

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
2	Rugby Union	Passing	7						SEN:
Objectives:	To comprehend and grasp how to confidently perform with accuracy, / execute the lateral pass, and receiving it. To be able to outwit opponents with passing and movement skills. To be able to confidently perform with accuracy, and catch the lateral pass. To understand the rules and laws regarding the pass and catching the ball (e.g. Ball must travel backwards and Knock-on's).								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
Warm Up & Stretching	Pop passing drill. Pupils line up facing each other and pop the ball to each other from close distances, keeping the ball in the middle	To understand and know the benefits of a warm-up prior to exercise To confidently perform with accuracy, the skills and actions within the warm-up To know why they stretch, and the benefits of stretching	- Hold the ball with two hands - Fingers pointed and thumbs up, either side off the ball - Toss the ball upwards gently - Aim for team mates hands - Hands out in front	↑ Pupils accurately replicate and perform stretches	Observe performances, skills and techniques	R+ What is a positive etiquette in Rugby Union	Science: Homeostasis <i>Objectives:</i> Give examples of how the body controls things like water, ions, CO2, sugar and heat in simple terms. <i>Student expectations:</i> I can give examples of how the body controls temperature, carbon dioxide, ions, water levels and sugar.	Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities. Cardio-respiratory system Mechanics of breathing; Students performing or observing skills throughout session note... • ... Inhaling and exhaling at rest (with reference to the; intercostals, rib cage and intercostals their roles) •how the Lungs can expand more during exercise (inspiration) due to the use of pectorals and sternocleidomastoid. During exercise (expiration), the rib cage is pulled down quicker to force air out quicker due to use of the abdominal muscles.	
Passing practices	Jog around 22m area using any type of pass	To comprehend and grasp how to confidently perform with accuracy, / execute the lateral pass and receiving it.	- 2 Hands on either side of the ball - Pass to hands of receiver - The ball must travel backwards	↑ Increase distance of passing ↑ Pass from both sides	👁️ Assess the mistakes made when passing	R+ How do you bounce back from dropping a catch	Maths: Multiples in Rugby Union through passes, support and numbers <i>Objectives:</i> To be able to understand multiples <i>Student expectations:</i> I can learn all the 12x tables English: To allow pupils to become more confident and self-sufficient with key reading, writing and study skills by creating warm and stretch exercises. <i>Objectives:</i> Setting personal targets on how to deliver the warm up, monitoring how others complete the warm up and actioning to make sure the warm up is completed correctly. Learning and practising specific reading and writing strategies to communicate the warm up to an audience. <i>Student expectations:</i> How to use a library effectively: Dewey system etc, to find different and appropriate warm ups and stretches. How to read for meaning: skimming and scanning. Writing accurately in structured paragraphs. Spelling and grammar. Building vocabulary. <i>Skills:</i> Private reading for pleasure: regular changing of library books. Reading diary. Reading aloud to a friend/trusted and supportive adult. Checking and learning corrections. Peer and teacher assessment of technical accuracy of written work.		
	Pairs, 3 & 4 's passing ball along line	To be able to confidently perform with accuracy, and catch the lateral pass.	- Look at target - Pass ball to target / bread basket	↑ Quick passing – getting ball through hands more times than usual	👋 Ask students for feedback regarding the passes made	✍️ Is there communication between team mates?			
	Passing whilst walking	To understand the rules and laws regarding the pass and catching the ball (e.g. Ball must travel backwards and Knock-on's)	- Explore and communicate with team mates	↑ decrease the area that they have to pass	👁️ Assess the body movements when passing on the move	R+ Focus on the strengths not the weaknesses			
	Passing and jogging		- Avoid others whilst passing and jogging	↑ Add an overlap	👁️ Partners assess the passing skills	✍️ Are they outmanoeuvring the opposition in the small spaces			
Testing and Targets	Passing and jogging in and out of the cones for 2 minutes.	To appreciate how to make adjustments and adaptations to passes	Pass backwards If you touch a cone you are out	↑ decrease the area that they have to pass ↑ increase the number of cones ↑ Pass backwards and If you touch a cone you are out	👁️ Partners assess the passing skills	✍️ Are they outmanoeuvring the opposition in the small spaces			
Competition	In pairs, along the 22m area they are to see how many passes they can perform in a minute	To comprehend and grasp the concept of running forwards and passing backward	- 2 Hands on either side of the ball - Pass to hands of receiver - The ball must travel backwards	↑ Pass backwards and If you pass forwards you are out you are out	👁️ Assess the body actions when performing a pass to either side	🗣️ Discuss how they can refine the passing skills to outwit defenders in small sided game environments			
Game	B'ball game – passing ball backwards in order to get the ball to opponent's goal line. Players must score a try here to score	To comprehend and grasp how to score a try and the laws that govern this technique To be able to score a try To be able to outwit opponents with passing and movement skills.	- Use correct passing technique - A knock on or ball to ground means the ball is handed over	↑ Increase area ↑ Increase goal size and area ↓ Decrease area	👁️ Passing and receiving skills assessed in the small side games				
Leadership & Coaching	Create 2/3 drills to work on passing and catching when mistakes arise within the games	To be able to modify and refine passing and catching skills	Give clear instructions and teaching points for passing and catching within a game / drill environment. Give praise	↑ Students look at ways of improving their catching skills with fewer errors	👁️ Assess what skills need to improve when passing and receiving	R+ How do they tolerate weak teammates			
Officiating	In pairs, Officiate the games. Observe umpires and help with commands and signals. Pupils take it in turns to officiate and coach five point games.	To officiate the game correctly, fairly and accurately. To be able to correctly use the correct signals, comments, scoring and techniques. To know the right ways to score a try To be able to award a try	Concentrate on each point and court at all times. Use the correct signals. Know the rules. Be fair and constant Score correctly. Use the correct the signals and scoring. The ball must be placed onto the ground in the in goal area (or goal line only) with control of the ball	Focus on the rules regarding passing, catching, forward passes and laws	👁️ Identify the problems with not playing to the rules in Rugby Union and why we need Rules in Rugby Union	R+ How do the students find the answers			
Cool Down	Pupils jog around the lines of the 22m in pairs slowly passing the ball	To understand why you Cool Down and do rhythmical movement after exercise	- Gentle jogging speed. - Take in deep breaths - Keep upright	↑ <i>Nominate 2 pupils to plan cool down for next lesson</i>	Q & A on benefits of cool down Ask students for feedback regarding their cool down	Pupils create a new cool down for passing			
Active lifestyle & Social Guidance		Learn ways to say "no" when something occurs that you do not want to do or be involved with.							
Equipment		Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch							
Healthy Lifestyles and well being		What are the differences between class A, B or C drugs?							