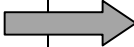



Initial Assessment

		Expectations	
LEVEL	<i>Below</i>	<p><i>Some children will not have made so much progress.</i> <i>They will be able to:</i></p> <ul style="list-style-type: none"> ✓ Recognise how to develop cardiovascular capacity. ✓ How to prepare and recover from explosive activity ✓ Use a small range of techniques with some accuracy and consistency. ✓ Make set responses with occasional variation. ✓ Cooperate with others and participate in the activities in specific roles. ✓ Carry out practices and ideas given to them by others to help improve their play. ✓ Be prepared to have a go with confidence. ✓ Learn to cope with success and failure recognizing the need to manage emotions. 	
	<i>Average</i>	<p><i>Most children will be able to:</i></p> <ul style="list-style-type: none"> ✓ Know how to develop cardiovascular capacity. ✓ How to develop specific speed. ✓ How to prepare and recover from explosive activity. ✓ Use a range of skills and techniques fluently and accurately. ✓ Devise and carry out a range of different tactics and practices. ✓ Work cooperatively in their groups. ✓ Take on a variety of roles within the group and the games played. ✓ Recognise the similarities between the games played. ✓ Applying and adapting tactics and skills effectively. ✓ Identify what they need to do to improve. ✓ Adapt ideas and suggestions given to them with determination. ✓ Cope with success and failure and manage emotions effectively.
	<i>Above</i>	<p><i>Some children will have progressed further.</i> <i>They will be able to:</i></p> <ul style="list-style-type: none"> ✓ Suggest ways to develop cardiovascular fitness. ✓ How to develop specific speed to improve performance. ✓ How to prepare and recover from explosive activity. ✓ Take on a range of different roles and always have a strong impact. ✓ Use skills with speed, accuracy and control. ✓ Devise, carry out and adapt a wide range of strategies, tactics and ideas. ✓ Take the lead and be careful to involve others. ✓ Make good connections between ideas and structures in different games. ✓ Respond quickly to new and changing situations and contexts. ✓ Devise and develop practices to improve their own and others' play. ✓ Overcome challenges with confidence. ✓ Cope with success and failure maturely and be effective in supporting others. 	

Making informed choices about healthy, active lifestyles	<ul style="list-style-type: none"> ✓ Describe what they need to do to improve their own fitness ✓ Design and carry out warm-up and cool-down routines safely and effectively ✓ Explain why these activities are important ✓ Recognise and describe how games affect their health and fitness. 	[] Start of unit	[] End of unit
Evaluating & Improving	<ul style="list-style-type: none"> ✓ Explain the range of decisions they have to make in a game ✓ Implement practices to improve their performance ✓ Identify aspects of technique that require practice and improvement ✓ Assess and comment on the ways in which they can improve, e.g. attacking and defensive tactics. 	[] Start of unit	[] End of unit
Developing physical and mental capacity	<ul style="list-style-type: none"> ✓ Shows cardiovascular capacity and understands how their body reacts in a demanding invasion games situation. ✓ Can demonstrate explosive speed and understands how to prepare and recover from explosive activity. ✓ Is determined to improve and succeed when faced with challenges ✓ Can cope with success and failure and keeps the emotional aspects of the game in perspective. 	[] Start of unit	[] End of unit
Making and applying decisions	<ul style="list-style-type: none"> ✓ Organise themselves as a team to attack and defend and play in different positions. ✓ Select and use a range of tactics and strategies and apply them successfully in different games. ✓ Explain the similarities between the different invasion games played. 	[] Start of unit	[] End of unit
Developing skills in physical activity	<ul style="list-style-type: none"> ✓ Use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games. ✓ Adapt skills to different situations 	[] Start of unit	[] End of unit

Colour code the learning outcome boxes at the start and end of the unit

Red = 90% not achieved

Amber = 50% achieved

Green = 90% achieved

Range and Content

Making informed choices about healthy, active lifestyles	Evaluating and improving	Developing physical and mental capacity
Learning objectives		
Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any rugby clubs within the school timetable and promote community links. To understand the type of fitness rugby players need to perform at a high level.	Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Peer observation and evaluation. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Provide opportunities for pupils to assess own performance.	Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use rugby to develop observation skills on peer performances, skills and techniques. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. Ask questions about the effectiveness of these tactics.
Teaching activities		
<ul style="list-style-type: none"> • Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing invasion games. • Help consolidate pupils' knowledge of warm- up and cool-down activities relevant to invasion games. • Ask pupils to refine their own warm-up routines, e.g. mobilise, raise the body temperature and stretch. • Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration. • Help pupils understand the importance of specificity in training. 	<ul style="list-style-type: none"> • Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Teach them how to 'read' a game. • Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving. • Talk to pupils about the ways they think both the games and their own play can be improved. Listen to what they think they need most help with, then invite ideas on how to adapt and vary the games. • Talk to pupils about their knowledge of rules and develop their ability to officiate small- sided games. 	<ul style="list-style-type: none"> • Enable pupils to demonstrate their understanding of the ways in which cardiovascular capacity can be improved by playing invasion games. • Talk to pupils about different ways of improving performance in invasion games, e.g. draw upon knowledge of training in athletics to improve speed or acceleration. • Help pupils understand the importance of specificity in training and to work with determination to improve. • Help all pupils to experience success in competitive situations and to cope effectively when faced with failure.

Making and applying decisions	Developing skills in physical activity
Learning objectives	
Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.	Pupils will develop the basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling, rucking and mauling, beating an opponent and restarting play will be developed through small-sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.
Teaching activities	
<ul style="list-style-type: none"> • Talk to pupils about patterns of play in attack and defence, and teach the pupils how to make decisions about when and where to pass. • Help pupils explore the basic principles of attack, e.g. width, speed and support to keep possession and make progression, the basic principles of defence, e.g. delay, denial of space, pressure and cover to regain possession, and the skills and techniques to put the principles into operation. Help the pupils to recognise patterns of play. • Help pupils consolidate their understanding of simple tactics and explore the way these tactics can be adapted to small-sided games. • Listen to pupils say why tactics may succeed in one invasion game and fail in another. Help them to adapt their tactics to the current invasion game. • Ask pupils to explore simple game plans that increase the chances of successful outcomes in attack and defence. 	<ul style="list-style-type: none"> • Ask pupils to play small-sided versions of the selected game, keeping the rules and organising themselves into teams with positions and roles. • Help pupils consolidate the basic techniques and teach new techniques. Explore ways in which pupils anticipate the flight or movement of the ball and learn the importance of feints and acceleration when trying to outwit an opponent. • Help pupils investigate techniques employed when attacking, e.g. control and protection of the ball, progression and shot, and consolidate defensive techniques, e.g. mark, cover, intercept and tackle.

Activity specific scheme of work

Learning objectives	Task examples
<p>Recap passing & refine handling skills To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To confidently describe the rules of rugby league.</p>	<p>Warm up – Student led. Tug of war - develop strength + teamwork. Revise ball handling and ball carrying skills in small relay. Use pads- drive shoulder into pads and pass back to next in line. Progress to 2 vs 1 inside a channel. Revise ‘timing of the pass’ and effective support play. Small-sided games (4vs4)- Tag tackle. Recap rugby league rules- defenders 5 yards from restart, Restart after tag with ‘play the ball’ & 5 tackles = possession over.</p>
<p>Developing passing/ 4 vs 2 To understand and accurately replicate the scissors & miss pass, and how to receive it. To create and develop varying strategic ways of getting passed defenders. To understand the rules of rugby league i.e. 5 tackles + play the ball. To perform skills in a small sided game with pressure from opposition.</p>	<p>Warm up – Student led. Recap prior learning – Auckland grid- run to centre of grid + pass right and follow. Repeat but to left. T.P’s; ball across body, accuracy & control. Highlight more advanced types of pass. 2 v 1, demo scissors & dummy scissors pass. Progress to 3 vs 1 - miss pass along the line. Discuss need to draw defender in to create space + running onto ball. Small-sided games (5vs5)-recap rules.</p>
<p>Tackling + rucking To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.</p>	<p>Warm up – Student led. Paired strength challenge. Hands on shoulders -push partner over the line & grip each others hand – touch knees = 1 point. Recap correct technique for tackling. T.P’s; Cheek to cheek, arms wrap around legs, push and land on top. 1 v 1 Tackle Practice – Develop Kneel / Stand / Walk / Run. Run the Gauntlet; 1 ball carrier, 1 tackler. Both start outside channel- on whistle both run around cone and into gauntlet. Introduce extra players to build mini game with rucking and every tackle. Highlight the importance of the support player running from depth. Highlight ways to beat defenders. Reinforce correct decision making at tackle situation. Small-sided games (5vs5).</p>
<p>Restarting play-line outs To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To combine the use of passing, tackling & rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby union.</p>	<p>Warm up – Student led. In 3’s- 5m away- A tosses ball up between B & C. Whoever catches, turns facing own goal line. Emphasis timing & control. 1 point for successful catch by partner. Switch roles. 5’s- 1 thrower, 2 vs 2. Experiment with lineout ideas. No lifts. Discuss strategies & difficulties. Small-sided games (6vs6) – 5 yards after tackle, recap tackling rules. Differentiated on ability. i.e. some tag & tackle games – pupil opt for 1.</p>
<p>Scrum To develop the knowledge and understand of how to form a small 6 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrumage skills into a small sided game after an infringement.</p>	<p>Warm up – Student led. Paired strength challenge. Discuss scrum positions and safety aspects. 1v1 Scrum. Pupils demo 3 man scrum. T.P’s; the hooker’s arms resting on the props shoulders and the props arms grasp the hooker’s shirt. Develop 6 man scrum highlighting the role of the number 8 and scrum half. Highlight why a scrum is formed i.e. To bring the ball back in play after an infringement. Crouch, touch, pause, and engage commands. Small-sided games.</p>
<p>Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby. Further development-Inter house/form rugby comp.</p>	<p>Warm up – Student led. Paired strength challenges. Auckland grid warm up. Run to middle, contact with rucking pads = pass right, join own queue. Discuss assessment criteria and what to expect. Small-sided games. Teacher grades against NC levels</p>
<p>Task 1 3 vs 1 -> 2 vs 1</p>	<p>Task 2 5 vs 5</p>
<p>Adaptations and variations on the tasks All lessons start with rugby related warm-up and re-cap work of previous lesson. Make learning as active as possible Give opportunities to plan tactics Research rules on internet Tasks set to cater for levels of ability Number of touches Distance from target Size of practice area</p>	<p>Task 3 10 vs 10</p>

Unit notes

Lesson 1	Lesson 2	Lesson 3
Lesson 4	Lesson 5	Lesson 6

Unit aim:

In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for Rugby. They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Prior learning

It is helpful if the pupils have:

- Played a variety of small-sided invasion games
- Worked independently in small groups
- Used and applied rules
- Some knowledge of tactics and team organisation
- Throwing, catching, kicking and striking skills

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to football. Example principles of attack and defence, marking, covering and following through. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together

Resources

- Footballs
- Bibs
- Cones
- Access to information through ICT
- Information on local clubs

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practise skills at breaks and lunchtimes and at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches to appreciate high-quality performance
- Search the internet to find information about sports and opportunities to take part in sports, e.g. www.english.sports.gov.uk

Additional notes

Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)

Assessment: Q & A, Formative and summative assessment.

Assessment

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Catching (2.1)	I can sometimes catch the ball, but more often than not, I drop it.	I can catch the ball on a few occasions when not under pressure.	I can often catch the ball, and I can sometimes catch it whilst under a little pressure.	I can catch the ball whilst under pressure.	I can catch the ball whilst under pressure (as for level 6).	I can catch the ball whilst under a lot of pressure.
Running (2.1)	I can run with the ball, but sometimes my passes are inaccurate.	I can run with the ball and pass accurately most of the time.	I can run with the ball, and sometimes beat opponents. I pass accurately most of the time.	I usually beat opponents. I am beginning to use changes of speed. I nearly always pass accurately.	I usually beat opponents. I am beginning to use changes of speed. I nearly always pass accurately (as for level 6).	I can easily beat opponents, using changes of speed and other tactics. My passing is rarely inaccurate.
Tackling (2.1)	I can sometimes tackle an opponent, but I often miss tackles.	I can sometimes tackle an opponent.	I can usually tackle an opponent.	I can successfully use different types of tackle.	I can use a variety of tackles to stop opponents.	I can correctly use a range of tackles to stop opponents.
Rules (2.2)	I am aware of the basic rules, but sometimes break them.	I know the basic rules.	I know the rules but find it difficult to apply them as a referee.	I can apply the rules in a game situation.	I know the rules and rarely make mistakes. I might be able to referee a skill/game situation.	I could referee a small game.
Playing positions (2.2)	I know about the different playing positions. I can play only one or two of them.	I know about the different playing positions. I can play only one or two of them (as for level 3).	I have a good understanding of playing in one position.	I know the role of, and can play in, more than one position.	I have a good understanding of at least two playing positions and can play them effectively.	I understand the role that most positions play within a game. I can play effectively in most of them.
Physical capacity (2.3)	I am developing the physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	I have limited physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	One area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	More than one area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is sufficient to cope with the demands of the activity.	My physical capacity (ie speed, stamina, strength and flexibility) is sufficient to cope with the demands of the activity (as for level 7).
Mental capacity (2.3)	I have the confidence to have a go, but I avoid challenging situations.	I have the confidence to have a go and I can face challenging situations with help.	I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions.	I am determined to succeed. I keep going in most challenging situations, and I can deal with my emotions most of the time.	I am determined to succeed. I keep going in challenging situations. I can deal with my emotions, and I can sometimes help others succeed as well.	I am determined to succeed. I keep going in challenging situations. I can deal with my emotions, and I am good at helping others succeed as well.
Strengths and weaknesses (2.4)	I need help in correcting faults.	I can sometimes correct faults.	I can recognise that something is wrong, but I do not always know what it is. I can identify others' strengths and weaknesses.	I know when I or others have done something wrong and I can usually put it right.	I can correct most faults in performance, using correct vocabulary. I am good enough to play in the school team.	I can help to improve a team performance. I am good enough to attend town/city/district/county training.
Warming up and cooling down (2.5)	I can follow instructions for a warm-up and cool-down safely.	I can follow instructions for a warm-up and cool-down safely, and could probably do this myself.	I can design and lead a warm-up and cool-down session for a small group of people, suitable for rugby.	I am able to lead a safe warm-up and cool-down, stretching the correct areas of the body for rugby.	I know which of the major muscles to stretch for rugby. I am responsible enough to do this for myself. I understand why we warm up/cool down.	I can design and lead warm-ups and cool-downs suitable for rugby for a group. I can lead skills sessions.
Healthy lifestyle (2.5)	I know that exercise is important for a healthy lifestyle, but have difficulty understanding why.	I understand the importance of exercise for a healthy lifestyle.	I can explain why exercise is important to my health and fitness.	I understand how rugby can benefit a person's health and fitness.	I can describe how rugby benefits health and fitness and can share this information with a small group.	I understand how rugby benefits health and fitness and can share this information with a group of any size. I can lead groups to improve their skills and fitness in a lesson.