

Foundation Subject Medium Term Planning

Subject: PE	Concept/Theme: Tag Rugby	Year Group: Year 4	Term: Summer 2
--------------------	---------------------------------	---------------------------	-----------------------

Vocabulary & Glossary:		End of Unit Milestones: <ul style="list-style-type: none"> • I can attack as an individual and in a group. • I can dodge a defender as I run towards the try-line. • I can throw a ball accurately to a partner whilst running forward. • I can defend a ball using the space. • I know the passing rule in tag rugby. • I know how to carry the ball as a team towards the try-line. • I know how to run into space when attacking. • I know how to change direction quickly to help me to defend. • I can use the width of the pitch to dodge away from a defender. • I can change the direction and speed of my running. • I can use attacking skills to work as a team to progress towards the try-line. • I can use defending skills within a team to prevent my opponent scoring a try.
attack	to move forward and try to score goals or win points.	
dodge	making quick, sudden movements, usually to avoid something.	
try-line	the line behind which the ball must be placed to score a try in a rugby match.	
passing rule	In rugby, the ball must only be passed in-line with or behind the person passing the ball.	
try	A try is scored by grounding the ball in the opposition's in-goal area (or behind their try-line).	
tags	A Velcro strip attached to a belt on each player's hips.	
static stretch	Stretches while not moving e.g. calf stretch/touch toes.	
side step	A quick movement performed whilst running to dodge a defender.	
defend	Creating a line with your teammates to prevent the opposition from scoring.	
dynamic stretch	Stretches while moving e.g. lunges, leg swings.	

Prior Learning: Year 3 <ul style="list-style-type: none"> • 	Future Learning: Year
---	------------------------------

Foundation Subject Medium Term Planning

Week One		
<p>Objective I can pass a rugby ball accurately using the correct technique.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can attack as an individual and in a group. I can dodge a defender as I run towards the try-line. 	
<p>Learning And Teaching</p>		
<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>		
<p>Warm up Coloured cones car game Have 4 coloured cones: Red – Stop and do a static stretch (lunge, squat etc.) Yellow – Jog backwards Blue – Side step Green - Jog</p> <p>Main <u>Activity 1</u> Demonstrate how to throw a ball: <ul style="list-style-type: none"> ⤴ Stand sideways on ⤴ Hands on side of ball, fingers spread out ⤴ Swing arms back and forth like a pendulum ⤴ Release towards receiver Practise throwing the ball to partner. Highlight good throwing from children who have mastered throw.</p> <p><u>Activity 2</u> Stand in a circle. Choose a child to run round the circle at the same time as the rest of the class throw the ball around. See whether ball can beat runner. Repeat in smaller groups.</p> <p><u>Activity 3</u> Choose 3 good players to demonstrate running up the playground passing the ball (up and down the line), Make sure the ball is only passed backwards and explain that this is a rule in rugby. Each group to walk it through first, then jog.</p>		<p>Pupils needing extra support: No defender</p> <p>Pupils working at greater depth: Defender of same ability</p>

Foundation Subject Medium Term Planning

<p>Add in a defender. Around half way along the area you are working in, add one child who will aim to tag the attacker with the ball.</p> <p>Show and evaluate - <i>What are some of you doing to ensure that the ball is always caught? (Accurate throw, moving towards ball...)</i></p>	
---	--

Week Two

<p>Objective To progress towards the try-line while carrying and passing the ball.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can throw a ball accurately to a partner whilst running forward. I can defend a ball using the space.
---	---

Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
------------------------------	--

<p>Warm up Introduce children to tag rugby belts. Ensure they are fitted correctly, hanging over clothes with tags at sides hanging straight down. Tell children that this is a 'no contact' game.</p> <p>Play 'stuck-in-the-mud' using tag belts. Choose 2 catchers, when they tag someone they are stuck, others go under arms to free them (tagger must give tag to the owner).</p> <p>Main Activity 1: Remind children of how to pass. Pass in pairs then 4's ensuring children are standing sideways. Practice running up a pitch in 4's:</p> <ul style="list-style-type: none"> ⤴ Ensure that thrower passes the ball in line or behind themselves ⤴ Use a big arm swing to make the pass to go further <p>Activity 2: Play 'piggy in the middle' with middle person trying to intercept ball. Ensure chn are standing sideways to throw and receive.</p> <p>Activity 3: Children in ability teams. Split in half to form 2 lines (5m apart). Children in front start with ball, they must run half way (cones)</p>	<p>Pupils needing extra support: Allow them to stop before throwing the ball.</p> <p>Pupils working at greater depth: Encourage children to maintain pace while throwing the ball to their partner.</p>
---	---

Foundation Subject Medium Term Planning

<p>and then throw ball to their partner.</p> <p>Show and evaluate Following activity 3:</p> <ul style="list-style-type: none"> ⤴ Have you moved your feet to turn sideways? ⤴ Have you swung your arms back before releasing forwards? ⤴ Are your hands in the correct position? 		
<p>Week Three</p>		
<p>Objective To perform the correct movement skills to succeed in moving the ball towards the try-line.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> ● I know the passing rule in tag rugby. ● I know how to carry the ball as a team towards the try-line. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up Play 'bulldog' where the catcher must tag other players. They must then return the tag to them and then help become a catcher.</p> <p>Main Activity 1 Throw the ball in 4's around the outside of square, children facing outwards to catch and receive.</p> <p>Activity 2 Line up horizontally along end of playground. Children to run passing ball along the line:</p> <ul style="list-style-type: none"> ⤴ The person with the ball must be in front of everyone else ⤴ The ball can only be passed sideways on backwards, never forwards. <p>When the children have mastered this (extend MA by having them running it much faster) they can take it 1 step further:</p> <ul style="list-style-type: none"> ⤴ When children have released the ball (on the far left of the line) they run behind other players to the other end of the line ready to catch again (and this keeps going) <p>Activity 3 Small games- teams of 5 (each on 1/3 of netball court).</p>		<p>Pupils needing extra support: Ability groups, Walk through activity 2 before running.</p> <p>Pupils working at greater depth: Speed up, reminding chn to pass in line or backwards.</p>

Foundation Subject Medium Term Planning

<ul style="list-style-type: none"> ⤴ Children must pass the ball to everyone before they can score ⤴ They can score by placing the ball on their back line within the court ⤴ If the ball goes out, the other team take a pass ⤴ If they are tagged they must pass within 3 steps or seconds. <p>Show and evaluate <i>Can you think of any tactics as an attacker that might help you to succeed?</i></p>		
Week Four		
<p>Objective To effectively defend in tag rugby.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> ● I know how to run into space when attacking. ● I know how to change direction quickly to help me to defend. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Passing in 2's. Encourage children to move around while passing:</p> <ul style="list-style-type: none"> ⤴ Show 'target hands' so thrower knows where to pass to. Call out so thrower knows you want it ⤴ Move into space <p>Main Defending - explain the importance of defending in this fast moving game. Remind children that this is a 'no contact' game.</p> <p>Split the playground into 3 columns, with the class split into 3, 1 line behind each. Then split each column up into 4 areas and place a child in each.</p> <ul style="list-style-type: none"> ⤴ Children must try to run from start to finish without being tagged. ⤴ Defenders must try to pull a tag off of the runner, if they succeed runner goes to back of line. <p>Highlight movements children are doing (twists turns, change of speed, direction).</p> <p>Swap children over so everyone gets a turn at defending and running.</p> <p>Play small game as last week. Encourage children to use defending skills in the game.</p>		<p>Pupils needing extra support: Make one of the columns narrower than others to give them a higher chance of tagging a player.</p> <p>Pupils working at greater depth: Use a wider column, reduce the number of defenders.</p>

Foundation Subject Medium Term Planning

<p>Show and evaluate</p> <ul style="list-style-type: none"> ⤴ How have you managed to get to the end of the area? ⤴ What are you doing? 		
<p>Week Five</p>		
<p>Objective</p> <p>I can dodge past defenders to progress towards the try-line.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> ● I can use the width of the pitch to dodge away from a defender. ● I can change the direction and speed of my running. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up</p> <p>Passing on the run (as in lesson 3). Expect accuracy and speed.</p> <p>Main</p> <p>Attacking- Tell children that since this is a fast game the scoreline depends on how many goals can be scored. They must use space to get through:</p> <ul style="list-style-type: none"> ⤴ Run right up to the sides of the area ⤴ Look to see gaps between defenders ⤴ If there is no gap, pass to a team-mate <p>Split the children in half, in 2 lines at end of playground. Place 2 defenders in each column. Children to go in 2's to try and get to end with ball, using points above, remembering to only pass sideways or backwards.</p> <p>Once successful, put children in 3's.</p> <p>Large game using whole area. Split class into 3, 1 team off at any time. Encourage supporting each other on the run in case runner is tagged.</p> <ul style="list-style-type: none"> ⤴ Remember, mustn't pass forwards ⤴ 3 seconds or steps to pass when tagged 		<p>Pupils needing extra support: Reduce the area for the attackers to run in.</p> <p>Pupils working at greater depth: Increase the area for the attackers to run in, reduce the amount of defenders.</p>

Foundation Subject Medium Term Planning

<u>Show and evaluate</u>		
Week Six		
<p>Objective I can play a game of tag rugby using the attacking and defending skills I have learnt.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can use attacking skills to work as a team to progress towards the try-line. • I can use defending skills within a team to prevent my opponent scoring a try. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p><u>Warm up</u></p> <p><u>Main</u> End of unit tournament against other 2 classes. For tournament split class into teams of 6 and play small games.</p> <p><u>Show and evaluate</u></p>		<p>Evidence of ARE and GD in a video and uploaded to Google drive under PE, 2021-2022, Year, Summer 2, evidence.</p> <p>Pupils needing extra support: Same ability groups</p> <p>Pupils working at greater depth: Same ability groups</p>