

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject: Phase 2 - Year A – Tag Rugby**

**Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.**  
**POS aims from NC:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal be.

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

- Pupils will have learnt the basic rules of the game.
- Learnt basic principles of the game such as passing, tackling, running with the ball.
- Worked in small teams to plan how to play.
- Taken different roles in some games, including attacker and defender.

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

**Tag Rugby - Ball familiarisation, intro passing and receiving, passing use of width, tackling technique, attacking, and outwitting an opponent, Game Play.**

- To know how to maintain possession and outwit opponents.
- To know how to pass from the waist and receive, using accuracy and control.
- To know the rules of tag rugby regarding the pass, catching the ball (i.e., backwards, pass and knock- Ons.)
- To know how to perform these skills in small-sided games making decisions on how best to advance on opposition.
- To know how to do a backwards pass and how to score a try.
- To know how to tackle correctly and safely.

### **Key Vocabulary**

Agility, balance, coordination, jumping, hopping, pacing (slow/fast),  
Walking, jogging, running, tagging, attacking, defending,  
Sprint, dodging, accuracy, control, tactics, space,  
Changing speed, direct, covering, delaying, moving feet,  
Following through, knock on, tackle, try

### **Recommended Resources:**

- Size 3 or 4 rugby balls
- Tag rugby belts and Velcro tags
- Cones or flat markers to define playing areas
- Bibs for teams
- Whistle for officiating
- Tactics board or visual aid of field layout and formations

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- Access to video clips for passing, tagging, and movement

### Curriculum Connections:

#### Science

The Human Body: Parts of the body and bones, and how the body moves in sport.

Healthy Lifestyles: Importance of exercise, nutrition, and hydration.

Forces & Motion: Pushing and pulling, effects of force when running or tagging.

#### PD

Teamwork & Respect: Learning to collaborate, show sportsmanship, and follow rules.

Resilience & Confidence: Handling winning and losing, trying new roles.

Diversity & Role Models: Celebrating players from different backgrounds.

#### Geography

World Rugby Nations: Locating countries that play rugby on a map.

Weather & Sport: How climate affects where and how rugby is played

### Career Opportunities:

1. Professional Rugby Player (Tag/Touch/Union)
2. PE Teacher / Sports Coach
3. Tag Rugby Referee or Official
4. Sports Broadcaster or Reporter
5. Physiotherapist

### Maro Itoje – Role Model for Phase 2 Tag Rugby Unit

- **Top rugby player** – Plays for England and the British & Irish Lions.
- **Hard-working** – Known for his focus, training, and determination.
- **Respectful and calm** – Leads by example on and off the pitch.
- **Team player** – Supports others and values teamwork.
- **Positive role model** – Promotes education and speaks out against racism.

## **Session 1 – Tagging, Teamwork and Communication**

**LO:** To develop an understanding of how to tag. To develop an understanding of how to work as a team and communicate effectively.

### **Objectives:**

- To know how to tag players and identify when the tag is made.
- To know how to communicate with a partner during a game.
- To know how to work in a team and with a partner.
- To know what the rules are in tag rugby.

### **Teaching Content:**

- **Warm-up:** *Tag the Cones* – Pupils run around the area tagging cones with both hands. Discuss what a good tag looks like.
- **Skill Practice:** Work in pairs to practise tagging using two hands. One player moves in a zigzag; the other tries to tag.
- **Game Scenario:** *3-Player Tag* – One runner, one chaser, one observer. Rotate every 30 seconds, then discuss teamwork and communication.
- **Plenary:** What did you do to make tagging easier? How did you work as a team?

**Vocabulary:** tag, rules, communicate, team, partner

**Healthy Participation:** Discuss the benefits of warming up – loosens joints, prepares muscles, and helps mental focus.

## **Session 2 – Dodging and Changing Direction**

**LO:** To develop the ability to dodge and change direction. To improve your ability to tag someone whilst running.

### **Objectives:**

- To know how to move around space using a variety of speeds.
- To know how to dodge other players.
- To know how to tag moving players with two hands.
- To understand why we dodge.

### **Teaching Content:**

- **Warm-up:** *Follow the Leader* – Pairs take turns leading different dodging movements around cones.
- **Skill Practice:** Set up zigzag cone lines. Pupils dodge through cones then tag the next player. Focus on changing speed and direction.
- **Game Scenario:** *Tag and Dodge* – Small teams play tag; runners use dodging techniques to evade tags.
- **Plenary:** What movement helped you avoid being tagged? When did you change direction?

**Vocabulary:** dodge, direction, speed, tag, chase

**Healthy Participation:** Explore how exercise helps heart and lungs stay strong and supports overall fitness.

### Session 3 – Passing and Catching the Ball

**LO:** To develop the ability to pass and catch the ball using correct technique. To develop communication and teamwork when playing in small games.

**Objectives:**

- To know how to hold a rugby ball and pass to a partner using two hands.
- To know how to receive the ball.
- To know how to call for the ball.
- To understand how to communicate and work with others.

**Teaching Content:**

- **Warm-up:** *Circle Catch* – Pupils stand in a circle and pass a ball clockwise, then anticlockwise, calling out the name of the next person.
- **Skill Practice:** In pairs, practise two-handed passing and catching. Emphasise calling for the ball and facing the receiver.
- **Game Scenario:** *3-Pass Relay* – Teams pass down a line to score a point, then rotate roles.
- **Plenary:** What helped your passes stay accurate? How did you work with your partner?

**Vocabulary:** pass, catch, receive, hands, call

**Healthy Participation:** Reinforce the need for regular water breaks and the importance of hydration for performance and safety.

### Session 4 – Running with the Ball and Keeping Possession

**LO:** To develop your ability to run with the ball. To develop the ability to keep possession as a team.

**Objectives:**

- To know how to run with the ball in two hands.
- To know how to pass the ball backwards.
- To know how to avoid being tagged when running with the ball.
- To understand why we keep possession.

**Teaching Content:**

- **Warm-up:** *Ball Chase* – Pupils carry a ball while jogging through cones and avoiding others.
- **Skill Practice:** Practise running while holding the ball securely in two hands. Partners attempt tags while runners dodge.
- **Game Scenario:** *Keep It!* – Teams of 4 play a keep-ball game with backward passes and support players.
- **Plenary:** What helped you keep possession? Why is passing backwards important?

**Vocabulary:** possession, backwards pass, run, avoid, keep

**Healthy Participation:** Discuss how physical activity supports both physical and mental wellbeing.

## **Session 5 – Attack and Defence Principles**

**LO:** To develop the ability to attack and defend as a team. To be able to keep possession and use space effectively.

### **Objectives:**

- To know how to mark a player in a game.
- To know how to create space when attacking.
- To know how to keep possession of the ball.
- To understand the roles of attacker and defender.

### **Teaching Content:**

- **Warm-up:** *Space Finders* – Pupils move around grid, finding and calling out free space to stand in.
- **Skill Practice:** Practise defending one-on-one. Attackers aim to move into space; defenders try to tag.
- **Game Scenario:** *3v3 Mini Match* – Rotate attacker and defender roles. Focus on keeping possession and marking.
- **Plenary:** What made it hard to defend? How did you create space?

**Vocabulary:** attack, defend, mark, space, role

**Healthy Participation:** Talk about how a cool-down helps the body recover and prevents injury.

## Session 6 – Playing a Tag Rugby Game

**LO:** To be able to apply the skills learnt in a game situation. To be able to understand and apply the rules in a game.

### Objectives:

- To know the rules of a tag rugby game.
- To apply rules fairly in a game.
- To know how to score and tag in a match.
- To show teamwork and communication in a game.

### Teaching Content:

- **Warm-up:** *Tag and Pass Circuit* – Rotate through tag, pass, and dodge stations to recap key skills.
- **Skill Practice:** Review rules of scoring, passing, and tagging. Use questioning to check understanding.
- **Game Scenario:** *Tag Rugby Match Play* – Pupils play small-sided matches (e.g. 4v4) using learned rules and skills.
- **Plenary:** What skill did you use most today? How did your team support each other?

**Vocabulary:** score, tag, teamwork, match, rules

**Healthy Participation:** Reflect on the value of team sports for confidence, friendships, and fitness. Suggest joining a local club or school team.

Future learning this content supports:

This unit supports progression into **Phase 3 Rugby**, where pupils:

- Use attacking and defending strategies with increased speed and accuracy
- Learn **tactical awareness**, such as 2v1 and sidestepping
- Apply and adapt techniques for full gameplay
- Build **decision-making and resilience**, useful across PE, team sports, and personal development