

LESSON PLAN: TAG RUGBY: YEAR 6: WEEK 5

LESSON OBJECTIVE: To develop basic tactics and learn to attack spaces, and defend as a team and not individually.

WARM UP (10 MINS)

Pupils in small groups of 6 are to perform their own warm up. 3 pupils are to lead the pulse raising activities, and 3 pupils are to lead the stretches.

MAIN LESSON (20 MINS)

Design different attacking movements that may outwit an opponent. Line pupils up in their diagonal line of 5 as previously seen in earlier lessons. Instead of just passing down the line, which can become predictable to an opposition, they can now try a miss pass. Number one with the ball will start as normal and run forward then pass to number two. Once number two has the ball they skip number 3 and throws further to number 4 who will run onto the pass. Students vary this as much as they feel needed. They must run forward with the ball before the pass.

Develop: Pupils can now attempt a loop movement. Number one will start as normal and run forward with the ball and pass to number two. When they have done this they will then loop behind the team and enter back into play when number 5 gets the ball. Instead of number 5 putting the ball down for a try, number one will then do this, acting as the extra man that a defender may not have tracked. Swap roles.

GAME/COMPETITION (15 MINS)

Discuss try scoring, the rules and points scored when successful. Explain to pupils that if they are tagged near the try line, they are allowed one step to try and score and place the ball down over the try line. The ball has to be put down over the line and not just dropped. Pupils to play full rules tag rugby. 7 vs 7 the students will apply the skills they have developed over the previous weeks, and apply them to a game situation. Focus must be on running straight and passing the ball as they are about to be tackled. Tacklers must hold the tag high in the air and shout tag to count as a full tackle.

EQUIPMENT

- Balls
- Cones
- Tags

KEYWORDS

- Pass and run
- Aim
- Accuracy
- Space

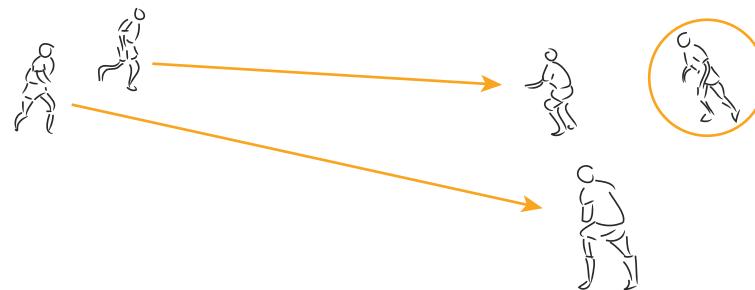
DIFFERENTIATION

LESS ABLE

- Keep the pupils closer together for less able.
- In the game include safe zones in which pupils can't be tagged to allow more time to pass the ball accurately without the added pressure of the defender.

MORE ABLE

- Pupils further apart for more able pupils.
- In the game, make the area smaller.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform their attacking skills to a high ability?
	7	Can they perform their attacking skills with a certain degree of control?
	6	Can they perform their attacking skills, but to a low ability?
Tactics, Rules & Teamwork	8	Works in a team & demonstrates the use of tactics & the understanding of rules.
	7	Can work in a team & understands the rules.
	6	Starts communicating within a team.
Show & Link	8	Can they link: the running, receiving of the ball and passing?
	7	Can they show and link: running and receiving of the ball?
	6	Can they show running and passing?
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why passing and moving has health benefits.
	7	Has some knowledge of why passing and moving has health benefits.
	6	Has little knowledge of why passing and moving has health benefits.