

End Zone - Assessment Task Assessing Level 3

Based on QCA Core Tasks

You need:

- Ball
- Hockey Sticks
- Line markings/ rope / cones to mark the area and goal.
- Bibs
- A video camera

Top Sport cards:

- Hockey... Return to Sender
- Hockey... Wobble Dribble
- Hockey... Four Square
- Hockey... Dribble and Shoot

What is the core task?

The aim of the game is to pass the ball to a nominated player in the end zone of a pitch.

Play the game four against four (with two interchangeable defenders). Play on a pitch that is about 10m x 20m- the end zones should be about 1m wide, running the width of the pitch. Use hockey equipment and techniques.

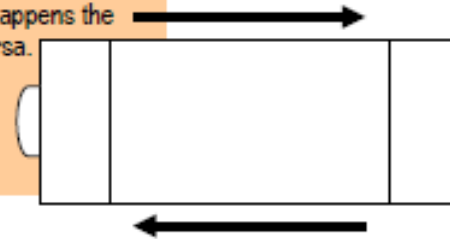
To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be cones. After every goal, the team that did not score takes a free pass from the end zone. If the ball goes out, the opposition hits in from where the ball went out. If the ball is intercepted by the defenders they should take the ball to the side lines, when this happens the players swap roles i.e. attackers become defenders and vice versa.

Vocabulary:

Keep possession,
Keep control
Make and use space
Support
Pass
Goals
Rules
Tactics

Key questions:

- What tactics did you use to outwit your opponents?
- Do you think you could have used other tactics to improve your performance?
- What skills do you need to play this game well?
- What skills do you need to improve?
- How could you do this?
- Can you explain the rules?
- How could you change the rules to make the game easier or harder?



When children demonstrate High Quality at this level, you will see pupils:



holding the hockey stick correctly



moving into different positions to receive the ball



using different techniques to pass the ball



moving to try to intercept the ball



having plans that they know they can make work



explaining the tactics they have used



adapting and making up rules to suit the equipment

Games Activities – Key Stage 2 Unit 2 Task 1

After the children's initial attempt at the task, you will know what they can do, how well they can do it, and what they need to work at.

To help ALL children make progress and achieve in different areas, choose from the activities suggested here and add some of your own.

Consider changing one or more STEP: Space Task Equipment People

Developing skills

Passing and Receiving

Teach children the correct grip for holding a hockey stick.

Teach the children techniques for passing a hockey ball.

Start by passing whilst stationary and progress to passing on the move.

Teach the children the correct technique for stopping and controlling a hockey ball.

Show them how to step forward into the pass.

Ask the children to practise sending the ball to each other between two markers, pushing with the head of the stick and following through in the direction of the pass.

Changing Direction and Speed

Play 'Simon Says' whilst dribbling hockey balls.

Challenging the children to move sideways, forwards, backwards, left and right.

Ask the children to dribble through obstacle courses of cones. Challenge them to run relay races around courses.

Making and applying decisions

Keeping Possession

Teach the children to make space for each other by spreading out in the playing area.

Show them how to look for spaces and to communicate to show where they want the ball (verbal and non-verbal).

Scoring Goals

Teach the children to recognise the best positions for shooting. E.g. Slightly to the left or right of the goal and not too far away.

Help them to recognise the best positions to receive the ball to enable them to shoot.

Ask them to practise shooting, focusing on accuracy not power.

Making Plans

Ask the children to think about tactics they could use to help them win the game.

Encourage them to plan different team members roles e.g. who will start with the ball, who is going to try and shoot.

Developing physical and mental capacity

Warming up for the game

Talk with the children about which parts of the body they will use for the games and therefore need to warm up.

Play a variety of tag games using different equipment.

Encourage the children to make up new rules and alternative versions.

Give the children equipment e.g. cones, tagbelts etc and ask them to make up a warm up game.

Body Talk

Ask the children to describe how their body feels when they are warming up and playing games.

Help them to link what happens to their heart and breathing during different activities.

Evaluating and improving

How can you keep the ball under control when moving fast and when changing direction?

What position is best for passing a ball? Why?

How can you let your team mates know you are ready to receive a pass?

Evaluating and improving

When playing 'End Zone' ask them to evaluate their teams performance? What skills did you use? Did you know who to pass to? Did you use space well? How did you make it difficult for your opponents? What did each team member do particularly well? Did you get tired towards the end of the game? How did this affect your play? How could your team improve its play and score more goals? How could you improve your own contribution to the team?

Evaluating and improving

How do stretching exercises increase the range of movement in your joints?

Why is this important when playing hockey?

Why do you need speed to play games?

Why is stamina important?

What changes do you notice in your body after playing hockey for 5 minutes? How is this different from how it feels when you have been doing gymnastics for 5 minutes?