

1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3 b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	5. Rucking	1 - 2	To develop their understanding and knowledge of how to perform a ruck play, and the duties of the support players within these plays. To develop their knowledge and understanding of a ruck, and its benefits. <i>e.g. To regain possession, and to create a quick attacking play</i> To refine and adapt techniques and skills in response to changing circumstances at the ruck	1. GAME : 5 V 5 : (Non-participant referee – touch tackling only) 2. In Pairs. Jog and pass around grid. On command A falls to the ground, and release the ball. B picks up the ball and steps over. 3.4 Attackers, 1 takes ball up, falls, and releases. B drives over. C to D who scores a try. Then use pads with the support driving ATT back. 4. 5 V 5 GAME	Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch,
Outwitting: Throughout the rucking phase students are constantly asked how to outwit opponents and teams; evaluate own and others performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality rucking techniques.					
Informed Choices and Lifestyle	Discuss all the different career pathways in Rugby			Developing Physical and Mental Capacity	Discuss attacking and defending from rucks
Creativity and Development	Create plays from rucks			Performance	Peer evaluation sessions – Pupils state strength and weakness of Rucking performances.
Cross Curricular Aspects through this phase	<i>English, Literacy, Mathematics, Science, ICT, Technology</i>			ASSESSMENT (within activities)	Q & A Observation
1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b; 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3 b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	6. Scrum - 3 Man	2	To understand and know the different positions within the front row <i>e.g. Loose head prop – hooker – tight head prop</i> , To understand, know and perform the correct binding techniques used <i>e.g. The hooker's arms resting on the props shoulders and the props arms grasp the hooker's shirt</i> . To know, understand, and perform the correct feeding of the scrum <i>e.g. Must be horizontal, and the hooker must strike the ball back with their feet</i> . To understand and know why a scrum is formed <i>e.g. To bring the ball back in play after an infringement</i> . To incorporate previously learned skill into a mini game of Rugby that includes tackling, rucks, and 3 man scrums.	1. 5 V 5 GAME : Touch tackle. Unlimited tackles. 2. In 4's. Pupils practices binding, crouching, signal from scrum half for feeding, the feed, hooker striking, Scrum Half picking the ball up. 3. In 8's. Uncontested scrums 4. 7 V 7 Final GAME : including tackling, rucks, and 3 man scrums, 5 pt tries, No kicking.	Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch,
Outwitting: Throughout the 3 man scrum phase students are constantly asked how to outwit opponents and teams; evaluate own and others performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality scrummaging techniques.					
Informed Choices and Lifestyle	Discuss all the different career pathways in Rugby			Developing Physical and Mental Capacity	M/C – Discuss attacking and defending from scrums
Creativity and Development	Create plays from scrums			Performance	Ask pupils for feedback and analysis of performances
Cross Curricular Aspects through this phase	<i>English, Literacy, Mathematics, Science, ICT, Technology</i>			ASSESSMENT (within activities)	Q & A Observation