



TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 1
<b>WHAT</b>	<i>To build knowledge and understanding of the fundamental principles of Rugby Union</i>	
<b>WHY</b>	<i>To build a knowledge and skill base that allows for participation in small-sided games</i>	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>suggest</b> the objectives of a game of rugby union.	I can <b>explain</b> both the objectives of the game of Rugby Union, along with some of the basic laws that govern the game.	I can <b>display</b> an in depth knowledge of both the laws of the game along with the objectives and how to achieve these.
 APPLICATION OF SKILL	I can <b>apply</b> the objectives of Rugby Union when participating in a small sided game.	I can <b>demonstrate</b> both the objectives of the game when under increased pressure in a small sided game.	I can <b>demonstrate</b> the principles of play and demonstrate some higher level skills such as understanding of space under increased pressure.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Pass / run / try / score

Crucial Learning – You must be able to explain the objective

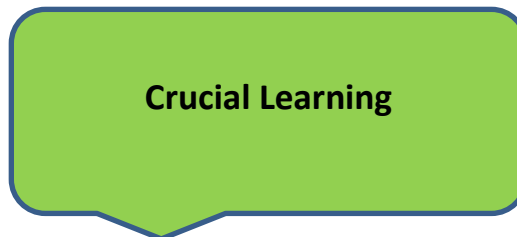
SMSC – Shake hands at the end of the game

TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 2
<b>WHAT</b>	To develop basic handling skills, including catching and receiving.	
<b>WHY</b>	To develop basic handling skills that will facilitate a small-sided game.	



Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>identify</b> the teaching points to both the basic passing and receiving technique.	I can <b>explain</b> the different handling skills including passing and receiving.	I can <b>analyse</b> several different passing techniques for passing and <b>suggest</b> in which situation each pass would be appropriate.
 APPLICATION OF SKILL	I can <b>demonstrate</b> these handling skills in a controlled environment.	I can demonstrate <b>several</b> different passing techniques and apply these in a competitive situation.	I can <b>consistently demonstrate</b> the correct handling skills when put under pressure in a competitive situation.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps

ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps



TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 3
<b>WHAT</b>	To develop evasion skills to create space	
<b>WHY</b>	To assist with the objective of attacking space, outwitting your opponent and looking to score.	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>suggest</b> why we may wish to use evasion tactics in a game of Rugby.	I can <b>explain</b> the techniques of evasion skills, and how these might be used in a competitive situation.	I can <b>justify</b> the use of a number of different evasion techniques, with identification of how and why these techniques are used.
 APPLICATION OF SKILL	I can <b>apply</b> some evasion skills in a controlled 1v1 situation.	I can <b>demonstrate</b> some evasion skills to exploit space in a competitive situation.	I can <b>perform</b> a number of evasion techniques, and regularly apply these in competitive situations to create space and outwit opponents.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy –  
Sidestep/Evasion/Footwork/  
Balance

Crucial Learning – To  
understand when and why  
to use evasion skills in Rugby

SMSC – Explore and use  
creativity in ways to beat  
defenders

TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 4
<b><u>WHAT</u></b>	Introducing basic contact skills	
WHY	To give knowledge and confidence of the technique and safety aspects of contact in Rugby, giving a good knowledge base to eventually facilitate correct tackling and breakdown technique.	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>suggest</b> why it is important to apply the correct technique for contact in Rugby, for safety aspects.	I can <b>explain</b> the correct technique for contact in game situations.	I can <b>justify</b> the use of the correct contact technique in Rugby, including what advantages using the correct technique will present a player.
 APPLICATION OF SKILL	I can <b>demonstrate</b> a safe body position and show body tension in controlled drills.	I can <b>demonstrate</b> a safe and effective body position in increasingly competitive situations.	I can <b>consistently demonstrate</b> a safe and effective body position and can adapt this position depending on the situation I find myself in.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy – Body height/tower of power/contact/wrap

Crucial Learning – You must be able to demonstrate correct body height and safe technique in contact areas

SMSC – Listening and engaging with teacher and peer feedback to improve

TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 5
<b><u>WHAT</u></b>	Develop tackling technique	
<b>WHY</b>	To enable to safe transition to full contact rugby, therefore facilitating more effective game play.	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>explain</b> the key teaching points to a basic front-on tackle.	I can <b>explain</b> the teaching points to different techniques for tackling.	I can <b>explain</b> the teaching points for different tackling techniques and <b>identify</b> when and why each of these techniques would be effective.
 APPLICATION OF SKILL	I can <b>demonstrate</b> a safe and effective technique when executing a tackle in a controlled environment.	I can effectively <b>demonstrate</b> the correct technique for different tackle types in a game situation.	I can consistently <b>perform</b> the appropriate type of tackle for the situation, and apply these in competitive games to gain an advantage for the team.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy – tackle/body height/wrap

Crucial Learning – I can demonstrate and safe and effective tackle technique to take a ball carrier to ground

SMSC – listen to and engage with teacher and peer feedback on technique

TOPIC	Rugby Union – Developing Basic Skills	Block 1 Week 6
<u>WHAT</u>	<i>Introduce the concept of the breakdown</i>	
WHY	<i>To introduce the skills of the breakdown to contest possession and further facilitate gameplay.</i>	

Student success criteria	RUGBY MEA 3/4/5	RUGBY MEA 6/7	RUGBY MEA 8/9
 KNOWLEDGE	I can <b>explain</b> both the purpose of a ruck and how to present a ball correctly.	I can <b>explain</b> the different types of rucking technique, including how and when these would be used.	I can <b>evaluate</b> a ruck situation during gameplay and <b>identify</b> the correct rucking technique appropriate for the situation.
 APPLICATION OF SKILL	I can <b>demonstrate</b> correct ball presentation and body position in a controlled drill situation.	I <b>consistently demonstrate</b> correct ball presentation, and can successfully <b>demonstrate</b> rucking technique to contest possession in a game.	I can utilise this rucking technique and <b>apply</b> it in competitive, pressurised situations, regularly gaining possession for my team.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps

ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy – present/ruck/clear out/support/counter ruck

Crucial Learning – I can adopt the correct body position to be safe at a breakdown

SMSC – promote teamwork through support play in the breakdown situation