the size of the goal and the distance away from the attacker.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Hockey stick low, trying to make contact with the ball.</li><li>• Try to force your opponent out of the scoring zone.</li><li>• Sideways on when defending so you can run with the attacker.</li></ul>





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	<p>scissors to decide who will be on too.</p> <p>Cool down - Reflection Question</p>	<p>try and tackle. Once a goal is scored/ball tackled then swap.</p> <p><i>Group activity:</i></p> <p>Numbers game. Children split into two teams and each given a number. The teacher calls out a number (e.g. 3!) and the child from each team (the number 3 on both teams) runs out to contest a 1 v 1 on the full pitch. Teacher to model how to score once in the shooting area.</p> <p>Once this has been modelled, other class teacher have a second pitch going on so there is not too much waiting.</p>	<p>Teacher to ask children to self select partners- these are then the children on opposing teams. Allows for children to compete against similar skill level players.</p>	
<p>6. To be able to choose when to defend and when to attack during a hockey match.</p>	<p>Warm up - North South East West</p> <p>4 spots are put out around the playground in a square. Explain to the children these are the points of a compass- North South East West. Call out a point and children run to it.</p>	<p><i>Individual Activity:</i></p> <p>Children practise their dribbling, when they hear 1 whistle they change direction, 2 whistles they swap the ball with someone else.</p> <p><i>Paired activity:</i></p> <p>1 v 1 game practising dribbling and shooting. Children take 4 cones and create their own little match. Teacher to remodel safe tackling.</p>	<p>Self select ball they are dribbling.</p> <p>Self select size of goals and space between them.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Hockey stick always low.</li><li>• Looking up and down throughout the match.</li><li>• Keep the ball in contact with the stick when in possession.</li></ul>





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	<p>Adaptations:</p> <p>Use different methods of getting to the different points e.g. jumping, skipping, hopping.</p> <p>Easy - could just call out the colours for the younger years.</p> <p>Harder- point to the wrong point to try and trick the children!</p> <p>Stretches spots</p> <p>Cool down - Sit with your opposite number and discuss which you feel you did best today: dribbling or shooting? What could you improve on next week?</p>	<p><i>Group activity:</i></p> <p>Class house hockey tournament. Split class into 4 teams (houses where possible) and have the following tournament with matches being 3-4 minutes each dependent on time:</p> <p>Air v Earth &amp; Fire v Water</p> <p>Air v Fire &amp; Earth v Water</p> <p>Air v Water &amp; Earth v Fire</p> <p>Discuss with class what they think we should do when we are attacking (Move into space with/without the ball) and when we are defending (being between the opponent and the goal).</p>		
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City Academy Whitehawk – Teaching Guidance Documents 2021-2022

	Some children selected to share with the class.			
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