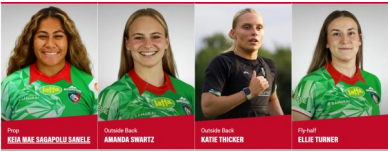



Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>apply basic principles suitable for attacking and defending</li></ul>	Dodge	Dodge is a method of moving quickly from one side to the other to avoid being hit by a ball, being tagged or tackled.	Try	A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands	<p>Maths—counting and adding scores.</p> <p>English—vocabulary. Specific words and phrases used.</p> <p>Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.</p> <p>PSHE—team work, social skills,, leadership, health and wellbeing.</p>
	Tag	Tagging or Tag is the method applied by the defender teaming to stop the ball carrier running with the ball.	Offside	Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside.	
	Attacker	We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the	Defender	We are considered a ‘defender’ when we are not in possession of the ball	
	6’clock pass	A type of rugby pass (see lesson 1).	Ball carrier	The ball carrier is defined as the attacker who is in possession of the ball.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
<p>1. To know and understand how to pass and receive a rugby ball with an effective technique.</p> <p>2. To begin demonstrate how to pass and receive a rugby ball with an effective technique.</p>	<p>The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p> <p><a href="https://www.youtube.com/watch?v=fBetVm4ar4k">https://www.youtube.com/watch?v=fBetVm4ar4k</a></p>	<p>Pupils begin to perform the ‘6 o’clock pass’. Pupils start by holding the rugby ball in two hands with their fingers spread across the seams, with their chest facing forward. They keep their elbows slightly bent at the start of the pass, looking at the receiver to help you deliver an accurate pass. They swing their hands through an arc, keeping their elbows close to their body. Pupils to release the ball with a flick of their wrists and fingers. Pupils to follow through with their fingers pointing to the target – chest high in front of the receiver. To catch the ball, pupils to keep their hands up so that it gives the ball carrier a target to pass to. Pupils to receive the ball with soft hands. With soft hands, pupils will be able to manage the impact of the pass better and be able to quickly adjust the ball to pass again.</p>
<p>1. To know and understand how to tag an opponent and why it is important.</p> <p>2. To begin to demonstrate how to tag an opponent.</p>	<p>Pupils will begin to understand the purpose of tagging, when, where and why this is applied during a game .</p>	<p>Pupils can begin to tag correctly. Pupils can take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker (in a game situation this happens once the ball has been passed). Attackers stop once they are tagged. The defender holds up the tag and shout, "tag"? Pupils can move forwards staying on the pitch.</p>
<p>1. To know and understand how to dodge and evade an opponent when running with the ball.</p> <p>2. To begin demonstrate how to dodge and evade an opponent when running with the ball.</p>	<p>Pupils understand why they need to dodge and evade opponents when they have the ball.</p>	<p>When running with the ball, pupils can begin to dodge and evade an opponent who is trying to tag them. Pupils begin to demonstrate an understanding of the importance of running into space. Pupils begin to demonstrate an understanding of the importance of carrying the ball forward. Pupils can take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker (in a game situation this happens once the ball has been passed). Attackers stop once they are tagged. The defender holds up the tag and shout, "tag"? Pupils can move forwards staying on the pitch.</p>
<p>1. To know and understand how to combine passing and moving in order to score a try.</p> <p>2. To demonstrate how to combine passing and moving in order to score a try.</p>	<p>The focus of the learning is to develop passing and moving forwards to score a try.</p>	<p>Pupils pass to their partner’s target. Pupils have their hands ready creating a target. Pupils adopt the correct passing technique? Swing pass with their hands following the pass. Pupils pass and move with the ball to score a try.</p>
<p>1. To know and understand how to that you can only pass the ball backwards in rugby.</p> <p>2. To begin demonstrate an understanding that you can only pass the ball backwards in rugby.</p>	<p>The focus of the learning is to introduce pupils to passing backwards.</p> <p>Attackers, will begin understand that they need to remain behind the passer in order to receive the ball.</p> <p>Defenders will begin to understand that they must pass the attackers with the ball as other they'll be offside.</p>	<p>Pupils begin to pass the ball (backwards only) whilst moving forwards to score a try. Attackers without the ball, begin to keep behind the attacker with the ball?. Attacker with the ball, begin to keep in front of their team mates when running with the ball. Defenders begin to stay in front of the attacker who is running with the ball so they are not offside.</p>
<p>1. To know and understand how to combine of running with the ball, passing, defending and tagging in small side games in small sided games (intra-school).</p> <p>2. To demonstrate a combination of running with the ball, passing, defending and tagging in small side games (intra-school).</p>	<p>Pupils will begin to demonstrate how to combine previously taught skills in small side games.</p>	<p>Pupils will begin to demonstrate how to combine previously taught skills in small side games.</p>

Themes		WOW	Diversity in the Curriculum
<i>Passing and Receiving</i>	Pupils begin to perform the ‘6 o’clock pass’. To begin demonstrate how to pass and receive a rugby ball with an effective technique. Pupils begin to understand that they can only pass backwards. Pupils begin to pass the ball (backwards only) whilst moving forwards to score a try.	Experience Equipment Outdoors	Discuss how rugby is a sport played and enjoyed by people with a diverse variety or ages, races, religions, abilities etc.
<i>Tagging</i>	Pupils can begin to tag correctly. Pupils can take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker (in a game situation this happens once the ball has been passed). Pupils will begin to understand the purpose of tagging, when, where and why this is applied during a game	Character Traits	Discuss Leicester Tigers' women's team.
<i>Pupil positioning</i>	Attackers without the ball, begin to keep behind the attacker with the ball. Attacker with the ball, begin to keep in front of their team mates when running with the ball. Defenders begin to stay in front of the attacker who is running with the ball so they are not offside.	Curious and Resilient	<div></div>
<i>Running with ball</i>	When running with the ball, pupils can begin to dodge and evade an opponent who is trying to tag them. Pupils begin to demonstrate an understanding of the importance of running into space. Pupils begin to demonstrate an understanding of the importance of carrying the ball forward.	Stickability	
<i>Evaluation</i>	To say what they did well and how they could improve.	Experience Repetition of previously taught skills	
Outcome			<a href="https://www.leicestertigers.com/team/senior-womens">https://www.leicestertigers.com/team/senior-womens</a> <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a>
Pupils will begin to demonstrate how to combine previously taught skills in small side games.			


Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>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</li><li>apply basic principles suitable for attacking and defending</li></ul>	Forward Pass	The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.	Try	A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands	<p>Maths—counting and adding scores.</p> <p>English—vocabulary. Specific words and phrases used.</p> <p>Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.</p> <p>PSHE—team work, social skills,, leadership, health and wellbeing.</p>
	Tag	Tagging or Tag is the method applied by the defender teaming to stop the ball carrier running with the ball.	Offside	Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside.	
	Attacker	We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball.	Defender	We are considered a ‘defender’ when we are not in possession of the ball	
	6’clock pass	A type of rugby pass (see Year 3— lesson 1).	Ball carrier	The ball carrier is defined as the attacker who is in possession of the ball.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain to a peer how to pass and receive a rugby ball with an effective technique. 2. To refine and demonstrate how to pass and receive a rugby ball with an effective technique.	The focus of the learning is to pass with an effective technique and move with the ball, passing and receiving in order to keep possession of the ball.	Pupils can perform and receive the ‘6 o’clock pass ( see Year 3 lesson 1) with an effective technique. Pupils understand that they can only pass backwards. Pupils pass the ball (backwards only) whilst moving forwards to score a try. Pupils beginning to understand how to combine moving with passing to create space. Pupils begin to position themselves in a line when waiting to receive the pass.
1. To explain to a peer how to tag an opponent and why it is important. 2. To refine and demonstrate how to tag an opponent.	Pupils will understand the purpose of tagging, when, where and why this is applied during a game.	Pupils can to tag correctly. Pupils can take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker (in a game situation this happens once the ball has been passed). Attackers stop once they are tagged. The defender holds up the tag and shout, "tag"? Pupils can move forwards staying on the pitch.
1. To know and understand how to defend to prevent attackers from scoring. 2. To begin demonstrate how to defend to prevent attackers from scoring.	The focus of the learning is to develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	Pupils can tag correctly. Defender begin to move towards the attacker and close down the space. The second defender can begin to position themselves in space behind their partner ready to support them when tagging. Defenders stay in front of the attacker who is running with the ball so they are not offside.
1. To know and understand how to defend to prevent attackers from scoring. 2. To begin demonstrate how to defend to prevent attackers from scoring.	The focus of the learning is to develop tagging and to explore different ways the defending team can prevent the attackers from scoring. Pupils are to apply this to mini game situations.	Pupils can tag correctly. Defender begin to move towards the attacker and close down the space. The second defender can begin to position themselves in space behind their partner ready to support them when tagging. Defenders stay in front of the attacker who is running with the ball so they are not offside. Pupils are to apply this to mini game situations.
1. To explain to a peer how to combine passing and moving to beat an opponent and score a try. 2. To refine and demonstrate how to combine passing and moving to beat an opponent and score a try.	The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try.	Pupils run forwards finding space. Attackers support the ball carrier, ready to receive a potential pass. The ball carrier attacks space when running. Attackers without the ball, keep behind the attacker with the ball. Attackers with the ball keep in front of their team mates when running with the ball. Pupils choose a suitable position after the ball carrier has been tagged ready to receive a pass. Pupils begin to position themselves in a line when waiting to receive the pass.
1. To know and understand how to combine of running with the ball, passing, defending and tagging in small side games in small sided games (intra-school). 2. To refine and demonstrate combination of running with the ball, passing, defending and tagging in small side games (intra-school).	Pupils will refine and demonstrate previously taught skills in small side games..	Pupils will demonstrate how to combine previously taught skills in small side games.

Themes		WOW	Diversity in the Curriculum
Defending	Defender begin to move towards the attacker and close down the space. The second defender can begin to position themselves in space behind their partner ready to support them when tagging. Defenders stay in front of the attacker who is running with the ball so they are not offside. Pupils beginning to defend in a line.	Experience Equipment Outdoors	Discuss how rugby is a sport played and enjoyed by people with a diverse variety of ages, races, religions, abilities etc.
Passing and Receiving	Pupils to perform the ‘6 o’clock pass’. To demonstrate how to pass and receive a rugby ball with an effective technique. Pupils to understand that they can only pass backwards. Pupils to pass the ball (backwards only) whilst moving forwards to score a try. Pupils beginning to understand how to combine moving with passing to create space. To begin to accurately use the terminology forward pass.		Discuss Leicester Tigers wheelchair team.
Tagging	Pupils can tag correctly. Pupils can take the tag. Stop and stand still. Hold the tag in the air and shout, "tag." Give the tag back to the attacker (in a game situation this happens once the ball has been passed). Pupils will understand the purpose of tagging, when, where and why this is applied during a game.	Character Traits	
Pupil positioning	Attackers without the ball, keep behind the attacker with the ball. Attacker with the ball, keep in front of their team mates when running with the ball. Defenders to stay in front of the attacker who is running with the ball so they are not offside. Pupils begin to position themselves in a line when waiting to receive the pass in order to support the ball carrier.	Curious and Resilient	<a href="https://www.leicestertigers.com/team/wheelchair">https://www.leicestertigers.com/team/wheelchair</a>
Running with ball	When running with the ball, pupils can dodge and evade an opponent who is trying to tag them. Pupils demonstrate an understanding of the importance of running into space. Pupils demonstrate an understanding of the importance of carrying the ball forward.	Stickability	<a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a>
Evaluation	To say what they did well and how they could improve.	Experience Repetition of previously taught skills	
Outcome			
Pupils demonstrate how to combine previously taught skills in small side games.			

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>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</li><li>apply basic principles suitable for attacking and defending</li></ul>	Forward Pass	The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.	Officiating	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly.	<p>Maths—counting and adding scores.</p> <p>English—vocabulary. Specific words and phrases used.</p> <p>Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.</p> <p>PSHE—team work, social skills,, leadership, health and wellbeing.</p>
	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	Offside	Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside.	
	Loop pass	Loop Pass is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.	Miss pass	Miss Pass is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.	
	Sliding defence	A defensive formation where defenders move in a line so that they always remain in front of the attackers.	Press De-fence	A defensive formation where defenders rush the attackers whilst remaining in a line.	

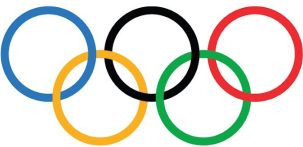
Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
<p>1. To explain how to refine and combine passing and moving to create attacking opportunities and begin to understand the components of an effective performance.</p> <p>2. To combine and apply passing and moving to create attacking opportunities and to analyse peers’ performances.</p>	<p>Recap prior learning from year 4, what do pupils remember?</p> <p>The focus of the learning is to refine passing and moving to create an attack that results in a try.</p>	<p>Pupils can accurately perform and receive the ‘6 o’clock pass ( see Year 3 lesson 1) with an effective technique. Pupils run forwards finding space. Attackers support the ball carrier, ready to receive a potential pass. The ball carrier attacks space when running. Attackers without the ball, keep behind the attacker with the ball. Attackers with the ball keep in front of their team mates when running with the ball. Pupils choose a suitable position after the ball carrier has been tagged ready to receive a pass. Pupils begin to position themselves in a line when waiting to receive the pass.</p>
<p>1. To begin to explain how to perform a miss pass and begin to understand the components of an effective performance.</p> <p>2. To begin to demonstrate a miss pass and to analyse peers’ performances.</p>	<p>The focus of the learning is for pupils to explore different passing styles (miss pass), which can be used to outwit defenders to score a try. Pupils will learn how to execute a miss pass understanding where, when and why this pass is used in a game.</p>	<p>Pupils can accurately perform and receive the ‘6 o’clock pass ( see Year 3 lesson 1) with an effective technique. Pupils can use the 6 o'clock technique to begin to perform an effective miss pass. Pupils begin to understand where, when and why this pass is used. Watch video: <a href="https://www.youtube.com/watch?v=ltRohl8dE8A">https://www.youtube.com/watch?v=ltRohl8dE8A</a></p>
<p>1. To begin to explain how to perform a loop pass and begin to understand the components of an effective performance.</p> <p>2. To begin to demonstrate a loop pass and to analyse peers’ performances.</p>	<p>The focus of the learning is for pupils to explore different passing styles (loop pass), which can be used to outwit defenders to score a try. Pupils will learn how to execute a loop pass understanding where, when and why this pass is used in a game.</p>	<p>Pupils can accurately perform and receive the ‘6 o’clock pass ( see Year 3 lesson 1) with an effective technique. Pupils can use the 6 o'clock technique to begin to perform an effective loop pass. Pupils begin to understand where, when and why this pass is used. <a href="https://www.youtube.com/watch?v=HSYI7rkAS50">https://www.youtube.com/watch?v=HSYI7rkAS50</a></p>
<p>1. To explain how to refine and combine defending learning and begin to understand the components of an effective performance.</p> <p>2. To combine and apply defending learning and to analyse peers’ performances.</p>	<p>The focus of the learning is to refine pupils' understanding of how we defend in tag rugby. Pupils will learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p>	<p>Defenders work as a team to prevent the attackers from scoring a try. Pupils quickly adopt their formation after a tag has been made. Pupils reduce the space, applying pressure to the attackers when they are defending. Pupils organise themselves as a defending team and stop the attack.</p>
<p>1. To explain how to refine and combine basic defending tactics and formations and begin to understand the components of an effective performance.</p> <p>2. To combine and apply basic defending tactics and formations and to analyse peers’ performances.</p>	<p>The focus of the learning is to develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</p>	<p>Sliding defence formation - <a href="https://www.youtube.com/watch?v=3qW883DNi4c">https://www.youtube.com/watch?v=3qW883DNi4c</a> press defence (watch from 2:50 mins to 3:50 mins - <a href="https://www.youtube.com/watch?v=bgT5XE68Aqw">https://www.youtube.com/watch?v=bgT5XE68Aqw</a> Defenders work as a team to prevent the attackers from scoring a try. Pupils quickly adopt their formation after a tag has been made. Pupils reduce the space, applying pressure to the attackers when they are defending. Pupils organise themselves as a defending team and stop the attack. Pupils begin to demonstrate sliding defence and press defence. Pupils begin to officiate.</p>
<p>1.To explain how to refine and combine running with the ball, passing, defending, formations/tactics, officiating and tagging to intra-school games and to begin to understand the components of effective performance.</p> <p>2. To combine and apply running with the ball, passing, defending, formations/tactics, officiating and tagging in small side games to intra-school games and to analyse peer’s performances.</p>	<p>Pupils will refine and demonstrate previously taught skills in small side games..</p>	<p>Pupils will demonstrate how to combine previously taught skills in small side games.</p>

Themes		WOW	Diversity in the Curriculum
<i>Defending</i>	Defender to move towards the attacker and close down the space. The second defender to position themselves in space behind their partner ready to support them when tagging. Defenders stay in front of the attacker who is running with the ball so they are not offside. Pupils to defend in a line. Pupils can tag correctly. Pupils can take the tag. Defenders begin to use defending tactics and formations.	Experience Equipment Outdoors	<p>Discuss how rugby is a sport played and enjoyed by people with a diverse variety of ages, races, religions, abilities etc.</p> <p>Discuss the Rugby World Cup 2023.</p>
<i>Passing and Receiving</i>	Pupils can accurately perform the ‘6 o’clock pass’. Pupils begin to perform an effective loop and miss pass. To demonstrate how to pass and receive a rugby ball with an effective technique. Pupils to understand that they can only pass backwards. Pupils to pass the ball (backwards only) whilst moving forwards to score a try. Pupils to understand how to combine moving with passing to create space. To accurately use the terminology forward pass.		
<i>Tactics</i>	Pupils begin to demonstrate sliding defence and press defence. Pupils begin to officiate. Pupils beginning to apply the offside rule independently.	<b>Character Traits</b>	
<i>Pupil positioning</i>	Attackers without the ball, keep behind the attacker with the ball. Attacker with the ball, keep in front of their team mates when running with the ball. Defenders to stay in front of the attacker who is running with the ball so they are not offside. Pupils position themselves in a line when waiting to receive the pass in order to support the ball carrier. Pupils beginning to organise themselves up in defensive formation.	Curious and Resilient	
<i>Running with ball</i>	When running with the ball, pupils can dodge and evade an opponent who is trying to tag them. Pupils demonstrate an understanding of the importance of running into space. Pupils demonstrate an understanding of the importance of carrying the ball forward. Pupils beginning to show consistently good decision making regarding when to run or pass.	<b>Stickability</b>	
<i>Evaluation</i>	UPKS2 – To be able to tell another child what they did well and how they could improve.	Experience Repetition of previously taught skills	
Outcome			<a href="https://www.youtube.com/watch?v=-GZbJ4U5Vi8">https://www.youtube.com/watch?v=-GZbJ4U5Vi8</a>
Pupils demonstrate how to combine previously taught skills in small side games.			



Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>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</li><li>apply basic principles suitable for attacking and defending</li></ul>	Forward Pass	The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.	Officiating	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly.	<p>Maths—counting and adding scores.</p> <p>English—vocabulary. Specific words and phrases used.</p> <p>Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.</p> <p>PSHE—team work, social skills,, leadership, health and wellbeing.</p>
	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	Offside	Offside occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside.	
	Loop pass	Loop Pass is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.	Miss pass	Miss Pass is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.	
	Sliding defence	A defensive formation where defenders move in a line so that they always remain in front of the attackers.	Press De-fence	A defensive formation where defenders rush the attackers whilst remaining in a line.	

Lessons Sequence	Substantive Knowledge/Key	Disciplinary Knowledge / Skills
1.To explain the components of effective performance when passing and moving possession and to analyse their own performance.	<p>Recap prior learning from year 5. What do pupils remember? The focus of the learning is to consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p> <p>The focus of the learning is to consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack. Pupils will develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p> <p>The focus of the learning is to consolidate the pupils understanding of attacking tactics, applying them into game situations. Pupils should be able to apply their prior learning of passing and moving, to create an attack that results in a try.</p> <p>The focus of the learning is to refine pupils' understanding of how we defend in tag rugby. Pupils will learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p> <p>The focus of the learning is to consolidate attacking and defending in games of tag rugby.</p> <p>Pupils will refine and demonstrate previously taught skills in small side games..</p>	Pupils can accurately and consistently perform and receive the ‘6 o’clock pass ( see Year 3 lesson 1) with an effective technique. Pupils can accurately perform the loop and miss pass (see Year 5 learning journey). Pupils understand when, where and why each pass is used. Pupils can combine a range of passes with movement to create space. Pupils produce an attack, which results in a try. Pupils position themselves in a line when waiting to receive the pass in order to support the ball carrier.
2.To combine components of effective performance when passing and moving and to analyse peers’ performances and adapt their performance as a result of their own self-evaluation.		Sliding defence formation - <a href="https://www.youtube.com/watch?v=3qW883DN14c">https://www.youtube.com/watch?v=3qW883DN14c</a> press defence (watch from 2:50 mins to 3:50 mins - <a href="https://www.youtube.com/watch?v=bgT5XE68Aqw">https://www.youtube.com/watch?v=bgT5XE68Aqw</a> Defenders work as a team to prevent the attackers from scoring a try. Pupils quickly adopt their formation after a tag has been made. Pupils reduce the space, applying pressure to the attackers when they are defending. Pupils organise themselves as a defending team and stop the attack. Pupils demonstrate sliding defence and press defence. Pupils begin to officiate. Pupils quickly adopt their formation after a tag has been made.
1. To explain the components of effective performance when defending and to analyse their own performance.		Pupils can begin to create and apply their own attacking tactics. Pupils to focus on moving the ball forward, supporting the ball carrier , continuing to apply attacking pressure and creating space through passing and moving. Pupils are able to pass and move accurately and consistently. Pupils produce an attack, which results in a try. Pupils apply a refined understanding of passing, moving and creating space to score a try against another team.
2. To combine components of effective performance when defending and to analyse peers’ performances and adapt their performance as a result of their own self-evaluation.		Pupils can begin to create and apply their own defensive tactics. Pupils to focus on contesting possession, going forward, supporting the defender, applying pressure and regaining possession. Pupils are able to use and adapt the sliding defence and rush defence formations. Tactics.
1. To explain the components of effective performance when creating and applying attacking tactics and to analyse their own performance.		To use and adapt previously attacking and defensive tactics in games. To begin to create apply basic attacking and defensive tactics. See lesson 3 and 4 of Year 6 learning journey. Pupils to fairly officiate their own games.
2. To combine components of effective performance when creating and applying attacking tactics and adapt their performance as a result of their own self-evaluation.		Pupils will demonstrate how to combine previously taught skills in small side games. Pupils to fairly officiate their own games.
1. To explain the components of effective performance when creating and applying defensive tactics and to analyse their own performance.		
2. To combine components of effective performance when creating and applying defensive tactics and adapt their performance as a result of their own self-evaluation.		
1. To explain the components of effective performance when using attacking and defensive tactics and to analyse their own performance.		
2. To combine components of effective performance when using attacking and defensive tactics in game and adapt their performance as a result of their own self-evaluation.		
1. To explain the components of effective performance when taking part n intra-school matches and to analyse their own performance.		
2. To combine components of effective performance when taking part in intra-school matches and adapt their performance as a result of their own self-evaluation.		

Themes		WOW	Diversity in the Curriculum
<i>Defending</i>	Defender to move towards the attacker and close down the space. The second defender to position themselves in space behind their partner ready to support them when tagging. Defenders stay in front of the attacker who is running with the ball so they are not offside. Pupils to defend in a line. Pupils can tag correctly. Pupils can take the tag. Defenders use and begin to create defending tactics and formations. Pupils quickly adopt their formation after a tag has been made.	Experience Equipment Outdoors	<p>Discuss how rugby is a sport played and enjoyed by people with a diverse variety or ages, races, religions, abilities etc.</p> <p>Discuss Rugby sevens and how it features at the Olympics and the Commonwealth Games. Share video of the international match between India and Wales.</p>  <p><a href="https://www.youtube.com/watch?v=7_aCJaX1CAE">https://www.youtube.com/watch?v=7_aCJaX1CAE</a></p>
<i>Passing and Receiving</i>	Pupils can accurately and consistently perform the ‘6 o’clock pass’. Pupils begin to perform an effective loop and miss pass accurately. To demonstrate how to pass and receive a rugby ball with an effective technique. Pupils to understand that they can only pass backwards. Pupils to pass the ball (backwards only) whilst moving forwards to score a try. Pupils to understand how to combine moving with passing to create space. To accurately use the terminology forward pass.		
<i>Tactics</i>	Pupils demonstrate sliding defence and press defence. Pupils to officiate their games. Pupils can apply the offside rule independently. Pupils begin to create and apply their own attacking and defensive tactics.	Character Traits	
<i>Pupil positioning</i>	Attackers without the ball, keep behind the attacker with the ball. Attacker with the ball, keep in front of their team mates when running with the ball. Defenders to stay in front of the attacker who is running with the ball so they are not offside. Pupils position themselves in a line when waiting to receive the pass in order to support the ball carrier. Pupils organise themselves up in attacking and defensive formation when possession changes.	Curious and Resilient	
<i>Running with ball</i>	When running with the ball, pupils can dodge and evade an opponent who is trying to tag them. Pupils demonstrate an understanding of the importance of running into space. Pupils demonstrate an understanding of the importance of carrying the ball forward. Pupils show consistently good decision making regarding when to run or pass.	Stickability	
<i>Evaluation</i>	UPKS2 – To be able to tell another child what they did well and how they could improve.	Experience Repetition of previously taught skills	
Outcome			
Pupils will demonstrate how to combine previously taught skills in small side games.			