





## Scheme of Work: Rugby (Union)

Key Stage: 4	YEAR: 11	DURATION: 6 LESSONS
<p><b>Unit Aims:</b> In this unit pupils will focus on building on core skills and applying them in games and physically demanding conditional drills. Pupils will prepare tournaments and both officiate &amp; compete in them. They will work in groups taking on a range of roles and responsibilities to help each and improve as a team. To develop a further understanding about healthy active lifestyles and fitness.</p>		
<p><b>Expected Learning Outcomes of the unit:</b>  <b>All:</b> Will be able to take part in small sided games and react to opponent's pressure with core skills. Will physically exert themselves while taking part in competitive games and perform a simple officiating role by scoring.  <b>Most:</b> Use a sound selection of core skills and apply them against opposition. Work effectively in a small team to attack and defend with confidence showing a good knowledge of the rules. Take part in physical demanding exercise. Referee with some confidence.  <b>Some:</b> Demonstrate a good level of tactical awareness and respond to changing situations by adapting and refining their techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved. Can score and run a game between 2 teams.</p>		
<p style="text-align: center;"><b>Prior learning</b></p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>➤ Taken part in competitive games</li> <li>➤ Experienced a wide range of core skills and used them under pressure</li> <li>➤ Experienced different roles in team.</li> <li>➤ Seen set plays being used to successfully attack opposition.</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, 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>	<p style="text-align: center;"><b>Resources</b></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>		
<p style="text-align: center;"><b>Outwitting an opponent</b></p> <p>Pupils will further develop the ability to outwit opponents and teams using advancing tactics. Pupils will perform and replicate the core skills necessary in response to a changing environment. Able to identify space for themselves and others and will use this to advance a team forward.</p>	<p style="text-align: center;"><b>Outwitting an opponent</b></p> <p>Pupils will further develop the ability to outwit opponents and teams using advancing tactics. Pupils will perform and replicate the core skills necessary in response to a changing environment. Able to identify space for themselves and others and will use this to advance a team forward.</p>	<p style="text-align: center;"><b>Outwitting an opponent</b></p> <p>Pupils will further develop the ability to outwit opponents and teams using advancing tactics. Pupils will perform and replicate the core skills necessary in response to a changing environment. Able to identify space for themselves and others and will use this to advance a team forward.</p>
<p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;"><b>Problem Solving, Challenges &amp; Making Decisions</b></p> <p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</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>Hit and Pop</b> </div> <div style="text-align: center;">   <b>Passing Channel</b> </div> <div style="text-align: center;">   <b>Offload</b> </div> <div style="text-align: center;">   <b>Touch Ball</b> </div> </div>		<p><b>Personal, Learning and Thinking Skills (PLTS):</b></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative thinkers</li> <li><input type="checkbox"/> Reflective learners</li> <li><input type="checkbox"/> Team workers</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective participants</li> <li><input type="checkbox"/> Self managers</li> <li><input type="checkbox"/> Independent enquirers</li> </ul> </div>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<b>Game fundamentals/core skill recap</b> To perform core game skills 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 – Auckland grid. Progress to incorporate 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. See 'hit and pop' QR code. 3 shields in a channel – teams of 4 to work through the channel hitting the shield and popping the ball. Highlight importance of use of space + timing/position of run. Recap advanced passes; scissors/switch & miss pass. Small sided games 8 vs 8.	Increase/decrease speed of movement. Mid-lesson plenaries check – recap passing and receiving key points. What is the consequence of a knock on/forward pass?
2	<b>Ball control and outwitting opponents</b> To be able to perform basic skills to retain ball possession. To be able to outwit opponents using dummies, fakes & screens at speed and with accuracy. To understand the importance of angled passes and driving into space in order to attack.	Warm up – 'passing channel' 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. Allow pupils a half time team talk to analyse strengths and weaknesses and adjust tactics.	Warm up groupings should be matched according to ability & current understanding. Mid-lesson plenaries check – How might the player without the ball assist the ball carrier? How can an opposition be outwitted through different team strategies?
3	<b>Attacking Play</b> To perform necessary skills and techniques to attack from set plays to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies.	Warm up – 2 vs 1 in a channel. Cross end line = 1 point. Rotate roles. Set up 2 sets of x2 rucking shields in a channel with 1 shield behind them. 3's to attack through the channel bursting through x2 rucking shields and making decisions on scoring a try when faced with last defender (See 'offload' QR code for offloading ideas) Progress to 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 – Discuss successful teams/plays/tactics and ask why they worked. What decisions is the ball carrier faced with?
4	<b>Tactics and analysis of strengths</b> To understand and perform attacking principles and strategies. To develop effective decision making in a game situation. To develop and refine tactics based on the analysis of team strengths.	Warm up – 'Touch ball' – See QR code. 3 teams of 3 (9) – 1 team on each end of working area and the third team start in the middle. Team A pass legally towards one end. Transferred to team B who attack other end and pass to team C. Games 8 vs 8 – discuss offside positions + recap tackling/rucking ideas. Allow pupils a half time team talk to adjust tactics.	Decrease/increase the speed of movements. Mid-lesson plenaries check – Why is it important to practice in smaller groups in a pressured situation? How can teams use individual player's strengths?
5	<b>Organising a Small Sided Tournament</b> To create and run small sided games in a tournament format. Pupils will make decisions and plan tournament layout encouraging creativity.	Warm Up – SAQ ladders, hurdles and directional sprinting. Introduce a pass and receive after the ladder/hurdles. Small Sided Games 8 vs 8. Pupils to organise themselves into even teams, time-keep and officiate their own games. Pupils develop leadership skills and understanding and application of fair play.	Mid-lesson plenaries check – How many game rules/terms are pupils aware of? Have the games been officiated well? What are the common problems faced by a team?
6	<b>Organising a Small Sided Tournament</b> To create and run small sided games in a tournament format. To understand the importance of effective communication with others. To create and run small sided games in a tournament format.	Fun relay warm Up – 4's – Use core skills. Auckland grid warm in teams. 5 minutes to prepare for matches. Pupils to organise themselves and plan game strategies. Games 8 vs 8 – discuss offside positions + recap tackling/rucking ideas. All teams to play each other and form a knock out phase.	Mid-lesson plenaries check – How did team adjust strategies to increase success? Recap and test pupil's knowledge of rules and understanding of terminology. What are some of the difficulties faced for referees?