





## Scheme of Work: Rugby (Union)

<b>Key Stage: 4</b>	<b>YEAR: 10</b>	<b>DURATION: 6 LESSONS</b>						
<p><b>Unit Aims:</b> In this unit pupils will focus on developing more advanced core skills and applying them in game situations in order to beat opposition. Pupils will develop the use of attacking and defensive tactics. Pupils will help plan mini tournaments and compete in them. Will work in groups taking on a range of roles and responsibilities to help each other to improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p>								
<p><b>Expected Learning Outcomes of the unit:</b>  <b>All:</b> Show a basic replication of core handling skills and will use these techniques in reaction to opponent's positioning in a small sided game. Will physically exert themselves while taking part in competitive mini versions of the game.  <b>Most:</b> Use core skills learnt to achieve a successful outcome when taking part in competitive games. Work effectively in a small team to attack and defend. Shows an improving confidence when approaching games/related tasks. Complete physically demanding tasks and therefore improve fitness.  <b>Some:</b> Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved. Both physical and mental capacity will be challenged.</p>								
<b>Prior learning</b>	<b>Language for learning</b>	<b>Resources</b>						
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Built confidence in the concepts of rugby – point of attack and defensive lines.</li> <li>➤ Worked in small teams and begun to develop tactical knowledge.</li> <li>➤ Used a set rules in competitive games of rugby.</li> </ul>	<p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to rugby.</p> <p><i>E.g. Point of Attack, Defensive line, Tackling, Scrumming, Rucking, Kicking, Possession, Support play, Line out, play the ball, delaying, anticipation and intercepting.</i></p>	<ul style="list-style-type: none"> <li>➤ Rugby balls</li> <li>➤ Bibs or bands</li> <li>➤ Markers, cones and goals</li> <li>➤ Grid areas</li> <li>➤ Mini-pitches</li> </ul>						
<b>Key Concepts and Processes:</b>								
<b>Outwitting an opponent</b>	<b>Developing Physical &amp; Mental Capacity</b>	<b>Development &amp; Replication of Skills</b>						
<p>Pupils will constantly be encouraged to develop the ability to outwit opponents using placement of the ball using a range of shots showing accuracy &amp; control. Continual development of hand-eye coordination skills will allow for a more frequent shot execution. The ability to outwit opposition will be improved through game play.</p>	<p>Pupils will further develop mental capacity &amp; creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Development of a coaching role and leading part of the session will help to improve mental capacity and gain communication &amp; leadership skills.</p>	<p>Pupils will perform and replicate the core skills necessary in response to a changing environment. Pupils will develop advanced principles of play using variations of passes, dribbling and shooting skills. Development through game play and conditional situations will encourage replication to be refined and performed under pressure.</p>						
<b>Problem Solving, Challenges &amp; Making Decisions</b>	<b>Making Informed Choices About Healthy, Active Lifestyle</b>	<b>Evaluating and Improving</b>						
<p>Pupils will be encouraged to create new strategies to improve their performance. Pupils should be able to recognise the importance of responding to changing situations within a game. Opportunities to coach small groups will develop communication &amp; decision making skills.</p>	<p>Develop a deeper understanding of dynamic stretches for all major muscle groups. Experience the type of training a rugby player will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p>To improve analytical skills and to develop either their own or others performance. To develop leadership and more advanced skills through a self and peer assessment process. Appropriate questioning on teaching points of core skills and processes.</p>						
<p><b>Scan these QR codes for information</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <b>Touch Ball</b> </div> <div style="text-align: center;">   <b>Pick a Rolling Ball</b> </div> <div style="text-align: center;">   <b>Agility Poles</b> </div> <div style="text-align: center;">   <b>Passing Channels</b> </div> </div>		<p><b>Personal, Learning and Thinking Skills (PLTS):</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Creative thinkers</td> <td><input type="checkbox"/> Effective participants</td> </tr> <tr> <td><input type="checkbox"/> Reflective learners</td> <td><input type="checkbox"/> Self managers</td> </tr> <tr> <td><input type="checkbox"/> Team workers</td> <td><input type="checkbox"/> Independent enquirers</td> </tr> </table>	<input type="checkbox"/> Creative thinkers	<input type="checkbox"/> Effective participants	<input type="checkbox"/> Reflective learners	<input type="checkbox"/> Self managers	<input type="checkbox"/> Team workers	<input type="checkbox"/> Independent enquirers
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Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<b>Passing &amp; Use of width</b> To accurately replicate a variety of types of pass. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the basic rules of rugby union. To understand what the importance of space and the implication for effective attack opportunities.	Warm up – ‘Touch ball’ – See QR code. Progress to Auckland grid. Pads in middle, Run, contact with rucking pads = pop pass back to own queue. Develop to pass right/left and follow to back of new line. 3 vs 2 in channel. Highlight importance of use of space + timing run. Recap advanced passes; scissors/switch & miss pass. Small sided games 8 vs 8. Recap game rules and understanding.	Increase/decrease speed of movement + restrict working area. Mid-lesson plenaries check – recap passing and receiving key points. How can pupils use disguise effectively? What is the consequence of a knock on/forward pass?
2	<b>Outwitting opponents</b> To develop understanding of strategic play to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To suggest reason why players and teams are effective in outwitting others.	Warm up – 4’s – pick up a rolling ball drill (see QR code) Run the gauntlet. 4 def. with rucking pads. Pairs- Outwit defenders whilst staying in the channel. Evaluate and use tactical play to score try. Draw in or beat defender, create space + running onto ball as supporting players. Small sided games 8 vs 8 – ensure players are onside, recap tackling + rucking rules.	Increase/decrease speed of movement during warm up. Mid-lesson plenaries check – How might the player without the ball assist the ball carrier? What ways are there to beat a defender?
3	<b>Recap tackling &amp; rucking</b> To develop knowledge and understanding of tackling and rucking technique. To accurately replicate safe tackling & rucking during a game situation. To improve decision making when advancing on opposition.	Warm up – 2 vs 1 in a channel. Cross end line = 1 point. Rotate roles. Use tackle bags- 4 in a line. 1 holds bag. Encourage and coach each other. Develop to 1 v 1 tackle practice – Develop from stand, walk & run. Develop rucking from tackle off bag. Pairs- B to pick up ball quickly and score try. Small-sided games 8 vs 8. Highlight why taking the tackle enables a quick restart to attack.	Match 3’s according to ability. Mid-lesson plenaries check – recap teaching points for correct tackle technique. What is a ruck? How is it used? What rules of tackling and rucking?
4	<b>Restarting play-line out development</b> To be able to perform and replicate a 4 man line out with the correct technique. To combine the use of passing, receiving, tackling & rucking to outwit opponents. To understand how a line out is formed. To analyse an individual/teams performance and suggest strengths and weaknesses.	Group pulse raiser in grid area. Use side steps and dodging movements. In 5’s- 5m away- A tosses ball up between B & C. Whoever catches, turns facing own goal line. Emphasis timing & control. Switch roles. 2 lifting 1. Experiment with lineout ideas. Discuss strategies & improvements to ball retention. Games 8 vs 8 – discuss offside positions + recap tackling/rucking ideas. Allow pupils a half time team talk to analyse strengths and weaknesses and adjust tactics.	Decrease/increase the speed of movements. Mid-lesson plenaries check – What are the rules regarding a line out? How can teams use individual player’s strengths? How can an opposition be outwitted through different team strategies?
5	<b>Scrum</b> To develop the knowledge and understand of how to form a 5 man scrum. To cooperate as a team to produce the correct scrummaging technique. To accurately describe the scrum positions & roles within the scrum. To integrate scrumage skills into a small sided game.	Warm Up – poles, SAQ ladders, hurdles and directional sprinting (see ‘agility poles’ QR code) Introduce a pass and receive after the ladder/hurdles. Recap prior scrum ideas learnt. Pupils demo 3 man scrum. Practice in 6’s. T.P’s; the hooker’s arms resting on the props shoulders and the props arms grasp the hooker’s shirt. Recap crouch, bind, set commands. Discuss second row roles. Progress to 6’s joining up with another group to explore 6 vs 6 scrum. Small Sided Games 8 vs 8.	Mid-lesson plenaries check – How many game rules/terms are pupils aware of? What information should players take from a defending line as they approach? When is a scrum formed? How can the ball be won through a scrum?
6	<b>The Role of the Referee</b> To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams. To understand the rules of rugby union and demonstrate confidence in refereeing a game correctly.	Warm Up – ‘passing channels’ (see QR code) Auckland grid warm in teams. 5 minutes to prepare for matches. Select tactics/strategies to beat opposition. Games are officiated by a pupil/non-participant to develop leadership skills through game situations. Pupils understand the importance of fair play. Mini competition - 8 vs 8. Round robin + playoffs. 7 minutes a game.	Mid-lesson plenaries check – How did team adjust strategies to increase success? Recap and test pupils game rules knowledge and understanding of terminology. What are some of the difficulties faced for referees?