

## Riversides School Scheme of Work: Tag Rugby (Autumn term 2)

Key Stage: 3	YEAR: 7,8,9	DURATION: 6 LESSONS
<p><b>AIM:</b> Pupils will focus on improving and applying basic skills for tag rugby. In all games activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. To understand the effect of exercise and its importance through tag rugby.</p>		
<p style="text-align: center;"><b>Prior Learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Explored and used a variety of balls and equipment in developed single action skills.</li> <li>➤ Observed some basic principles of attack (<i>i.e. use of space to avoid others</i>).</li> <li>➤ Worked in small teams in a variety of roles.</li> <li>➤ Used and kept basic rules for games activities.</li> </ul>	<p style="text-align: center;"><b>Language for Learning</b></p> <p>Through the activities in this unit pupils will be able to understand and use words relating to: Anticipation, receiving, offside, speed, direction, passing, controlling, tagging &amp; scoring.</p> <p>Speaking and listening – pupils should collaborate with others to share information &amp; ideas and solve problems</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Rugby balls (size 3 or 4)</li> <li>➤ Rugby Tags</li> <li>➤ Cones</li> </ul>
<b>New Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent</b></p> <p>To be able to perform a combination of tag rugby skills with control and accuracy. To begin to explore ways of using space and develop an understanding about how to outwit opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of tag rugby rules and keep an accurate score during a game situation. To appreciate areas that are offside and suggest changes that might be made. Use games skills to develop observation skills on peer performances and techniques.</p>	<p style="text-align: center;"><b>Developing Accurate Replication of Skills/Performance</b></p> <p>Pupils will develop the skills necessary to outwit opponents. Passing, receiving, dodging and anticipation will be developed through small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;"><b>Making and Applying Decisions</b></p> <p>Pupils will need to implement tactical decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a partner (<i>i.e. what a team is, how it is made up and the different roles in it</i>). Opportunities to referee/coach pupils or small groups will develop knowledge of the rules and enhance communication skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the health and enjoyment benefits from taking part in rugby related activities and discuss the need to stay active. To understand that physical activities take a variety of different forms. Suggest any clubs within the schools timetable and promote community links. To begin to understand the type of fitness rugby players need to perform at a high level.</p>	<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e. what is happening, what others are doing and copy how others act and work</i>).</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Numeracy (scoring), PSHE (Importance of rules &amp; sportsmanship),</p>		<p><b>Assessment opportunities:</b> Question &amp; Answer, Formative and summative assessment.</p>

## Extension & Enrichment

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

- practise skills 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
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- preparation, *eg warming up, cooling down*
- assessment, *eg collecting and analysing data*

Speaking and listening – through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

## Expectations

**After carrying out the activities and core tasks in this unit.**

**All pupils will:** choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved.

**Most pupils will:** choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.

**Some pupils will have progressed further and will:** choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.

## By the end of this unit a pupil will reach level:

**3** Can use basic techniques in a small sided game and can pass with reasonable accuracy. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands the need to warm up

**4** Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

**5** Can consistent replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health

Week	Learning objectives	Task examples	Information/ Differentiation
1	<b>Passing and receiving</b> To be able to handle a rugby ball correctly and replicate a pass while on the move. To demonstrate receiving skills applying control throughout. To understand the importance of width and space when advancing in attack.	Warm up in a small grid. Pairs + 1 tennis ball. Pass & receive on the move around the square. Count consecutive passes. Pupil/teacher led stretches. Demonstrate how we handle the ball using the 'W' formation of the hand. Show how this makes it easier for us to release the ball. Pupils to practice handling the ball in pairs. Relay games involving moving with the ball and passing the ball. 5 vs 5 small sided game. Score by passing the ball to team member who is in the 'scoring area'.	All lessons start with a rugby related pulse raiser and re-cap work of previous lesson.  Make learning as active as possible.
2	<b>Passing &amp; outwitting an opponent</b> To consolidate the ability to pass and receive a rugby ball with control. To show an awareness of space and distance when sending and receiving. To develop their understanding of how to outwit an opponent using the core game skills. To develop a knowledge of tag rugby rules and scoring.	Warm up in a small grid. All pupils + 5 rugby balls. Progression from previous week. Pass & receive on the move around the square. Don't let ball drop. Pupil/teacher led stretches. Discuss and demonstrate to concept of moving into space. Use of communication and hand signals. 3's – to practice passing and receiving on the move. Differentiation- increase distance of pass. 5 vs 5 small sided game. Object is to gain and keep possession of the ball whilst passing to each other.	Give opportunities to plan basic strategies.  <u>Tasks set to cater for levels of ability through:</u>
3	<b>Tagging</b> To understand the term tagging. To develop knowledge of the rules regarding tagging and implications for the game. Develop the ability to make decisions about attack and evaluate its success. To work co-operatively to organise and maintain a game.	Introduction to tagging. Demonstrate how to put on the belt and how to tag someone. Practice tagging by playing 'Stuck in the mud'. Pupil/teacher led stretches. Discuss that in a game you must always shout 'Tagged' and give back the tag to the player. 5 Consecutive tags = possession goes over to opponents. Small sided games (5 vs 5). Intro – 5 yard space to be given once a tag is taken. Highlight how to score a try (placing ball down with pressure)	Number of touches  Distance from target
4	<b>Attacking &amp; outwitting opponents</b> To develop tactics and plan attacking and defending strategies. To use width and space when competing in small sided games. To understand how to score a try and rules regarding scoring.	Warm up – Pairs; Practise running with the ball and passing drills to recap. Pupil/teacher led stretches. Without a ball, 3 V 2 practise running through defenders whilst trying not to get tagged. Introduce the ball and encourage players to pass before they are tagged. Game - In a 10m by 20m grid 3 vs 2. Demonstrate how to score i.e. ball placed down with both hands over the try-line. This time defenders can move to tag an attacker. Remind players to shout 'Tagged' and to return the tag. Discuss successful attacks and why?	Size of practice area  Size of target
5	<b>Game play &amp; rules</b> To perform a combination of core rugby skills under pressure during small sided competitive games. To understand the importance of health and fitness and recognise which activities help their speed, strength and stamina. To further develop knowledge of tag rugby rules and scoring (offside/knock ons).	Warm up - practice previous lessons 3 vs 2 drill to recap learning. Discuss the 5 tagging rule and defending and attacking positioning. Practice beginning in the attacking formation and passing to get to the try-line. Game - 6 vs 6 game using the correct formation over the width of the pitch. What is a knock on? (dropping the ball forward) How can you be offside? (not giving team 5 yards once tag is taken, being in advance of teams defensive line) Self assessment performance. How did you do?	
6	<b>Games/mini tournament/assessment</b> To demonstrate knowledge and understanding of the rules related to tag rugby. To demonstrate the ability replicate core game skills and to outwit an opponent in a game situation.	Warm up. Shuttle runs, knees up, heel flicks, side steps, sprint and jumping. Pupil/teacher led stretches. Mini tournaments to consolidate and reinforce all skills. Extra skill teaching where necessary. Evaluate performance, practice and improve as appropriate to individuals. Half time. Pupils to have team talk + discuss strengths and how they might improve. 1 pupil to volunteer to referee each game. Teacher to assess against NC levels.	