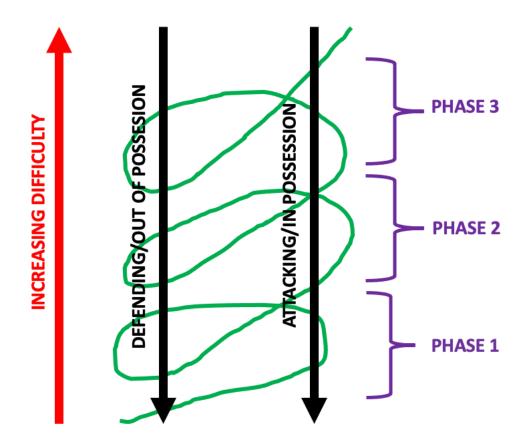
Spiral Curriculum/Season Overview



This spiral curriculum allows for you to view the season as a whole, enabling for you to understand how to structure your practices for the season.

Phase 1 Phase 2 Phase 3

- Phase 1 will consist of introducing new ideas and concepts (tactically) that will be developed throughout the season (phase 2 and phase 3)
- This stage is about introducing the team to fundamentals of the playing style you want to impose on the team throughout the year
- Phase 2 will focus on refining these concepts and ideas while introducing and expanding upon new concepts, tactics and skills
- This allows for you as a coach to increase challenge point and bring depth into the team's strategies and play
- The season's last stage, Phase 3, is closing towards the end of the season. In this phase, the players will be able to understand all the theories and strategies presented, enabling us as coaches to introduce new processes that are more challenging, allowing the team to develop more advanced plays. For example, introducing a second press to use when teams change their tactics mid-way through the game to overcome the first press.

This table is an example on how you can structure your weekly training split. It follows the phases of progression from the spiral curriculum and allows you to cover all fundamental moments of a hockey game; defensive, out of possession, attacking and in-possession.



| SEASONAL TRAINING SPLIT | | | | | | | | | | | | | | | |
|-------------------------|---------|-----------|-----|-----|-----|---------|----------|-----|-----|----------|-------|------|-----|--|--|
| TERM 1 | | SEPTEMBER | | | | OCTOBER | | | | NOVEMBER | | | | | |
| | PHASE 1 | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | | |
| | PHASEI | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | | |
| | PHASE 2 | DECEMBER | | | | | FEBRUARY | | | | MARCH | | | | |
| TERM 2 | | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | | |
| | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | | |
| | PHASE 3 | APRIL | | | | | М | AY | | | JU | JUNE | | | |
| TERM 3 | | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 | | |
| | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | | |

This can be extended by including the specific objectives of the session you wish to cover, by using the performance problems.

| | | | | SEASON T | RAINING PLA | N FOR LEEDS | S BECKETT W | OMENS SEC | OND TEAM | | | | | |
|-----------|---------|--------------|-------------|-------------|----------------|--------------|--------------|-------------|-------------|--------------|--------------|-------------|--------------|--|
| | | | SEPTE | MBER | | | ОСТО | OBER | | NOVEMBER | | | | |
| | | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | |
| TERM 1 | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | |
| | | 1v1 | Introducing | D entries | Introducing | 1v1 on the | Collapsing | Upgrading | Introducing | jockeying | Closing | Leading for | Switching | |
| | PHASE 1 | | box press | | switching | move | box press to | in the D | triangle | players on | down and | the ball | to attacking | |
| | | | | | play (TC) | | increase | | play | the move | applying | | formation | |
| | | | | | | | pressure | | | | pressure | | | |
| | | | DECE | MBER | | | FEBR | UARY | | | MA | RCH | | |
| | | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | |
| | PHASE 2 | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | |
| | | Moving | Introducing | Passing in | Introducing | Defending | Change to | Shooting at | Counter | Line to goal | recovering | Angles in | Triangle | |
| | | feet around | 'W' press | the D | switch play | in crowded | defensive | the top of | attacking | on all parts | oppositions | the 'D' | play quickly | |
| TERM 1/2 | | the ball to | | opening up | on different | areas (n the | organistion | the D under | (hard and | of the pitch | counter | TC- 90 | and | |
| | | be on | | space to | commands | D) | | pressure | fast) | | attacks | degrees, P- | attacking | |
| | | strong side | | shoot | 'right' 'left' | | | | | | | spot | hard | |
| | | | | | (TC) | | | | | | | | | |
| | | | AP | RIL | | MAY | | | | JUNE | | | | |
| | | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 | |
| | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | |
| | | Defending | Introducing | Innovating | Introducing | Defendi ng | Small block | Attacking | Building on | Slowing | defensive | Fluid | maximum | |
| | | oppositions | 1/2 court, | runs to | help side | from the | pressing | runs at the | help side | down play | positional | movement | two touch | |
| TERM 3 | PHASE 3 | zig zag runs | 3/4 court | 'throw off' | and ball | top limiting | and judging | top of the | and ball | | work- | theoughout | play - | |
| I EKIVI 3 | PHASE 3 | | and full | opposition | side (TC) | fast attack | speeds of | pitch | side in | | moving out | TC- | limiting | |
| | | | court press | | | from | play | | game play | | and and | washing | touches | |
| | | | | | | opposition | | | | | filling gaps | machine | and time on | |
| | | | | | | | | | | | | | ball | |

This table is an example of a seasonal plan you can use when coaching your team throughout the season. It draws upon performance problems to work on which you may experience throughout the season. It allows for you to cover all the fundamental hockey moments of a game. It increases the challenge points difficulty throughout the season allowing for constant development.

| TERM 3 | | TERM 1/2 | | | | TERM 1 | | | | |
|---------|--------------|----------|----|-----|----------|---------|----|-----|-----------|---|
| PHASE 3 | | PHASE 2 | | | | PHASE 1 | | | | |
| D | W25 | | D | W13 | | | D | W1 | | |
| OP | W26 AP | | OP | W14 | DECE | | OP | W2 | SEPTE | |
| A | APRIL W27 | | Α | W15 | DECEMBER | | Α | W3 | SEPTEMBER | SEASON TO |
| P | W28 | | P | W16 | | | IP | W4 | | SEASON TRAINING PLAN FOR LEEDS BECKETT WOMENS SECOND TEAM |
| D | W29 | | D | W17 | | | D | W5 | | N FOR LEED |
| OP | W30 N | | OP | W18 | FEBR | | OP | W6 | OCT | S BECKETT W |
| A | MAY W31 | | Α | W19 | FEBRUARY | | Α | W7 | OCTOBER | OMENS SEC |
| P | W32 | | ₹ | W20 | | | Б | W8 | | OND TEAM |
| D | W33 | | D | W21 | | | D | W9 | | |
| OP | JL W34 | | OP | W22 | M | | OP | W10 | NOV | |
| A | JUNE W35 | | Α | W23 | MARCH | | Α | W11 | NOVEMBER | |
| ₹ | W36 | | ₽ | W24 | | | IP | W12 | | |

How to Use This Template

The empty boxes allow for you to put your own performance problems specific to your team and their goals.

The month is evenly split into defending, out of possession, attacking and in possession. This allows for you to balance your structure evenly throughout the season giving you formality in your structure

| | | | <u> </u> | | | | | | | | | | | |
|----------|---------|-----|----------|----------|-------------|------------|-------------|-----------|----------|-----------|-----|-----|-----|--|
| | | | | SEASON T | RAINING PLA | N FOR LEED | S BECKETT W | OMENS SEC | OND TEAM | | | | | |
| | | | EPTE | MBER | | | ОСТ | OBER | | NOVENTBER | | | | |
| | | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W1 | W.1 | W12 | |
| | | D | OP | Α | IP | D | OP | Α | IP | | OP | A | IP | |
| TERM 1 | PHASE 1 | | | | | | | | | | | | | |
| | | | DECE | MBER | | | FEBR | UARY | | | | | | |
| | | W13 | W14 | W15 | W16 | W17 | W18 | W19 | W20 | W21 | W22 | W23 | W24 | |
| | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | |
| TERM 1/2 | PHASE ? | | | | | | | | | | | | | |
| | | | AP | RIL | | | М | AY | | JUNE | | | | |
| | | W25 | W26 | W27 | W28 | W29 | W30 | W31 | W32 | W33 | W34 | W35 | W36 | |
| | | D | OP | Α | IP | D | OP | Α | IP | D | OP | Α | IP | |
| TERM 3 | PHASE 3 | | | | | | | | | | | | | |

The season is split into three phases allowing for you progress difficulty and challenge points. Follow the spiral curriculum and the example curriculum to see how to progress the performance problems.