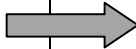
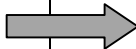


Initial Assessment

		Expectations	
LEVEL	Below	<p>Some children will not have made so much progress. They will be able to:</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. 	
	Average	<p>Most children will be able to:</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. 	<hr style="border-top: 1px dotted black;"/>
	Above	<p>Some children will have progressed further. They will be able to:</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. 	

<i>Making informed choices about healthy, active lifestyles</i>	<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. 	[] <i>Start of unit</i>	[] <i>End of unit</i>
<i>Evaluating & Improving</i>	<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. 	[] <i>Start of unit</i>	[] <i>End of unit</i>
<i>Developing physical and mental capacity</i>	<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. 	[] <i>Start of unit</i>	[] <i>End of unit</i>
<i>Making and applying decisions</i>	<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. 	[] <i>Start of unit</i>	[] <i>End of unit</i>
<i>Developing skills in physical activity</i>	<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 	[] <i>Start of unit</i>	[] <i>End of unit</i>

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		
Highlight the possible health benefits gained from taking part in Rugby based activities and discuss the need to stay healthy and active. Suggest any Rugby clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level.	Be able to understand the concept of Rugby and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.	Physical warm ups aid as a useful Rugby tool in developing a pupils physical capacity. Use football to develop observation skills on peer performances, skills and techniques. To develop understand of all rules during a game situation.
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 learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting, control and heading 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.

Learning objectives		Task examples
Intro Game Understanding To be able to perform the basic Rugby skills of passing and receiving. To be able to perform these in a small sided game. To understand and know where passing is used in Rugby. To be able to outwit opponents with passes.		Warm up – Student led, progressive jogging and dynamic stretching. <ul style="list-style-type: none"> • Develop an end-zone type game into a touch Rugby game. Focus on most effective passing technique • Complete ball familiarisation practices and learn the pop, gut and plant.
Intro passing and receiving 3vs1 Develop K&U of passing the ball on the move. Learn the basics of attacking and defensive alignment.		<ul style="list-style-type: none"> • Recap and refine ball familiarisation / pop, gut, plant exercise. • Develop the basic technique of running and passing the ball (Handling lines). Understand the importance of holding depth to receive the ball and moving onto the pass. • Apply to small 3 vs 1 practice. • Develop awareness on when and where to apply, in order to achieve success in a game situation. • Learn basics of attacking and defensive alignment.
Tackling technique To develop their understanding and knowledge of how to tackle safely. To perform and accurately replicate the correct techniques for front and side tackles. To understand the rules regarding tackling within the game. <i>i.e. No high tackling.</i> To be able to evaluate tackling technique and 2 v 1 situation suggesting ways to improve.		Warm up – Student led. Paired strength challenges. Introduce correct technique for tackling <i>i.e. Knees, Hips, Shoulders.</i> Teacher demo. Teaching points; <i>i.e. Cheek to cheek, Target = waist and lower,, keeping eyes on target, arms encircle the thighs, head and body position.</i> 1 v 1 Tackle Practice – Develop Kneel / Stand / Walk / Run. Run the Gauntlet; 3's – 1 ball carrier, 2 tackles- one behind the other. Discuss the best ways to beat defenders. Dodge, use of speed or pass etc. Small-sided games (5vs5)-recap rules. Differentiate pitches. <i>i.e. some tag & tackle games – pupil opt for 1.</i>
Tackling technique 2 Further develop tackling confidence and technique. Apply successfully to a small sided game.		<ul style="list-style-type: none"> • Demonstrate improvement in their handling in handling/passing based warm-up. • Recap tackle technique in differentiated groups. • Students to learn and apply the different techniques for the front, side and rear tackle. In two differentiated games students to play Rugby league (Tap for all restarts).
Ruck Technique To develop understanding and knowledge of how to ruck safely and effectively. To perform and accurately replicate the correct technique for maintaining possession of the ball. To understand the rules regarding the ruck within the game. <i>i.e. Need to go through the ruck and not around the side.</i> To be able to evaluate ruck technique and suggest ways to improve.		Warm up – Student led. Contact paired exercises – king of the ring, working in groups of 5 in a small grid pupils try to push each other out of the grid to become the king of the ring, ladder tournament. Paired strength challenge flipper, pupil A on all fours, pupil B standing needs to flip partner over onto their back, 30s to do so. Discuss low to high body position needed for clearing a ruck. Game – Pupils must set up a ruck at every tackle situation, 2 pupils to clear and one to act as scrum half. Skill practice – Ruck shield ball carrier hits pad and presents, next player clears over, next player acts as scrum half. Game – Condition to score you must set up at least two rucks.
Rucking 2 To develop understanding and knowledge of how to ruck safely and effectively. To perform and accurately replicate the correct technique for maintaining possession of the ball. To understand the rules regarding the ruck within the game. <i>i.e. Need to go through the ruck and not around the side.</i> To be able to evaluate ruck technique and suggest ways to improve.		<ul style="list-style-type: none"> • Demonstrate improvement in their handling in handling/passing based warm-up. • Recap previous lesson on Rucking and the key safety and technical points. • Understand their role as ball carrier, or 1st, 2nd, 3rd or 4th support player. And be able to demonstrate this during a conditioned drill (contact shields). • Be able to protect and recycle the ball through multiple phases demonstrating the techniques they have learnt. • Apply this continuity to a small pitch game (emphasis on supporting the ball carrier and protecting the ball).
Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in rugby. Further development - Inter house/form rugby comp.		Warm up – Student led. Paired strength challenges. Auckland grid 4 pupils per corner, demonstrate pop pass, gut pass and scoring a try. Small-sided games (5vs5)-recap rules. Differentiated on Ability. <i>i.e. some tag & tackle games – pupil opt for 1. Teacher grades against NC levels.</i>
Task 1 3 vs 1 -> 2 vs 1	Task 2 5 vs 5	Task 3 10 vs 10
Adaptations and variations on the tasks <ul style="list-style-type: none"> • Play on differently-sized pitches or courts, e.g. short and wide, long and thin, across a diamond (corner to corner). • Play with goals on the field of play and score from any direction. • Play the game so that the ball must pass through a number of zones, before attempting to score. • Change the size of the scoring zone 		

Unit notes

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

<p>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.</p>		
<p>Prior learning It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ 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 	<p>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</p>	<p>Resources</p> <ul style="list-style-type: none"> ➤ Footballs ➤ Bibs ➤ Cones ➤ Access to information through ICT ➤ Information on local clubs
<p>Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • 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 	<p>Additional notes</p>	
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

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.