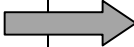





# Initial Assessment

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

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

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
<b>Learning objectives</b>		
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 in rugby. 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.	Be able to understand the concept of tennis and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.	Discuss rules and differences between rugby league & union. 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.
<b>Teaching activities</b>		
<ul style="list-style-type: none"> <li>• Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing invasion games.</li> <li>• Help consolidate pupils' knowledge of warm- up and cool-down activities relevant to invasion games.</li> <li>• Ask pupils to refine their own warm-up routines, e.g. mobilise, raise the body temperature and stretch.</li> <li>• 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.</li> <li>• Help pupils understand the importance of specificity in training.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving.</li> <li>• 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.</li> <li>• Talk to pupils about their knowledge of rules and develop their ability to officiate small- sided games.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable pupils to demonstrate their understanding of the ways in which cardiovascular capacity can be improved by playing invasion games.</li> <li>• 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.</li> <li>• Help pupils understand the importance of specificity in training and to work with determination to improve.</li> <li>• Help all pupils to experience success in competitive situations and to cope effectively when faced with failure.</li> </ul>

Making and applying decisions	Developing skills in physical activity
<b>Learning objectives</b>	
Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Pupils will learn to identify and recognise different principles of attack and defence. Pupils will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution.	Pupils will further develop the fundamental 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 through lineouts and scrums will be developed through small-sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.
<b>Teaching activities</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Help pupils consolidate their understanding of simple tactics and explore the way these tactics can be adapted to small-sided games.</li> <li>• 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.</li> <li>• Ask pupils to explore simple game plans that increase the chances of successful outcomes in attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask pupils to play small-sided versions of the selected game, keeping the rules and organising themselves into teams with positions and roles.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Activity specific scheme of work

Learning objectives	Task examples	
<p><b>Passing &amp; Use of space</b> To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession &amp; outwit opposition. To describe the difference in rules of rugby league &amp; union. To understand what the use of space means for attacking opportunities.</p>	<p>Warm up – Student led. Paired strength challenge. Hands on shoulders -push partner over the line. Auckland grid warm up. Run to middle, contact with rucking pads = pass right, join back of queue. Recap advanced passes; scissors/switch &amp; miss pass. 3 vs 2 in channel. T.P’s; pass across body, accuracy, control &amp; use of disguise. Highlight importance of use of space + timing run. Small-sided games (5vs5)- Tag rugby-defenders 5 yards from restart. (non-participants referee).</p>	
<p><b>Outwitting opponents- 5 vs 3</b> To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and begin to correctly officiate <i>i.e. rucking concept</i>.</p>	<p>Warm up – Student led. Recap prior learning – Union Jack drill – 6 pupils needed, one on each point–Pass one place right and run diagonal, 1 pupil leads group-their job is to shout switch and change direction. Progress to 5 vs 3 in small grid. Highlight need to draw defender in to create space + running onto ball. Pupils to experiment, semi contact allowed. <i>i.e.</i> can grapple ball from pupils grip but no tackling yet. Small-sided games (6vs6)-recap rugby union rules. Semi-contact.</p>	
<p><b>Tackling + rucking</b> To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling &amp; rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.</p>	<p>Warm up – Student led. Tug of war - develop strength + teamwork. Recap correct technique for tackling. T.P’s; Cheek to cheek, arms wrap around legs, push and land ontop. Use tackle bags. Develop to 1 v 1 tackle practice – Develop from stand, walk &amp; run. Develop rucking from tackle. 2 vs 2 –2 defenders holding pads. A hits first pad &amp; goes down. B trails and picks up ball. A follows. T.P’s aim is to retain possession, and to create a quick attacking play. Discuss difference between rugby league &amp; union. Small-sided games (6vs6).</p>	
<p><b>Restarting play-line outs and Scrums</b> To be able to demonstrate knowledge and understanding of how to restart play from lineouts and scrums. To understand how a lineout and scrum is formed and the necessary positions. To combine the use of passing, tackling &amp; rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby union.</p>	<p>Warm up – Student led. Paired strength challenges. Recap lineout positions. Lineout ladder tournament, 4 throws each, which is the best lineout. Discuss body positions in the scrum and develop a 6 man scrum. Each team is given time to combine back and forward play to apply in a game situation. Game – Non participating students to referee game, with touch judges if extra.</p>	
<p><b>Kicking</b> To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop a confident understanding of the rules and laws of rugby league.</p>	<p>Warm up – Student led. In pairs- 20m apart kick the ball to each other off a cone. Emphasis control and accuracy. 1 point for successful catch by partner. Experiment with kick out off hand. <i>i.e.</i> drop kick/punt. Discuss difficulties. Bounce, aim, chip and run. Small-sided games (5vs5) - Discuss kicking rules &amp; when to use kicks to outwit opponents. Kick conversion after try is possible. Differentiated on ability. <i>i.e.</i> some tag &amp; tackle games – pupil opt for 1.</p>	
<p><b>Assessment</b> 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 of rugby union. Further development-Inter house/form rugby comp.</p>	<p>Warm up – Student led. Paired strength challenges. Auckland grid warm up. Pass and follow + 2’s run-switch pass in middle. Discuss assessment criteria and what to expect. Small-sided games (6vs6)-recap rugby league rules. Differentiated on ability. <i>i.e.</i> tag &amp; tackle games – pupil opt for 1. (non-participants referee – tag games only) Teacher grades against NC levels</p>	
<p><b>Task 1</b> 2 vs 1 → 3 vs 2</p>	<p><b>Task 2</b> Full Game</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>		

## 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](http://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.