

Scheme of Work: Rugby (Union)

Key Stage: 3	YEAR: 9	DURATION: 6 LESSONS
<p>AIM: Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking 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 further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform more advanced rugby skills consistently applying fluency and a greater accuracy and a higher quality of technique. Continual development and refinement of the fundamental skills will contribute to producing an improved performance.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Discuss rules and differences between rugby league & union. 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. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will further develop the fundamental 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>Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Pupils will learn to identify and recognise different principles of attack and defence. Pupils will implement more complex strategic and tactical decisions based on movement of the ball into space and choice of skill execution.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active in rugby. Suggest any rugby clubs within the school timetable and promote community links. 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 tennis and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</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>

<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • 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 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit.</p> <p>most pupils will: 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, taking 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, carry out and adapt ideas and suggestions given to them</p> <p>some pupils will not have made so much progress and will: 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</p> <p>some pupils will have progressed further and will: 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</p>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • collaborate with others to share information and ideas, and solve problems 	

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	Passing & Use of space To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities.	Warm up – Student led. Paired strength challenge. Hands on shoulders -push partner over the line. Auckland grid warm up. Run to middle, contact with rucking pads = pass right, join back of queue. Recap advanced passes; scissors/switch & miss pass. 3 vs 2 in channel. T.P's; pass across body, accuracy, control & use of disguise. Highlight importance of use of space + timing run. Small-sided games (5vs5)- Tag rugby- defenders 5 yards from restart. (non-participants referee).	All lessons start with rugby related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Outwitting opponents- 5 vs 3 To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and begin to correctly officiate <i>i.e. rucking concept</i> .	Warm up – Student led. Recap prior learning – Union Jack drill – 6 pupils needed, one on each point–Pass one place right and run diagonal, 1 pupil leads group-their job is to shout switch and change direction. Progress to 5 vs 3 in small grid. Highlight need to draw defender in to create space + running onto ball. Pupils to experiment, semi contact allowed. <i>i.e.</i> can grapple ball from pupils grip but no tackling yet. Small-sided games (6vs6)-recap rugby union rules. Semi-contact.	Give opportunities to plan tactics Research rules on internet
3	Tackling + rucking To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.	Warm up – Student led. Tug of war - develop strength + teamwork. Recap correct technique for tackling. T.P's; Cheek to cheek, arms wrap around legs, push and land ontop. Use tackle bags. Develop to 1 v 1 tackle practice – Develop from stand, walk & run. Develop rucking from tackle. 2 vs 2 –2 defenders holding pads. A hits first pad & goes down. B trails and picks up ball. A follows. T.P's aim is to retain possession, and to create a quick attacking play. Discuss difference between rugby league & union. Small-sided games (6vs6).	Tasks set to cater for levels of ability Number of touches Distance from target
4	Restarting play-line outs To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To combine the use of passing, tackling & rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby union.	Warm up – Student led. In 3's- 5m away- A tosses ball up between B & C. Whoever catches, turns facing own goal line. Emphasis timing & control. 1 point for successful catch by partner. Switch roles. 5's- 1 thrower, 2 vs 2. Experiment with lineout ideas. No lifts. Discuss strategies & difficulties. Small-sided games (6vs6) – 5 yards after tackle, recap tackling rules. Differentiated on ability. <i>i.e.</i> some tag & tackle games – pupil opt for 1.	Size of practice area Size of target
5	Scrum development To develop the knowledge and understand of how to form a small 3 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrumage skills into a small sided game after an infringement.	Warm up – Student led. 5 vs 5- small game (tag tackle). Discuss scrum positions and safety aspects. Pupils demo 3 man scrum. T.P's; the hooker's arms resting on the props shoulders and the props arms grasp the hooker's shirt. Highlight why a scrum is formed <i>i.e.</i> To bring the ball back in play after an infringement. Crouch, touch, pause, engage commands. 4's- h=join up with another 4 to practice. Small-sided games (7 vs 7). Differentiate games-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. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules of rugby union. Further development-Inter house/form rugby comp.	Warm up – Student led. Paired strength challenges. Auckland grid warm up. Pass and follow + 2's run-switch pass in middle. Discuss assessment criteria and what to expect. Small-sided games (6vs6)-recap rugby league rules. Differentiated on ability. <i>i.e.</i> tag & tackle games – pupil opt for 1. (non-participants referee – tag games only) Teacher grades against NC levels	