

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: Six		Area of learning: Invaders (Tag rugby)	
Links to previous work/Remember when	Ball skills taught since Key Stage 1 as well as ball handling, scoring, tagging and dodging learnt throughout KS2.		
Term	Year 6	Key Skills to be taught	
Autumn 2021		To be able to play as a team. To use skills and tactics taught throughout lessons and to reinforce catching and tagging skills and to apply them in a tag rugby game.	
What the children should know at the end of this series of lessons			

Vocabulary

Tag, rules, competition, tournament, hop, skip, forfeit, handover, dodging, try.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Corrupt molecules Choose two chasers, who will tag the other children. When a player is tagged they must stand still and wait to be freed by two children holding hands and encircling the captured child. Play the game for a set time before selecting new chasers.</p> <p>Skills learning and development: Show the children how to put on a tag rugby belt with two tags. The children run around a designated area, each carrying a tag rugby ball in two hands. They change direction and dodge other players in the same area. Practise various ball-handling skills to help them get used to the shape of the ball, e.g. pass the ball around the body in both directions, throw the ball up in the air and catch it, pass the ball around the ankles in both directions. The children move around the area again and, when the whistle blows, put their ball down on the floor with two hands and run to collect another child's ball. The children pair up. Player 1 moves around, carrying the ball in both hands. Player 2 follows. After a set time, change roles. Repeat but this time, when the whistle blows, Player 1 puts the ball down and Player 2 picks it up and takes the lead.</p> <p>Application and practice: Tag game The children play in about 30 m square. When the whistle blows, the children have to get as many tags as possible from the other players until all the tags are gone. Repeat. Between games, discuss strategies used to prevent tags getting stolen.</p>
2	Warm-up: Numbers

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	<p>The children run, hop or skip in the playing area. When a number is called, the children get into groups of that number so if they hear '3', they get into groups of three). If more than one player cannot find a group, they could perform a fun forfeit (e.g. five star jumps). Then attempt this using balls. Teacher shouts out a group size and the amount of balls in the group needed. E.g. group of six and four balls. Groups must work as a team to decide.</p> <p>Skills learning and development: Recap on ball handling – run around the area carrying tag rugby balls and, when the whistle blows, put their ball down and run to collect another child's ball. Repeat the activity, but this time they swap balls with someone else when the whistle blows. Organise the children into teams of five or six. With cones, mark out an area of about 3 m x 3 m for each group. In each team, one player has the ball and aims to touch the other players with it. Once they are touched they are out. When players are out, encourage them to watch the methods other players use to avoid getting caught. When everyone is out, change the tagger.</p> <p>Application and practice: Steal Split the class into four teams. Put all the balls in the middle and position each team at four points around the balls. Each team has a set of cones to mark out a den for their balls. On 'Go!', all the children retrieve the balls and put them in their den. Each child can only take one ball at a time. The winning team collects the most balls. What makes them successful? Play the game again for a set time. When all the balls from the middle have gone, the children can steal from other teams' dens. They can still only steal one ball per child at any time.</p>
3	<p>Warm-up: Snowmen Two children are chosen to be 'snowmen'. The snowmen have a beanbag each and tag the other children by hitting them below the knee with the beanbag. Those who are tagged then join the snowmen. The snowmen cannot move while they have a beanbag but they may pass to each other.</p> <p>Skills learning and development: Organise the children into lines of four or five, one behind the other. The first person runs and puts the ball down on a line about 5 m away, as if scoring a try. They continue to run to another line a further 5 m away, turn, come back to pick up the ball and hand it over to the next person. Everyone in the team has a turn. Complete the activity a number of times.</p> <p>Passing the ball When a ball is passed in rugby, it must always go backwards. The teams start in a staggered line, passing the ball along the line. When the last player has the ball, the players turn round and repeat, always passing the ball backwards. Put the children into pairs to practise passing. They start with the ball in both hands, using their fingers to control it. They look at the target – their partner's chest. They swing their arms in the direction of the target and use their hand and arm furthest from their partner to push the ball; their other hand should guide the ball. They loosen their grip, flick their fingers and wrists so that their fingers point towards the target and finally release the ball. Build this up so that the children are walking or jogging while passing the ball. When catching the</p>

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	<p>ball they need a stable base and to make a W with their hands so that the thrower has a target.</p> <p>Application and practice: Three-versus-one game One player is the defender. The other three wear tags and try to score at a try line by placing the ball down on the line. They have to get past the defender, while the defender is aiming to tag the players. If the defender gets a tag, they shout 'Tag!' and hand it back to the player. Once tagged, a player has to pass the ball backwards to another player. Change the defender so that they all get a turn. Ask: Which side is most likely to win?</p>
4	<p>Warm-up: Jammy dodgers One player is given a sponge ball. Their job is to try to tag another player below the knees with the sponge ball. If they succeed, the player who was tagged takes the sponge ball and game play continues. Add interest to the game by specifying the way in which the sponge ball should be thrown. For instance, left hand only or as an overarm throw.</p> <p>Skills learning and development: Set out seven or eight cones in a line. The children should be organised in teams of four or five, one behind the other at the end of the line. The person at the front of the line dodges in and out of the cones, all the way to the end and back. They hand the ball over to the next player until the whole team have been. Ask: When would this skill be useful in a game? Repeat the activity a few times and then make it a race to see which team can get back first. Repeat, but this time not as a race. Instead, the first person runs in and out of the cones and then places the ball down at a cone 5 m from the last cone, as if they are scoring a try. The next player runs in and out of the cones to take the ball, brings it back and hands the ball over to the next player in the line. Change the order so that all the players have a go at scoring.</p> <p>Application and practice: Mini tag rugby Teams of five against five. Explain which are the scoring ends. Recap on the rules (see also Lesson 1). They must pass backwards only; the player with the ball must then pass it within three strides; only the player with the ball can be tagged; shout 'Tag!' when tagged; hand the tag back. Score by placing the ball over the try line. Introduce the offside rule – the defending team can only tag if they are behind the opposition when passing.</p>
5	<p>Warm-up: Copycat In pairs, one player is the leader and the other copies. The leader moves the ball in different ways as they jog around the playing area, changing speed and direction. Change roles.</p> <p>Skills learning and development: Using an area of about 30 m square, give a third of the class a rugby ball. All the children run around the playing area. When the whistle blows, the players with the ball must pass it to someone who doesn't have a ball. The children who are receiving the ball must have target hands ready. Select three players from the class to be taggers. They line up facing the rest of the class. The rest of the class aims to get to a line on the other side of the taggers without their tags being taken. Tags are given back but the person who has been tagged becomes a tagger. Play until everyone has been tagged.</p> <p>Gladiator</p>

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	<p>In a line of three joined marked squares, place a defender in each square. In pairs/groups each team must make it through each stage/square. The defenders are not allowed out of their square.</p> <p>Application and practice: Mini tag rugby</p> <p>Ask the children to explain the rules (see Lesson 4). Each team should play a different team to Lesson 4 or form completely new teams. When a team gets six tags, there is a turnover – the team with the ball loses possession and hands it over to the other team.</p>
6	<p>Warm-up: Tails</p> <p>All the children have a bib tucked into their shorts, dangling down like a tail. The aim is for each child to steal as many bibs as possible.</p> <p>Gladiator</p> <p>In a line of three joined marked squares, place a defender in each square. In pairs/groups each team must make it through each stage/square. The defenders are not allowed out of their square.</p> <p>Skills learning and development:</p> <p>Organise the children into mixed groups of five. Ask the children what they can remember about the rules of tag rugby. Explain the rules again if necessary and describe how the competition will be organised.</p> <p>Application and practice:</p> <p>Play a five-versus-five mini tag rugby tournament. The children need to use all skills they have learned in previous weeks to play a game and beat an opponent. Play five minutes per game – one team stays on their pitch and the other teams move to a new pitch.</p>

Learning Outcome/product
Children can use the skills and tactics taught to them throughout the lessons and play effectively as part of a team during a game of tag rugby.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

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