

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - Year A– 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.
- Pupils will know how apply tactics to game situations.

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

Rugby- Passing, Attacking, Defending, Tackling, Game Situations.

- To know how to pass in a range of different drills and understand the need for concentration and accuracy when passing
- To know the correct technique for receiving and passing the ball
- To know how to participate in Touch Rugby and understand how to produce an effective defensive line.
- To know how to tackle safely and fall correctly keeping possession.

Key Vocabulary

Tagging, Attacking, Defending, Sprint, Dodging, Accuracy, Control, Tactics, Space, Direct, Covering, Delaying, following through, Knock on, Tackle, Try, Agility, Balance, Coordination, Jumping, Hopping, Pacing (slow/fast), Walking, Jogging, Running, Moving feet.

Recommended Resources:

- Size 4 rugby balls (suitable for Phase 3)
- Tag rugby belts and tags (for non-contact versions)
- Cones or flat markers (for setting up zones, try lines, and spacing)
- Coloured bibs (for identifying teams or roles)
- Tackle bags or crash mats (for safe introduction to tackling skills)
- Whistle and stopwatch (for game management and time-based drills)

Curriculum Connections:

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English = Use of modal verbs and imperative verbs in tactical instructions (e.g. "You must pass backwards", "Stay wide!"). Develop speaking and listening through coaching roles and peer feedback

Maths = Calculate score differences, win margins, or averages in tournaments

Science = Study the muscular and circulatory systems in action (muscles used in sprinting, effects of exertion on heart rate). Explore forces and friction (e.g. running, acceleration, resistance when tagged)

Geography = Identify and map rugby-playing nations. Discuss how climate affects playing conditions (e.g. mud, snow, dry heat)

PD = Focus on resilience, teamwork, and managing success/failure
Explore respect and fairness in decision-making and officiating
Celebrate diversity through inclusive team play and role model stories

Career Opportunities:

1. **Professional Rugby Player** – Competing at national or international level (e.g. England Rugby, local clubs).
2. **PE Teacher / Sports Coach** – Teaching rugby skills in schools or community programmes.
3. **Rugby Referee / Match Official** – Enforcing the rules of the game at amateur and professional levels.
4. **Sports Physiotherapist** – Supporting injury prevention, treatment, and rehabilitation for rugby players.
5. **Tactical Analyst / Performance Analyst** – Using video and statistics to help teams improve strategy and player performance.
6. **Sports Journalist / Commentator** – Writing match reports or providing live commentary during games.
7. **Nutritionist (Sports Focus)** – Advising players on diet to maximise fitness and recovery.

Role Model: Sarah Hunter MBE

- Former captain of the England Women's Rugby team
- Led the team to multiple Six Nations wins and a World Cup
- Inspirational figure for determination, sportsmanship, and women in leadership
- Advocates for grassroots sport and inclusion

Session 1 – Rules, Movement and Positioning

LO: To understand and apply the rules of tag rugby in a game setting.

Objectives:

- I can follow the key rules of tag rugby.
- I can move into space and return to position.
- I can support my team using movement off the ball.

Teaching Content:

- **Warm-up:** *Space Invaders* – Pupils move around grid, avoiding others and calling for space.
- **Skill Practice:** Revise tagging and return-to-defence positioning. Pupils practise 2v1 movement with and without the ball.
- **Game Scenario:** *Tag Zone Scramble* – Small-sided matches focusing on rule recall and court positioning.
- **Plenary:** What helped your team follow the rules best? How did space help your attack?

Vocabulary: rules, tag, position, support, space

Healthy Participation: Discuss how understanding the rules builds confidence and fairness in sport.

Session 2 – Dodging and Defensive Tactics

LO: To develop defensive strategies using communication and positioning.

Objectives:

- I can use speed and agility to dodge defenders.
- I can mark and tag a moving player.
- I can work with others to block or delay attacks.

Teaching Content:

- **Warm-up:** *Line Shuffle* – Pupils dodge in zig-zags while defenders attempt static tags.
- **Skill Practice:** 1v1 and 2v2 scenarios to practise dodging, marking, and recovering space.
- **Game Scenario:** *Tag Defence Drill* – Teams of three defend a try line using communication to contain opponents.
- **Plenary:** What made your dodging effective? What worked well in defence?

Vocabulary: dodge, defend, block, mark, delay

Healthy Participation: Recognise how agility and quick reactions improve performance and fitness.

Session 3 – Accurate Passing and Communication

LO: To pass and receive accurately while moving at pace.

Objectives:

- I can pass backwards while moving.
- I can communicate clearly with my teammates.
- I can anticipate movement and receive the ball in space.

Teaching Content:

- **Warm-up:** *Passing Grid* – Move around the space making short, accurate backwards passes.
- **Skill Practice:** In groups of 3, pass in triangles while jogging. Receivers must call and move into space.
- **Game Scenario:** *Pass and Move Relay* – Progression game focusing on pace, spacing, and consistent passing.
- **Plenary:** What helped keep your passes accurate? Why is communication so important?

Vocabulary: pass, backwards, call, support, receive

Healthy Participation: Discuss the importance of hydration and teamwork in longer match situations.

Session 4 – Possession and Decision-Making

LO: To maintain possession using support play and decision-making.

Objectives:

- I can support the ball carrier using space.
- I can make quick decisions about when to pass.
- I can react when possession is lost.

Teaching Content:

- **Warm-up:** *React and Reset* – Call out scenarios and pupils respond with appropriate support movements.
- **Skill Practice:** 3v1 or 4v2 overload drills to explore how possession is retained under pressure.
- **Game Scenario:** *Keep the Ball* – Teams pass and support for 30 seconds without interception.
- **Plenary:** What helped you retain possession? What decisions were hard?

Vocabulary: possession, support, decision, react, intercept

Healthy Participation: Understand how decision-making links physical and mental fitness.

Session 5 – Strategic Attack and Defence

LO: To apply attacking and defending strategies in small-sided games.

Objectives:

- I can create and exploit space when attacking.
- I can coordinate defensive roles as a team.
- I can combine multiple skills in gameplay.

Teaching Content:

- **Warm-up:** *Tactical Tag* – Work in pairs to tag while attacker tries to break into space.
- **Skill Practice:** Set up 3v3 and 4v4 games with a focus on strategy (2v1s, wide plays, cover defence).
- **Game Scenario:** *Strategy Round Robin* – Rotate small games, reflect on tactics at each round.
- **Plenary:** What tactic helped your team most? What will you try next time?

Vocabulary: attack, defend, tactic, strategy, cover

Healthy Participation: Link strategy to problem-solving and teamwork in and out of sport.

Session 6 – Match Play and Evaluation

LO: To play competitive tag rugby games and reflect on performance.

Objectives:

- I can apply all skills and rules in a match setting.
- I can evaluate my own and others' performance.
- I can support others by coaching or officiating.

Teaching Content:

- **Warm-up:** *Ref's Commands* – Revise movement and skills based on referee signals (e.g. "pass", "tag").
- **Skill Practice:** Refresher on safe tagging, accurate passing, and creating width.
- **Game Scenario:** *Tournament Games* – 4v4 and 5v5 structured matches with rotation of roles.
- **Plenary:** What were you proud of in this unit? What will you improve next?

Vocabulary: referee, evaluate, fair play, officiate, match

Healthy Participation: Celebrate progress, teamwork, and enjoyment over results

Future learning this content supports:

- Pupils understand and apply key rules (e.g. backward passing, tagging, tackling), preparing them for modified or full contact rugby in secondary school.
- Drills around attacking (2v1, 3v1) and defensive formations provide early insight into tactical play, which is further developed in invasion games in KS3

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