

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
<b>1</b>	<b>Hockey</b>	<b>Moving with the ball</b>	<b>8</b>						<b>SEN:</b>
<b>Objectives:</b>	To be able to confidently perform with accuracy, the Indian dribble. To comprehend and grasp how to confidently perform with accuracy, the Indian Dribble. To be able to perform the speed dribble demonstrating correct technique at a speed appropriate to the individual's ability.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Warm Up</b>	- In threes - pass the ball on the move down channel and when they get to the small D they shoot into the goal.	To understand and know the benefits of a warm-up prior to exercise To confidently perform with accuracy, the skills within the warm-up	Use any type of pass Shoot inside the D Dribble with ball 5 m each person	↑ Add defenders ↑ Limit touches	Observe pupils performances	<b>R+</b> Show inner direction, optimism and flexibility	<b>Science:</b> Forces within a moving ball  <i>Objectives:</i> Describe the relationship between the amount of work done and energy changes on deformation	Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities.  <b>Muscles of the body</b> Look at identifying muscles in the body as they are stretched.	
<b>Pair Stretching</b>	Students arranged in a circle. Teacher leads through series of stretches and questions students as to what muscles we were stretching.	To understand the importance of stretching at the start of the session. To know the names of major muscles. To carry out in pairs correct stretching routines safely.	Hold stretches for 8 seconds. No bouncing.	↑ Get pupils to incorporate stretching with Ball / Stick / Objects being used within the lesson	<b>Q &amp; A</b> on benefits of stretching and their warm ups		<i>Student expectations:</i> I know that the bigger the force on something, the bigger the change in shape there is.	<b>Latissimus dorsi</b> <b>Deltoid</b> <b>Rotator cuffs</b> <b>Pectorals</b> <b>Biceps</b> <b>Triceps</b> <b>Abdominals</b> <b>Hip flexors</b> <b>Gluteals</b> <b>Hamstrings</b> <b>Quadriceps'</b> <b>Gastrocnemius</b> <b>Tibialis anterior</b> <b>Latissimus dorsi</b> <b>External obliques</b>	
<b>Moving with the ball – Speed Dribble</b>	The pupils will move freely with in the 25 yard area of the pitch,	To be able to describe the objectives of the speed dribble.	Ball to right of body. Push/tap ball ahead of right foot. Head up.	↑ with cones scattered randomly in middle of running lane. Try not to hit the cones. ↓ Give attacker more time before 'releasing' the defender.	☑ Pupils state, identify and reflect on the strength and weaknesses of dribbling performances. ☞ Assess the mistakes made when passing using the reverse stick	✍ Produce and evaluate 3 points why the control of the ball was not successful	<i>Student expectations:</i> I understand cross-sectional area	<b>Maths:</b> Volume of prisms objects found within a Hockey environment  <i>Objectives:</i> To be able to calculate volume of prisms  <b>English:</b> Advertising in Hockey  <i>Objectives:</i> To be able to use their own innovative skills to create an Hockey product advert To know and use the correct terminology, techniques, speaking, communication and jargon to produce a relevant and informative Hockey advert.  <i>Student expectations:</i> The students are to choose a Hockey product and produce a storyboard for a 30 SECOND advertisement either on the TV or Video. Try to make the advert as innovative, interesting, appealing and effective as possible through the use of language, sales techniques and artwork. Produce the Hockey story board and the advert	
	In pairs pass and follow using the reverse stick	To be able to evaluate and compare the techniques of two or more players and suggest methods to improve		↑ Dribble through cones	☞ Assess the direction, control and speed of the dribble	✍ Are they out thinking the defender			
	Moving using the correct grip & stance for speed dribble	To be able to critically evaluating how well it has been achieved and finding ways to improve the Indian dribble.	Left hand steers stick. Rotate stick with loose right hand for use on reverse side. Keep ball close to feet.	↑ Reduce Space/ area and time	☞ Indian dribbling skills assessed <b>Q &amp; A</b> : Are mistakes minimal	☞ Discuss when we would use the Indian dribble			
	Introduce the Indian dribble – Stimulus response – promotes vision.	To appreciate how to make adjustments and adaptations when performing the Indian dribble		↑ Forfeit if ball goes off line ↑ Start at start if ball goes off line	☞ Partners assess the control and precision that occurs after each dribble	<b>R+</b> Students learn from failure			
	Dribble the balls on the line.	To be able to confidently perform with accuracy, the Indian dribble.		↑ Increase speed ↑ Add shadow defender	☞ Assess the mistakes made when Indian dribbling  <b>Q &amp; A</b> : Are mistakes minimal when performing at speed	✍ Are they out thinking the defenders with their dribbles?  <b>R+</b> How are the students motivated to succeed			
	Relay races concentrating on control of the ball, with both sides of the stick, speed of movement and team- work skills.	To comprehend and grasp how to confidently perform with accuracy, the Indian Dribble To have an understanding of the rules that affect moving with the ball on the reverse stick side.							
	Indian dribble in and out of cones								
	Indian dribble in and out of others within the D								
	Line Dribbling: In 3's. Each 3 arranges themselves on either side of slalom of cones. Dribble through cones and join back of next queue. - dribble through cones and to first player on opposite side. - Dribble through cones and pass.	To be able to move with the ball under control with indirect time pressure. To be able to make adjustments and adaptations when moving with the ball as an attacking team	Balanced stance. Stick stays in contact with ball. Ball should remain in control box.	↓ Take away cones. ↑ Add cones.	☑ Use sheets to highlight these and enable them to plan, evaluate and implement ways to enhance performances.  <b>Q &amp; A</b> : Are they performing the dribbling skills and techniques at speed	✍ Encouraging support play.			
<b>Individual spin dribble</b>	Teacher demos. Ball each. Ball in control box. Pivot on left foot and move ball around keeping it in front.	To be able to confidently perform with accuracy, the spin dribble using correct technique.	Knees flexed. Control ball in directional pivot/turn. Maintain correct distance with ball from feet distance.	↑ Use reverse stick spin dribble.	<b>Q &amp; A</b> : Are mistakes minimal when pivoting	<b>R+</b> How do they respond to a challenge	<i>Student expectations:</i> The students are to choose a Hockey product and produce a storyboard for a 30 SECOND advertisement either on the TV or Video. Try to make the advert as innovative, interesting, appealing and effective as possible through the use of language, sales techniques and artwork. Produce the Hockey story board and the advert		
<b>Possession Games</b>	4 v 1 possession game	To be able to use the push pass effectively to maintain team possession.	Right hand exerts pressure and direction.	↑ Allow tackling. ↑ Increase number of defender (i.e. 3 v 2) ↓ No tackling.	<b>Q &amp; A:</b> Ask pupils for feedback and analysis of dribbling in games. <b>Q &amp; A:</b> Are they outwitting opponents ☞ Assess the mistakes made when trying to dribble past an opponent	☞ Discuss benefits of support play and outwitting opponents	<b>flexion/extension</b> <b>abduction/adduction</b> <b>Rotation of the shoulder</b> <b>Plantar flexion/dorsiflexion at the ankle</b> Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities. <b>allowing the body to recover</b> <b>the removal of lactic acid/CO2/waste products</b> <b>prevent (delayed onset of) muscle soreness/ DOMS.</b>		
	4 v 2 possession game with small goals	To be able to intercept grounded passes. To understand the nature of success in Hockey and small sided games	Transfer weight through front leg. Lead shoulder to target. Front foot in line with ball. Push the ball-no sound.	↑ Encourage support play.	<b>Q &amp; A</b> : Are they performing the dribbling skills and techniques in the games	<b>R+</b> How do you bounce back from a defeat.			
<b>Games</b>	Game : 4 v 4 - on third of pitch	To be able to explore and experiment with techniques to produce efficient and effective skills within small sided games							
<b>Cool Down</b>	Walk around lines of the pitch	To understand why you Cool Down and do rhythmical movement after exercise	- Gentle walking speed. - Take in deep breaths - Keep upright	↑ Increase duration ↑ Incorporate skills performed into cool down	<b>Q &amp; A</b> on the teaching points and objectives of the skill & lesson	Pupils create a new cool down for dribbling	<i>Skills:</i> Language, speaking, communication and jargon		
<b>Active lifestyle &amp; Social Guidance</b>		Discuss the benefits of joining a Hockey club and playing Hockey regularly							
<b>Equipment</b>		Astroturf Pitch, Hockey sticks, Hockey balls, Light small balls, bibs, Cones / Markers, Goals, Peer evaluation sheets							
<b>Healthy Lifestyles and well being</b>		Identify the types of activity and positions they are best suited to							