

Scheme of Work	<b>Tag Rugby</b>
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Objectives	To perform the basic fundamental skills of Tag Rugby (e.g. Passing, Receiving, and Beating / outwitting an Opponent) and be able to perform, develop and incorporate the fundamental skills of Tag Rugby into a full size game. I want the students to show a clear understanding of the certain positions of the players on the pitch and their roles and responsibilities. Throughout the phases the students are to be constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They must show clear knowledge and understanding of the benefits of exercise and those of a warm – up and cool - down to the body prior to, and after exercise. I also want them to use and enhance their knowledge and understanding so that they can use these skills with precision, accuracy, fluency and clarity in any situation when attacking or defending. They should further develop and improve their knowledge, understanding and planning of the tactics, set plays, outwitting opponents and principles of the game.
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Previous Skills	The students should understand and be able to play small-sided games and simplified versions of competitive team games. They should also be capable of sending, receiving and travelling with a ball in these competitive team games. The students can practice, improve, and refine performance, and repeat series of movements they have previously performed, with increasing control and accuracy. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their own performance.
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Year	Description	Term	Start date	End Date	Lesson Time (s)	Duration	Period	Number of Pupils	Ability
7 / 8 / 9									

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Phase	Objective	Activities	Testing / Competition
<b>Ball Familiarisation</b>	<p>To further their knowledge, knowledge, awareness and mental capacity of the basic fundamentals of Tag Rugby</p> <p>To understand the rule of passing in Tag Rugby</p> <p>To be able to confidently perform with accuracy, and know how to confidently perform with accuracy, under control the basic skills</p> <p>To comprehend and grasp the concept of running forwards and passing backward</p> <p>To comprehend and grasp how to score a tray and the laws that govern this technique</p> <p>To be able to score a try</p> <p>To develop the variety of skills they use for moving with the ball</p> <p>To be able to outwit opponents with passing and movement skills.</p>	<p>2 pupils are on chasing group in 10 x 10 grid. Must tag hips of opponent to tag them or grab</p> <p>Move ball around body parts (fig. Of 8, through knees)</p> <p>Catch the ball, above head, at both sides, and behind back.</p> <p>Walking and catching</p> <p>B'ball game – passing ball in any direction in order to get the ball to opponent's goal line. Players must score a try here to score a point</p>	<p>Create 2/3 drills to work on passing and catching when mistakes arise within the games</p> <p>In pairs, Officiate the games.</p> <p>Observe umpires and help with commands and signals.</p> <p>Pupils take it in turns to officiate and coach five point games.</p>
	<p style="text-align: center; background-color: #333; color: white; margin: 0;">Assessment</p> <p>Observe students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess the weak attempts</li> <li><input type="checkbox"/> Use baseline tests with Rugby and record scores</li> <li><input type="checkbox"/> Assess the weak attempts</li> <li><input type="checkbox"/> Assess what skills need to improve when catching the ball</li> <li><input type="checkbox"/> Assess the hand and eye co-ordination when performing a pass to reduce the chances of losing possession</li> </ul>	<p style="text-align: center; background-color: #333; color: white; margin: 0;">Theoretical PE</p> <p>Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities.</p> <p>Musculoskeletal system; Structure of the skeleton; Students performing or observing skill...</p> <p><b>Fig 8</b> - ...look at how the skeletal system allows movement at a joint and identify the types of joints used in this skill.</p> <p><b>Catch-ball</b> - ...look at the shape on types of bone determine the amount of movement (short bones enable finer controlled movements/long bones enable gross movement)</p> <p>Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities: allowing the body to recover; the removal of lactic acid/CO2/waste products; prevent (delayed onset of) muscle soreness/ DOMS.</p>	<p style="text-align: center; background-color: #333; color: white; margin: 0;">Resilience</p> <p>Students improve the way they think (positively).</p> <p>In pairs break down each skill</p> <p>To be able to discriminate between 'safe' and 'unsafe' situations</p> <p>Students show Courtesy</p> <p>Why stay focused</p> <p>Make sure your learners have time to have fun.</p> <p>In pairs break down each skill</p>

Maths	Perimeter
English	Share issues about secondary school transition
Science	

Equipment	Tag Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch and Tags,
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