

**Medium Term Learning Plan**

Year/Group: KS3/ 4

Course: Unihoc

About the unit	Assessment Focus
<p>During this unit the pupils will be introduced to the game of Uni-hoc. They will be taught how to hold the stick for different shots and plays during the game. How to attach and defend the puck/ball and; how to play small sided games with basic rules.</p>	<p>NC levels/ Exam specification            Beginners levels: 1-3            Skill Builders levels: 3-5            Advanced levels: 5-8</p>
Key Content to be covered	Expected Learning Outcomes
<ul style="list-style-type: none"> <li>• Grip of the unihoc stick for dribbling and hitting.</li> <li>• Dribbling the ball in and out of a line of cones in order to learn control of the ball and stick.</li> <li>• Dribbling around the court area whilst protecting the ball from possible opponents.</li> <li>• Cooperative passing of the ball to a team mate.</li> <li>• Passing of the ball in order to keep possession against less opponents e.g. 2 v 1 or 3 v 2.</li> <li>• Shooting whilst moving or standing still e.g. push or hit shot.</li> <li>• Introduction to short and long corners and penalty shots.</li> <li>• Introduction to basic rules whilst playing small sided games.</li> <li>• Basic refereeing for small sided games.</li> </ul>	<p>By the end of this scheme students will be able to:</p> <ul style="list-style-type: none"> <li>• dribble the ball with control</li> <li>• dribble the ball in and out of a line of cones</li> <li>• pass the ball to a partner</li> <li>• stop and control the ball</li> <li>• shoot the ball at goal</li> <li>• participating in a small-sided game of uni-hoc.</li> </ul>
Key Skills to be developed	Key Assessment Points (evidence)
<ul style="list-style-type: none"> <li>• Be able to dribble the ball without losing control whilst running.</li> <li>• Dribble the ball in and out of cones at speed, using both sides of the stick.</li> </ul>	<p><b>Assessment Grids completed by both pupils and staff.</b>            Level 3 – Pupil will be able to hold the stick, dribble and pass but not with complete control.</p>

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

<ul style="list-style-type: none"> <li>• Pass the ball to a partner successfully whilst moving with the ball.</li> <li>• Use two ways to stop and control the ball, either by getting down or, by using the stick to ‘meet’ the ball and then bring it in.</li> <li>• Whilst moving quickly, shoot at goal by using either a push pass or a hit.</li> <li>• Participate in small sided games and can get free with the ball whilst being marked by using a variety of tactics so, that they can pass to other team mates.</li> <li>• Differentiation occurs when a weaker player might accidentally use their foot and with whistle will not be blown. However, a more skilful player will be pulled up. Choose the use the faster ball or the slower puck during game play.</li> </ul>	<p>Level 5 – Pupil will be able to participate in small sided games using the skills taught but passes/shots will not always be successful.</p> <p>Level 8 – Pupil will participate fully in small sided games and be able to read the game correctly, confident in their abilities.</p>
<p><b>Language for Learning</b></p>	<p><b>Links to EBD/ personal, social and emotional needs</b></p>
<p>Court area and lines Technique of learned shots. Rules of the game and how to score during game play. Penalties including corners. Key terminology and names of different skills.</p>	<p><b>L1 - Is attentive and has an interest in school work.</b> <b>L4 - Works efficiently in a group/team.</b> <b>C3 - Only interrupts and seeks attention appropriately.</b> <b>C4 - Is physically and verbally peaceable.</b> <b>C5 - Respects property/equipment.</b> <b>E5 - Is emotionally stable and shows self-control.</b></p>

**Medium Term Learning Plan**

Year/Group: KS3/ 4

Course: Unihoc

Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	Pupils will be able to hold the stick correctly and use both sides whilst dribbling.	Introduction to unihoc – holding the stick and basic dribbling.	<p>Pupils will be shown the equipment and how to hold the stick. Their writing hand is always at the top of the stick. This is their controlling hand. The non-writing hand holds the stick lower down to support it.</p> <ol style="list-style-type: none"> <li>1) Dribbling around lines on the floor trying to change direction and keep control.</li> <li>2) Dribbling around cones – non-competitive, returning to the start so that the next person goes.</li> <li>3) Dribbling races</li> </ol> <p>Game play – with benches as goals. No rules (these will be introduced over the coming weeks with pupils)</p>	<p>Demonstration of the correct hold/grip of the stick.</p> <p>Competence whilst dribbling – keeping the ball close to the stick.</p> <p>Applying knowledge from other team sports during game play.</p>

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

			being able to draw information from other invasive games that they know already e.g. football and field hockey).	
<b>2</b>	To be able to demonstrate a successful push pass, both cooperatively and competitively.	<p>Push pass</p> <p>Will be able to demonstrate an effective push pass.</p>	<p>Introduction to basic rules e.g. stick height can become dangerous and not to use their feet.</p> <ol style="list-style-type: none"> <li>1) Warm up. Dribbling practice around the hall followed by stretches using the stick.</li> <li>2) Demonstration of the push pass where the stick is already in contact with the ball/puck and there is no backswing. Weight transfer from back to front foot. Point the stick in the direction you wish the object to go. Done correctly the ball/puck will travel quickly over the floor in the direction required.</li> </ol>	<p>Demonstration of a correct push pass including weight transfer during practice.</p> <p>Successful use of the push pass during game play.</p> <p>Knowledge of rule relating to stick height for safety.</p>

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

			Game play – pupils will be given extra behaviour points for using the push pass effectively during the game.	
<b>3</b>	To be able to demonstrate a successful hit, both cooperatively and competitively.	Hitting  Correct hand position and stick height.	<ol style="list-style-type: none"> <li>1) Recap the hold of the stick and the push pass. Rules were that the ball must be attached to the stick with no back swing.</li> <li>2) Introduce the hit. The right hand slides up the stick to join the left hand at the top. There is back swing which is allowed up to the waist but no higher. As the pupil prepares to hit the ball, step forward with the left foot and swing the stick to try to contact the ball. The follow through of the stick is not allowed above the waist. NB it is advisable to make the swing of the stick much lower to keep other pupils</li> </ol>	<p>Correct hand position on the stick during practice.</p> <p>Height of stick swing at a safe level.</p> <p>Explaining stick, swing height rule.</p> <p>Demonstration of hand movement up the stick during practice and game play.</p> <p>Successful 'hit' used during small sided games.</p>

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

			<p>safe e.g. not above the knee.</p> <p>3) Let the pupils practice against a space on the wall, trying to get the ball to return to them. Keep pointing out the hand position, the step through and the height of the stick.</p> <p>4) Activity – the dribbling games adapted from Hockey, with the players dribbling through the cones to one end, turning, dribbling part way back and then hitting the ball to the next player.</p> <p>5) Small games – 2v2 or 3v3 with benches as the goals. Winning pair/team stay on.</p> <p>Warm down – dribbling around the lines of the court.</p>	
--	--	--	---	--

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

<p><b>4</b></p>	<p>Pupils will be able to demonstrate both ways of stopping the ball. Then choose the best one to use during game play.</p>	<p>Stopping – Hand position and stick height.</p> <p>Long and Short Barrier stopping of the ball.</p>	<ol style="list-style-type: none"> <li>1) Recap the hold of the stick and the hit from the last lesson.</li> <li>2) How do we stop the ball? There are two ways. Either crouch down and hold the stick close to and parallel with the floor. There is a danger that the ball can flick up and hit you. Or act as though you are doing the push pass in reverse. With your weight on your front foot, reach towards the incoming ball with the stick. Just as it is about the touch the stick, transfer the weight backwards on to the other foot and bring the stick backwards. The ball should be trapped by the stick. (It is like catching a ball where you would bring it in towards your body to take the speed off it).</li> </ol>	<p>Whilst practising, making an informed decision which stop of the ball is best for them.</p> <p>Showing understanding of when it might be best to use a long barrier stop during game play. (Whilst defending a shot on goal).</p> <p>Demonstration and use of stops during small sided game play.</p>
-----------------	---	---	--	--

**Medium Term Learning Plan**

 Year/Group: **KS3/ 4**

 Course: **Unihoc**

			<ol style="list-style-type: none"> <li>3) Let the pupils practice in pairs and let them decide which one they prefer.</li> <li>4) Activity – the dribbling games adapted for Hockey, with the players dribbling through the cones to one end, turning, dribbling part way back and then hitting the ball to the next player. The receiving player will get extra points for using one of the Stops successfully.</li> <li>5) Small games – 2v2 or 3v3 with benches as the goals. Winning pair/team stay on.</li> </ol> <p>Warm down – dribbling around the lines of the court.</p>	
<b>5</b>	To demonstrate how to complete a successful short corner during game play, both defensively and whilst attacking.	Short Corners – These are awarded for an infringement in the circle by the defending team.	<ol style="list-style-type: none"> <li>1) Recap the hold of the stick to stop the ball from the last lesson (2 ways).</li> <li>2) Explain that hockey has two types of corners. The first is the same as football where a defender puts the ball out</li> </ol>	<p>Understanding of the two types of corner used during game play.</p> <p>Demonstration of play of the ball during a short corner.</p>

**Medium Term Learning Plan**

**Year/Group: KS3/ 4**

**Course: Unihoc**

		<p>Whereas a penalty flick would be given if a defender caused an infringement that stopped a goal.</p>	<p>of play over the goal line; the second is more complicated and is used when a defender causes an infringement in the circle but, does not directly stop a goal. One attacker places the ball on the corner of the circle. The rest of the attackers spread out along the circle edge. When the ball is hit to the attackers it must leave the circle and be stopped still. Then the ball can be taken back into the circle to be shot at goal. The defenders – they line up along the goal line. Once the ball has been hit they rush out to defend.</p> <p>3) Activity – Pick two teams to practice the short corner. Let them have a go at defending and attacking the ball several times – until</p>	<p>Ability to demonstrate defensive and attacking positions during short corners.</p> <p>Explanation of rules related to short corners and ability to referee the game.</p>
--	--	---	--	---

**Medium Term Learning Plan**

 Year/Group: **KS3/ 4**

 Course: **Unihoc**

			<p>everyone knows what they are doing.</p> <p>4) Game – ideally have teams of three with the winning team staying on. Extra behaviour points for players spotting if there should be a short corner. And for players organising themselves correctly.</p> <p>Warm down – dribbling around the lines of the court.</p>	
<b>6</b>	<p>To be able to demonstrate all of the learnt skills during game play.</p> <p>Apply their knowledge of the rules successfully.</p>	<p>GAME PLAY – The remainder of the term the pupils are to play games of uni-hoc during the lesson.</p>	<ol style="list-style-type: none"> <li>1) Recap the rules that they have learned so far. At this point you can introduce fouls for feet, obstruction, etc. if you so wish.</li> <li>2) Warm up by letting the pupils dribble and shoot at a bench in the goal.</li> <li>3) Game – ideally have teams of three with the winning team staying on. Let the pupils play games for the lesson so that they can</li> </ol>	<p>Knowledge of rules used during game play.</p> <p>Ability to referee small sided games.</p> <p>Demonstration of the skills learned during previous sessions.</p> <p>Assessment tracker completed.</p>

**Medium Term Learning Plan**

 Year/Group: **KS3/ 4**

 Course: **Unihoc**

			<p>show what they have learned. On the board have a grid with skills and names of the players. No doers can tick the grid every time a pupil completes a skill. The one with the most ticks can have extra points.</p> <p>Warm down – dribbling around the lines of the court.</p>	
<b>7</b>	<p>To demonstrate the learnt skills during game play.</p> <p>Apply their knowledge of the rules by refereeing.</p>	<p>GAME PLAY – The remainder of the term the pupils are to play games of uni-hoc during the lesson. Let the players, whilst sitting out, referee the games.</p>	<ol style="list-style-type: none"> <li>1) Recap the rules that they have learned so far. At this point you can introduce fouls for feet, obstruction, etc. if you so wish.</li> <li>2) Warm up by letting the pupils dribble and shoot at a bench in the goal.</li> <li>3) Game – ideally have teams of three with the winning team staying on. Let the pupils play games for the lesson so that they can show what they have learned. On the board have</li> </ol>	<p>Knowledge of rules used during game play.</p> <p>Ability to referee small sided games.</p> <p>Demonstration of the skills learned during previous sessions.</p>

**Medium Term Learning Plan**

Year/Group: **KS3/ 4**

Course: **Unihoc**

			<p>a grid with skills and names of the players. No doers can tick the grid every time a pupil completes a skill. The one with the most ticks can have extra points. More confident pupils will be given the opportunity to referee games whilst their team is off.</p> <p>Warm down – dribbling around the lines of the court.</p>	
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				