

Scheme of Work: Rugby (UNION)

Key Stage: 2	YEAR:	DURATION: 6 LESSONS
<p>AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p>		
<p style="text-align: center;">PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Learnt the basic principles of attack and defence. ➤ Worked in small teams to plan how to play ➤ Taken different roles in some games, including attacker and defender ➤ Used and kept rules and conventions for games 	<p style="text-align: center;">LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to rugby. Example principles of attack and defence, marking, tackling, scrum & line out. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> • balls (sizes 3 and 4) • bibs or bands • markers, cones and goals • grid areas • mini-pitches <p>Information on local clubs</p>
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform rugby skills more fluently consistently and with greater accuracy and quality. Pupils should start evaluate their own and others performances. Development, adaptation and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>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. To develop understand of all rules during a game situation.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>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, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>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.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Suggest any rugby clubs within the school timetable and promote community links. Highlight the possible health benefits gained from taking part in rugby based activities and discuss the need to stay healthy and active. To understand the type of fitness rugby players need to perform at a high level</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of football 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</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>

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, *e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- preparation, *e.g. warming up, cooling down*
- assessment, *e.g. 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.

most 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.

some pupils will not have made so much progress and 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.

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	Ball familiarisation To be able to perform fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league.	Warm up – Student led, progressive jogging and dynamic stretching. Paired strength challenges. Press up position-take partners hands away & touch knees game. First to 5 points. Ball familiarisation and ball handling skills. Pairs; run out place ball on line (i.e. how to score a try) and run back + pop ball up. Dropping ball = forfeit. Develop onto small pass when returning back to partner. Emphasise passing from the waist, accuracy & control. 2v2 small games in 1 grid- tag tackle, 5 tackles and over. Highlight importance of placement of the ball to score a ‘try’.	Lower level to use softer ball Lower level to use small ball To offer different colour ball All lessons start with rugby related warm-up and re-cap work of previous lesson.
2	Intro passing & receiving/ 2 vs 1 To be able to perform basic passing & receiving with accuracy. To be able to outwit opponents with the use of these techniques. To understand the rules regarding the pass and catching the ball (i.e. backwards pass and knock-ons). To perform skills in a small sided game making decisions about how best to advance on opposition.	Warm up – Student led. Recap prior learning – ball handling relays. Discuss passing on the move. Introduce idea of passing backwards. Passing in 2’s, 3’s, and 4’s along a line with emphasis on passing backwards. 2v1 in a small channel-Ways to outwit an opponent: draw defender in and pass or fake pass. Develop to 4v2. Aim to create an overlap to score a try. 4’s small-sided games- Tag Tackle. Highlight importance of depth / Target / Running onto ball.	Make learning as active as possible Give opportunities to plan tactics
3	Passing/Use of width. To be able to outwit opponents using learnt skills and techniques. To understand the importance of width in order to attack. To demonstrate an understanding of the basic rules i.e. no backwards pass + how to score a try. To develop their understanding of strategic and tactical play in rugby league to beat and outwit an opponent.	Warm up – Student led. Recap prior learning – whole class grid drill. 4 teams. 1 runs to middle + passes right & joins own queue. Running and release of the ball with active defenders. 2v1, 4v2 aiming to create an overlap. Introduce the ‘side step’ to give the attackers another option. In a 2v1 situation ball carrier can opt to pass or fake to pass and side step the defender. Small-sided games (5vs5)-recap rules- defenders 5 yards from restart, 5 tackles = possession over. Tag tackle.	Research rules on internet Tasks set to cater for levels of ability
4	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.e. No high tackling. 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. Teacher demo. Teaching points; i.e. <i>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.e. some tag & tackle games – pupil opt for 1.	Number of touches Distance from target Size of practice area Size of target
5	Attacking/outwitting an opponent To be able to outwit opponents using learnt skills and techniques. To develop the decision making process in a game situation. To confidently describe the rules and laws of rugby league. To begin to recognize and identify strengths and weaknesses when playing small sided games.	Warm up – Student led. 1 v 1 in small grid- touch tackle. Try to beat and outwit partner to score a try using spins, dummies, sidesteps and changes of pace. Teaching points; assess opponents’ strengths. Progress onto tackling 1vs1. Further development 2vs2-same space. Small-sided games (5vs5)-recap rules. Differentiate pitches. I.e. some tag & tackle games – pupil opt for 1.	
6	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. Small grid warm up. 4 groups on each corner, 1 runs right, 1 follower. A passes to first in next team + joins back of queue. Receiver passes back to B and follows. Repeated continuously. Small-sided games (5vs5)-recap rules. Differentiated on Ability. I.e. some tag & tackle games – pupil opt for 1. Teacher grades against NC levels	