

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject:** Year 5– Rugby

**Key Concept- Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking, and action.

#### **POS aims from NC:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal be.

#### **Prior Learning (what pupils already know and can do)**

- Pupils will have Learnt the basic rules of the game.
- Learnt basic principles of the game such as passing, tackling, running with the ball.
- Worked in small teams to plan how to play.
- Taken different roles in some games, including attacker and defender.
- Pupils will know how apply tactics to game situations.

#### **Long-term Learning (what pupils MUST know and remember) End Goals**

##### **Rugby- Passing, Attacking, Defending, Tackling, Game Situations.**

- To know how to pass in a range of different drills and understand the need for concentration and accuracy when passing
- To know the correct technique for receiving and passing the ball
- To know how to participate in Touch Rugby and understand how to produce an effective defensive line.
- To know how to tackle safely and fall correctly keeping possession.

#### **Key Vocabulary**

Tagging, attacking, defending, sprint, dodging, accuracy, control, tactics, space, direct, covering, delaying, following through, knock on, tackle, try

#### **Session 1 – To develop an understanding how to warm up for rugby. To develop an understanding of how to execute a “good” pass.**

- To know how to come up with an effective warm up for rugby.
- To know how to pass in a range of different drills and understand the need for concentration and accuracy when passing.
- To know and identify what is required for a good pass and to identify what makes a bad pass.
- To know the correct technique for receiving the ball is - Hand position, stance, position, communication.
- To know what the correct technique for passing the ball is - Swing arms across body, backwards pass, not too much height on the pass.

Healthy Participation – Pupils discuss the major muscle groups involved in rugby and explain when certain muscle groups are needed during a game.

Vocabulary – Agility, balance, coordination, jumping, hopping, pacing- slow/ fast, walking, jogging, running, tagging, attacking, defending, sprint, dodging, accuracy, control, tactics, space, changing speed, direct, covering, delaying, moving feet, following through, knock on, tackle, try.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 2 – **To be able to perform a range of passing drills and understand the need for concentration and accuracy when passing.**

- To know how to pass a ball to a partner when stationary.
- To know how to pass the ball forward or backwards in a confined area.
- To know how to pass the ball along a line of players.
- To know how to communicate and make decisions.
- To know how to pass laterally and understand that you can only pass flat or behind in rugby.
- To know how to come on the ball with pace and show good handling skills.

Healthy Participation – Highlight the possible health benefits gained from taking part in Rugby based activities and discuss the need to stay healthy and active.

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Session 3 – **To develop understanding of attacking principles (2v1, 3v1, Touch Rugby). To develop ability to work as an effective attacker.**

- To know how to play games of 2 v 1 situations and develop the skills required to beat an opponent.
- To know how to demonstrate attacking skills through conditioned Tough Rugby (5v3).
- To know how to draw a defender and to know how to beat a defender in different ways.
- To know how to draw a defender before passing and how the receiving player must come from depth and at speed.

Healthy Participation – Suggest any rugby clubs within the school timetable and promote community links.

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Session 4 – **To be able to develop their understanding of defending through “Touch Rugby”. To reinforce attacking skills from the previous lesson.**

- To know how to participate in Touch Rugby and understand how to produce an effective defensive line.
- To know how to stay in a straight defensive line and know why it is important to stay in a straight line.
- To know how to stay in defensive lines against attacking players of 2v4, 3v4, 4v4.
- To know the differences for the attackers and the defenders- Steep line / Flat line.
- To know why it is easier to beat a team when you have more players.

Healthy Participation – To understand the type of fitness rugby players need to perform at a high level.

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Session 5 – **To be able to develop knowledge, skill and understanding of how to safely tackle an opponent. To be able to tackle players and develop their ability to fall in the correct manner to allow the attacking team to keep possession. To be able to demonstrate how to tackle safely.**

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- To know how to tackle in pairs eyes on target, aim for thighs, hit with shoulder, head at the side, tacklers cheeks on runners' bottom cheek, wrap arms around and drive using legs and core strength.
- To know how to tackle safely and fall correctly keeping possession.
- To know why we tackle low and around the leg, what an attacking and defensive line is.

Healthy Participation – Discuss the benefits of exercise - moving muscles produces endorphins and a chemical that helps the brain deal with stress.

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### Session 6 – To be able play a game of contact rugby safely, following the rules.

- To know how to play a conditioned game of contact rugby.
- To know and understand the basic rules of the game.
- To know how to show communication and good sportsmanship in game play.

Healthy Participation – Know some reasons for warming up and cooling down and how it can affect your performance in PE.

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Future learning this content supports:

This unit will support future subjects. Will be able to work with others effectively to solve problems. Pupils will be able to lead others and to be lead. Differentiate between when a task is competitive and when it is collaborative.

**Cross Curricular Links:** Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).