

Planning Portfolio

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| Subject: Physical Education | Module Topic: Rugby |
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Module overview:

| Lesson number | Content of lesson (Brief detail of the content of the lesson) | Assessment focus (What are we assessing in each session? Level?) |
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| 1 | Passing – Students will look at the correct technique for passing in Rugby. This will be done in isolation before being transferred to competitive situations. Students will learn the rules in relation a knock on in addition. | Baseline teacher assessment throughout using core tasks. KPI = 1, 2, 4 and 7. |
| 2 | Passing cont'd / Running with and playing the ball – Students will continue to develop passing technique recapping from previous learning. They will add knowledge of combining the pass with running into space, alongside this understanding when and how to play the ball. | Peer assessment using coach cards. KPI = 1, 2, 4 and 7. |
| 3 | Tackling – Students will learn how to perform a tackle safely with correct technique in rugby. Students will learn this through the 5 key safety teaching points. Firstly, this will be learnt in isolation followed by competitive situations. | Peer assessment using coach cards. KPI = 1, 2, 4 and 7. |
| 4 | Avoiding contact / Going into contact (attacking) - Students will learn how to avoid contact by applying attacking principles. Students will learn how to apply a swerve and sidestep to outwit opponents as well as looking to run into space. | Self-assessment - criteria checklist of teaching points KPI = 1, 2, 4 and 7. |

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| 5 | Defensive line / Game play – Students will learn the concept of defending in rugby and the defensive line. They will understand the importance of this in relation to winning the ball back and/or outwitting opponents in a competitive situation. | Content focused - teacher assessment throughout KPI = 1, 2, 4 and 7. |
| 6 | Assessment / Rules – Students will be assessed on their knowledge of rules/techniques in rugby. They will be assessed on how they apply these to competitive situations to outwit opponents. | Teacher final assessment using KPI's. |

Resources (Where located?):

- Central resources / Staff shared area / Subject areas – PE / schemes of work

Lesson number 1: Passing

Learning Outcomes:

Students will UNDERSTAND how to pass the ball in rugby / which direction the ball can be passed in whilst also understanding what a knock on is.

Students will DEMONSTRATE passing the ball with two hands reaching their target successfully when stood still during rugby netball and when passing in any direction

Students will APPLY running / passing the ball into modified games reaching their target successfully most of the time when following tag rugby rules / passing the ball backwards.

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
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| | Starter | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Assessment of prior knowledge on rugby – Q and A Self-assessment – LO's (using post it notes) | <p>Teacher Baseline assessment - KPI 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) Differentiated pairings / groupings (similar / mixed ability) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | <u>Warm up:</u> | <p><i>All games are 3 v 3 / 4 v 4:</i></p> <p><u>Hares and hounds</u> – One player in each pair has a ball. Once the teacher calls “GO” player with the ball has to lose their partner. When the whistle is blown both players must stop dead and if the chaser can tag the ball carrier without moving their feet the chaser gains a point. Swap roles and repeat.</p> <p><u>Rats and rabbits with ball</u> – In pair's pupils line up next to their partner with a ball in between them. On command, pupils must pick up the ball as</p> | <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated pairings LA can work within a bigger grid to lose partner / MA can work within a smaller one (Hares and hounds) LA can run to closer distances / MA can run further (Rats and rabbits) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A regarding running with the ball in rugby <p>Assessment - KPI 1, 2 and 4</p> |

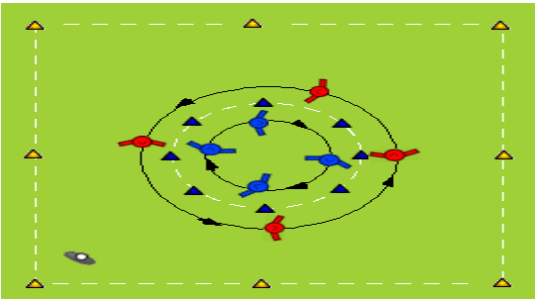
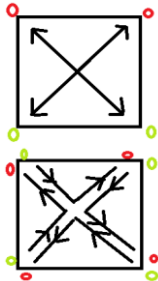
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| | | quickly as possible and run to the designated cones. Swap roles and repeat. | |
| | Development | <p><u>Rugby netball –</u> Ball can be passed in any direction but pupils cannot run with ball. Ball cannot be passed back to the person who passed it to you. Points scored by placing the ball on opposition’s line. Ball can only be intercepted.</p> <p><u>Tag rugby (4 corner) –</u> Again ball can be passed in any direction. Pupils can now run with ball. Once a player is tagged they have 3 seconds to pass the ball to one of their team mates or opposition gets the ball. Points scored by placing the ball in any of the 4 goals. Ball turned over every 6 tags or after a knock on.</p> <p><u>Tag end ball (playing the ball) –</u> Ball can now only be passed backwards. Once a player is tagged they have to roll the ball between their legs for one of their team mates to come and collect. Point scored by placing the ball on opposition’s line. Ball turned over every 6 tags or after a knock on.</p> | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated groupings (mixed ability) • Move MA groups on quicker to run with ball / pass backwards <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Q and A regarding passing the ball in rugby e.g. key TP’s / passing backwards / knock on • Self-assessment after each game / referring to LO’s <p>Assessment - KPI 1, 2 and 4</p> |
| | Performance / Plenary | <ul style="list-style-type: none"> - Re-assess pupil progression based on learning outcomes (post it notes) - Q and A on key TP’s of passing in rugby / running with the ball / knock on rule | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated questioning (pose, pause, pounce and bounce) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Self-assessment – Pupils to self-assess knowledge and ability of passing (teacher ask pupil to justify level based on ability) • Q and A |

Lesson number 2: Passing cont'd / running with and playing the ball

Learning Outcomes:

Students will UNDERSTAND how to pass the ball in rugby / which direction the ball can be passed in whilst also understanding when to and how to play the ball
Students will DEMONSTRATE passing the ball with two hands reaching their target successfully when running with the ball and passing backwards during tag rugby games
Students will APPLY knowledge of tag rugby rules / knowledge of knock on rule and playing the ball to umpire own games

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
|-------|--------------------|--|---|
| | Starter | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Recap key TP's of passing from previous week Self-assessment – LO's (R, Y and G cone / post it note) | <p>Assessment KPI - 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | Warm up: | Bull dog with ball – 2 people have the ball and try to tag players with the ball. If a player gets tagged they get a ball and become on too. | <p>Differentiation:</p> <ul style="list-style-type: none"> LA can work within a bigger area to lose person who is on / MA can work within a smaller one (Bull dog with ball) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A regarding running with the ball in rugby <p>Assessment - KPI 1, 2 and 4</p> |
| | Development | Break out touch rugby – | <ul style="list-style-type: none"> Set cones out in a square / grid <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated groupings (LA with LA / MA with MA) Move MA groups on to passing ball in 2's to break out LA to have a bigger try line to attack / MA to have a smaller try line <p>Assessment:</p> |

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| | | <ul style="list-style-type: none"> Attackers start in the middle / Defenders have to try and tag the attackers before they place the ball on the outside line <p>Rob the nest</p>  <p>the (LA groups) –</p> <ul style="list-style-type: none"> Split groups into 2 squares (8 mini groups) Players run into the centre and grab a ball Run back to queue with the ball Pass back to the queue Team with most balls in group wins!! <p>Auckland squares (MA groups) –</p> <ul style="list-style-type: none"> Split groups into 2 squares (8 mini groups) Running across pop pass. Run to the middle and pass left. Follow your ball. Run to the middle and pass right. Follow your ball.  | <ul style="list-style-type: none"> Q and A regarding running with the ball / passing the ball in rugby / pop pass Self-assessment / peer assessment after each activity / referring to LO's <p>Assessment - KPI 1, 2 and 4</p> |
| | <p>Performance / Plenary</p> | <p>Tag end ball– Ball can now only be passed backwards. Once a player is tagged they have 3 seconds to pass the ball to one of their team mates or opposition gets the ball. Points scored by placing the ball in any of the 4 goals. Ball turned over every 6 tags or after a knock on.</p> <p>Tag end ball–(playing the ball)</p> | <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated groupings (LA with LA / MA with MA) MA to work within a smaller grid / LA to work within a bigger grid Differentiated questioning (pose, pause, pounce and bounce) <p>Assessment:</p> |

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| | | <p>Ball can now only be passed backwards. Once a player is tagged they have to roll the ball between their legs for one of their team mates to come and collect. Point scored by placing the ball on opposition's line. Ball turned over every 6 tags or after a knock on.</p> <ul style="list-style-type: none"> - Re-assess pupil progression based on learning outcomes (R, Y and G cone / post it note) - Q and A on key TP's of passing in rugby / running with the ball / knock on rule / playing the ball | <ul style="list-style-type: none"> • Self-assessment – Pupils to self-assess knowledge and ability of passing / running and playing the ball (teacher ask pupil to justify level based on ability) • Q and A |
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Lesson number 3: Tackling

Learning Outcomes:

Students will UNDERSTAND how to tackle safely in rugby and be able to identify the key TP's to tackling

Students will DEMONSTRATE most key TP's from a kneeling to walking position and bring their opponent to the ground regularly

Students will APPLY knowledge of tackling to safely tackle from a standing to walking position during granny bulldog and to coach peers during tackling activities

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
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| | Starter: | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Assessment of prior knowledge on tackling – Q and A Self-assessment – LO's (using post it notes) | <p>Assessment KPI - 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | Warm up / Mini activities: | <ul style="list-style-type: none"> Scarecrow tag – Have to crawl through the persons legs to get free (get used to being on the floor) <p>Mini Activities –</p> <ul style="list-style-type: none"> Head tag – Partners hold up their right hand – grip right wrist with their left arm. Try to tag each other's heads Sumo bump – Sumo squat position. Arms folded. Have to try and bump their partner to the floor. Points scored for each time pupils gets their partner to the ground. Arm tackling – In press up position. Try to take away their partners arms. Points scored for each time pupils gets their partner to the ground. Back to back wrestle – Pupils told to pull to their left. First pupil to pull their partner to their side wins. | <p>Differentiation:</p> <ul style="list-style-type: none"> LA can work within a bigger grid to lose catcher / MA can work within a smaller one and look at side step Differentiated pairings based on self-assessment in changing room <p>Assessment:</p> <ul style="list-style-type: none"> Q and A – what components of fitness are required in tackling <p>Assessment - KPI 1, 2 and 4</p> |

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| | <p>Development: Tackling</p> | <ul style="list-style-type: none"> • Standing to knee – On one knee, shoulder to their partners thigh, wrap arms round legs, cheek to cheek, bring partner down to the bent knee side • Walk to knee – Same principle but let partner walk into the tackle (Can move MA on quickly from this to walking to standing) • Peer assessment using coaching cards (only use green, blue and red TP's from sheet) / Self assessment according to LO's after developmental activities | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated pairings based on self-assessment in changing room • MA groups can move on quickly to walk to knee / walk to standing tackle <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Q and A regarding key TP's to tackling after demonstration • Peer assessment using coaching cards / Self-assessment again according to LO's <p>Assessment - KPI 1, 2 and 4</p> |
| | <p>Performance / Plenary</p> | <p><u>Granny bulldog –</u></p> <ul style="list-style-type: none"> - Pupils holding ball have to walk but can only walk to the opposite line. Tacklers have to try and tackle players before they reach the opposite line. Tacklers can also only walk. Attackers can dodge out of the tackle. If anyone runs then a forfeit is put in place. - Re-assess pupil progression based on learning outcomes (post it notes) - Q and A on key TP's of tackling | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA tacklers to start being on in granny bulldog • MA pupils can have a smaller grid to play bulldog / LA pupils can have a bigger grid • Differentiated questioning (pose, pause, pounce and bounce) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Self-assessment – Pupils to self-assess knowledge and ability of passing (teacher ask pupil to justify level based on ability) • Q and A (Pose, pause, pounce and bounce) |

Lesson number 4: Avoiding contact / Going into contact (attacking)

Learning Outcomes:

Students will UNDERSTAND how to tackle safely in rugby and the key TP's of going into and avoiding contact

Students will DEMONSTRATE most key TP's to tackling from a standing position and how to go into and avoid contact (side step) correctly

Students will APPLY knowledge of tackling to safely tackle when running during the tackle tunnel when defending and to go into and avoid contact when attacking

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
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| | Starter: | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Recap knowledge of tackling / question prior understanding of avoiding contact and going into contact – Q and A Self-assessment – LO's (using post it notes) | <p>Assessment KPI - 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | Warm up | <ul style="list-style-type: none"> Bib tag – All participants have a bib tucked in their shorts. Person who can capture the most bibs wins Q and A pupils on side step then let them have another go at implementing this <p>Key points side step:</p> <ul style="list-style-type: none"> Get low – bend knees Push off lunged leg Drive with speed into space | <p>Differentiation:</p> <ul style="list-style-type: none"> LA can work within a bigger grid to lose catcher / MA can work within a smaller one and look at side step Differentiated pairings based on self-assessment in changing room <p>Assessment:</p> <ul style="list-style-type: none"> Q and A – what did we have to do to avoid getting caught? Dodge / side step. <p>Assessment - KPI 1, 2 and 4</p> |
| | Development: Re-cap tackling / Introduce going into contact | Granny bulldog – | Differentiation: |

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| | | <ul style="list-style-type: none"> Pupils holding ball have to walk but can only walk to the opposite line. Tacklers have to try and tackle players before they reach the opposite line. Tacklers can jog. Attackers can dodge out of the tackle. If anyone runs then a forfeit is put in place <p><u>Tackle bag zig zag –</u></p> <ul style="list-style-type: none"> Introduce idea of going into contact e.g. small shape to big shape Ask pupils with tackle bags to make zig zag line – all other pupils stand in a line with a ball All pupils have a go and run into the tackle back going in small and expanding into a big shape After all pupils have had 2 x goes each introduce playing the ball – pupils go in pairs, run into the tackle bag and play the ball to their partner <p><u>Assessment –</u></p> <ul style="list-style-type: none"> All pupils to self-assess themselves again according to the LO's Pupils put into groups of 8 based on this assessment along with teacher judgement | <ul style="list-style-type: none"> Differentiated pairings for tackle bag zig zag based on self-assessment in changing room LA groups to recap granny bull dog / MA groups to move straight on to tackle bag zig zag <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Q and A regarding key TP's to tackling / going into contact after demonstration Peer assessment – when attacking the tackle bag in pairs the person waiting for the ball to be played to them must look at what their partner does well and what they could improve on giving them a success and a target for going into contact Self-assessment according to the LO's <p>Assessment - KPI 1, 2 and 4</p> |
| | <p>Performance / Plenary</p> | <p><u>Tackle tunnel –</u></p> <ul style="list-style-type: none"> Pupils put into groups of 8 (4 on one side and 4 on the other making a tunnel). Pupils given a number 1 – 4 on each side with number 1's starting at opposing ends. 1 side is going into contact / 1 side are tacklers Teacher will shout a number out a number – both pupils must run to opposing sides of the tunnel. One player has to get the ball on the try line and one has to try and tackle them to stop them. Points of each team recorded. LA groups to try without a ball to start / MA pupils start with a ball and can then progress to working in pairs when combining 2 teams of 8 Re-assess pupil progression based on learning outcomes (post it notes) Q and A on key TP's of tackling / going into and avoiding contact | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> MA groups to start with ball and progress onto pair work to play the ball MA pupils can have a smaller tunnel / LA pupils can have a bigger tunnel Groups of equal ability based on self-assessment above (all MA work together / all LA work together) Differentiated questioning (pose, pause, pounce and bounce) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Self-assessment – Pupils to self-assess knowledge and ability of passing (teacher ask pupil to justify level based on ability) Q and A (Pose, pause, pounce and bounce) |


Lesson number 5: Defensive line / Game play

Learning Outcomes:

Students will UNDERSTAND what is meant by defensive line and why it is effective in a game

Students will DEMONSTRATE using a defensive line in a modified game (tag rugby) / game involving tackling

Students will APPLY knowledge of defensive line to coach others in your team into assuming the correct position when defending

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
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| | Starter: | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Recap prior knowledge of tackling / understanding of avoiding contact and going into contact – Q and A Self-assessment – LO's (using post it notes) Groups determined on ability and self-assessment (All MA pupils to work together / all LA pupils to work together) | <p>Assessment KPI - 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) Differentiated groupings <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | <p>Warm up: (Cops and robbers / Tag with ball round waist)</p>  | <p>LA groups (Cops and robbers):</p> <ul style="list-style-type: none"> Can be used for most team games Explain to robbers that they cannot retrieve a ball until all robbers come behind the line with balls to ensure ball is not passed forwards Once all robbers behind line – ball can be retrieved (passes can only be played sideways / behind) Once a player gets tagged they have 3 seconds to distribute the ball After 4 tags the ball goes to jail Should link onto defensive line (ask cops... how can we make sure that we are tagging from the front / get 4 tags easily?) <p>MA groups (Tag with ball round waist):</p> | <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated questioning (pose, pause, pounce and bounce) Differentiated tasks for MA / LA Size of grids / pitch can be altered to suit MA and LA Groups differentiated on ability (All MA work together / All LA work together) <p>Assessment:</p> <ul style="list-style-type: none"> Self-assessment according to LO's Q and A |

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| | | <ul style="list-style-type: none"> • Play tag rules as normal – if get tagged ball has to be passed within 3 seconds, however NOW before they pass make them wrap ball round waist 3 times • This will give the defending team chance to form a defensive line • After 4 – 6 tags ball is turned over / knock on ball is turned over • Ask teams whether they found it easier to now tag players... Ask why? This should link onto tackling / playing the ball whilst defensive line is created <p>- Pupils to self-assess again according to LO's</p> | <p>Assessment - KPI 1, 2 and 4</p> |
| | <p>Development:</p> | <p><u>LA groups: (Tag with ball round waist):</u></p> <ul style="list-style-type: none"> • Play tag rules as normal – if get tagged ball has to be passed within 3 seconds, however NOW before they pass make them wrap ball round waist 3 times • This will give the defending team chance to form a defensive line • After 4 – 6 tags ball is turned over / knock on ball is turned over • Ask teams whether they found it easier to now tag players... Ask why? This should link onto tackling / playing the ball whilst defensive line is created <p>- Move onto tag and playing the ball whilst moving into the defensive line</p> <p><u>MA groups: (Granny bulldog / Tackle with ball round waist before played)</u></p> <p><u>Granny bulldog –</u></p> <ul style="list-style-type: none"> • Pupils holding ball have to walk but can only walk to the opposite line. Tacklers have to try and tackle players before they reach the opposite line. Tacklers can jog. Attackers can dodge out of the tackle. If anyone runs then a forfeit is put in place. | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated questioning (pose, pause, pounce and bounce) • Differentiated tasks for MA / LA • Size of grids / pitch can be altered to suit MA and LA • Groups differentiated on ability (All MA work together / All LA work together) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Self-assessment according to LO's • Q and A <p>Assessment - KPI 1, 2 and 4</p> |

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| | | <ul style="list-style-type: none"> • Talk to pupils about why it gets harder as there becomes more tacklers – link to defensive line <p><u>Tackle with ball round waist before played –</u></p> <ul style="list-style-type: none"> • If player gets tackled ball make them wrap ball round waist 3 times then play the ball underneath their feet to their team mate • This will give the defending team chance to form a defensive line • On the 6th tackle, ball is turned over / knock on ball is turned over • Ask teams whether they found it easier to now tackle players... Ask why? Talk about effectiveness of defensive line | |
| | <p>Performance / Plenary</p> | <ul style="list-style-type: none"> - Re-assess pupil progression based on learning outcomes (post it notes) - Q and A on key TP's of going into and avoiding contact / defensive line - Peer assessment: pupils have to peer assess their opposing team giving them 1 success of their defensive line / defending and one target. | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated questioning (pose, pause, pounce and bounce) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Self-assessment – Pupils to self-assess knowledge and ability of passing (teacher ask pupil to justify level based on ability) • Q and A (Pose, pause, pounce and bounce) • Peer assessment |

Lesson number 6: Assessment / Rules

Learning Outcomes:

- Students will UNDERSTAND** the main / basic rules associated with rugby
Students will DEMONSTRATE playing to the rules within game play
Students will APPLY knowledge of basic rules when taking on an umpiring role

| Time: | Topic: | Activity | Assessment (please take into account methods of assessment, differentiation, students tasks) |
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| | Starter: | <ul style="list-style-type: none"> Differentiated learning objectives read out to pupils, making sure they understand each objective Recap prior knowledge of skills learnt throughout unit of work - Q and A on tackling rules / tag rules Self-assessment – LO's (using post it notes) Groups determined on ability and self-assessment (All MA pupils to work together / all LA pupils to work together) | <p>Assessment KPI - 7</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated learning outcomes Differentiated questioning (pose, pause, pounce and bounce) Differentiated groupings <p>Assessment:</p> <ul style="list-style-type: none"> Q and A Self-assessment based on LO's |
| | Warm up: (Independently led) | <p>Independently led pulse raiser / stretch – Groups to lead own warm up using cards provided</p> <p>Independent drill – Pupils in teams to create passing / tackling drill in rugby dependent on ability (Drill card provided for LA pupils – Use Auckland square diagram above)</p> <ul style="list-style-type: none"> Q and A – what rules do we already know in rugby? (Should have learned no forward pass rule / knock on) – probe for any more knowledge they might have | <p>Differentiation:</p> <ul style="list-style-type: none"> Differentiated tasks for MA / LA Size of grids / pitch can be altered to suit MA and LA Groups differentiated on ability (All MA work together / All LA work together) Differentiated questioning (pose, pause, pounce and bounce) <p>Assessment:</p> <ul style="list-style-type: none"> Self-assessment according to LO's / warm up cards and drill cards Q and A Teacher assessment |

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| | | | Assessment - KPI 1, 2 and 4 |
| | Development – Game play with rules | <ul style="list-style-type: none"> • Split group into 4 – 6 teams (LA to play tag / MA to play with tackling) • Drip feed in following rules: <ul style="list-style-type: none"> - Tackling shoulders and below / knock on / No forward pass - After a tackle is made – ball must be played and defenders must be 10m back (base distance on size of pitch used though) • 1 person from each team comes out to umpire every 3 – 4 minutes | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated tasks for MA / LA • Size of grids / pitch can be altered to suit MA and LA • Groups differentiated on ability (All MA work together / All LA work together) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Teacher assessment of ability – Understand, Demonstrate and Apply. <p>Assessment - KPI 1, 2 and 4</p> |
| | Plenary and links to the next lesson (New learning? What am I better at? What about taking my knowledge that little bit further?) | <ul style="list-style-type: none"> • Q and A on rules of game learned / skills learned in SOW • Re-assess pupil progression based on learning outcomes (post it notes / R, Y and G cone) • Teacher assessment of ability | <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Differentiated questioning (pose, pause, pounce and bounce) <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Self-assessment – Pupils to self-assess knowledge and ability of passing (teacher ask pupil to justify level based on ability) • Q and A (Pose, pause, pounce and bounce) • Teacher assessment KPI awarded. |