

## **Medium Term Plan: Supporting Implementation of**

**Subject:** Year 3 Autumn 2 – Tag Rugby:

Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

N/C links:

- use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key skills:

- Physical: throw, catch, run, change speed, change direction, balance, jump
- Social: communicate, support, collaboration, respect
- Emotional: perseverance, self-regulation, honesty, determination
- Thinking: make decisions, comprehension, application of rules and tactics

### **Prior Learning (what pupils already know and can do)**

- Know that controlling the ball before sending it will help you to get it to the right place or person.
- Know that keeping your head up will help you to see where defenders are
- Know that moving into space away from defenders helps you to pass and receive a ball.
- Know that when your team is in possession of the ball you are an attacker and we can score.
- Know that when your team is not in possession of the ball, you are a defender and need to try to get the ball. Standing between the ball and the attacker will help you to stop them from getting the ball.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

### **Key Vocabulary**

Attack, communicate, control, defend, dodge, opposition, pitch, receiver, tactics, teamwork, technique, tournament

Session 1 – To develop attacking skills to maintain possession.

### **Success Criteria**

- Hands up 'W' ready to receive a pass.
- Recognise when teammates are ready to receive a pass.
- Swing arms like a pendulum when passing the ball.

### **Whole Child Objectives**

- Social: To communicate with my team so they know I am ready to receive a pass.
- Emotional: To persevere if I make a mistake.
- Thinking: To make decisions of when the timing is right to pass the ball.

Passing and receiving video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=27385>

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### **Vocabulary**

Attack, communicate, defend, receiver

Session 2 - To develop attacking skills to move towards goal.

### **Success Criteria:**

- Hands up 'W' ready to receive a pass.
- Run with the ball when there is space in front of you.

### **Whole Child Objectives:**

- Social: To communicate positively with my team.
- Emotional: To accept the outcome even if I don't agree with the decision.
- Thinking: To understand when is a good time to run with the ball.

### **Vocabulary**

Attack, communicate, defend, dodge

Session 3 – To develop defensive skills to delay an attacker.

### **Success Criteria:**

- Arms in ready position out to the side ready to take tags.
- Step towards the attacker to get closer to their tags.
- Use quick changes of direction to keep up with the attackers.

### **Whole Child Objectives:**

- Social: To help teammates that might be struggling to remember what to do.
- Emotional: To play honestly and play by the rules.
- Thinking: To follow the correct process when a tag is taken.

Tagging video to be played - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12268>

### **Vocabulary**

Attack, defend, pitch

Session 4 - To develop an understanding of defending as a team.

### **Success Criteria:**

- Communicate to stay in the defensive line.
- Move quickly across the pitch.

### **Whole Child Objectives:**

- Social: To communicate effectively with a teammate to stay in a line.
- Emotional: To listen and take on board feedback from others.
- Thinking: To understand the importance of holding the line when defending.

### **Vocabulary**

Defend, communicate, pitch

## **Medium Term Plan: Supporting Implementation of**

Session 5 – To develop tactics in attack and defence.

### **Success Criteria:**

- Dodge and run through the gap.
- Support your teammate by being ready to receive a pass.

### **Whole Child Objectives:**

- Social: To work with others to self-manage games.
- Emotional: To persevere when I make mistakes.
- Thinking: To know when to run and when to pass.

### **Vocabulary**

Attack, defend, dodge, tactics

Session 6 – To apply rules and skills to small sided games.

### **Success Criteria:**

- Consider what tactics you could use.
- Follow the rules.

### **Whole Child Objectives:**

- Social: To be respectful and congratulate others.
- Emotional: To show determination and perseverance in the games I play.
- Thinking: To use the tactics I have learnt in the games we play.

### **Vocabulary**

Tactics, tournament, opposition

### **Future learning this content supports:**

Children will be developing skills such as balance, coordination, speed, stamina and agility which will allow children to transfer these skills into other units across KS2. In addition, children will continue to develop understanding and knowledge of invasion games which will be used within future invasion game units such as football, netball, basketball, hockey.