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Lesson no.	Subject: Rugby League (The great	tost	Lesson description:	Year:	Group:	Abilit	y:	Day:	Period:	Duration	n: Total No.: M: F:		
3&4	game – Seize the day)		Kicking	9							SEN:		
Objectives:			e Grubber, Bomb and drop Kicks are e to confidently perform with accur	•				-		-		take, possession is kept. The	drop kick is used to
	start / restart the game.	TO be able	e to confidently perform with accur	acy, the Grub	ber, Bollib alla drop kicks a	accura	itery and into space.	TO Clearly (	Assessment and Evalu		Creativity and Tactics	Maths / English / Science /	Link to Theoretical PE
Activity	Description		Objectives		Teaching Points		Differentiat	on	Performance		creativity and ractics	Cross Curricular	Aspects
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.  To understand the importance of stretching at the start of the session.  To be able to demonstrate stretches relevant to Rugby League			- listen to and follow instructions of those leading the warm-up  - Hold stretches for 8 seconds No bouncing.		Ask students how they could make warm up easy / harder / intense		Comment and grade on warm up and stretching.		R+ Students choose their mindset	Student expectations:  I can explain how expensive smoking and alcohol can be to health care	Students should understand the roles that the muscles, bones, tendons and ligaments play in allowing movement at a joint i.e hinge joint;  • bones are connected via ligaments to form the synovial joints (look as above for synovial joint),  • muscles contract to move bones connected by ligaments,  • the muscles work as antagonistic pairs to create the movement, for example the gastrocnemius and tibialis anterior acting at the ankle.
Student Stretches	Students arranged in a circle. Students lead through series of stretches										students with group		
Kicking	In pairs 20 m apart and kick the ball to each other	To comprehend and grasp why the Grubber, Bomb and drop Kicks are used in Rugby League e.g. Grubber and Bomb kicks are used as an attacking kick to score a try by pressurising the defence into making a mistake, possession is kept. The drop kick is used to start / restart the game  To be able to confidently perform with accuracy, the Grubber, Bomb and drop Kicks accurately and into space.  To clearly understand and Know the Laws regarding Offside and kicking  To comprehend and grasp how important the chase is after the kick and to confidently perform with accuracy, this chase  To be able to outwit opponents using their bomb and grubber kicks  To appreciate how to make adjustments and adaptations when performing their bomb and grubber kicks  To be able to outwit opponents through using kicks  To be able to position kicks to outwit opponents			- The foot makes contact under ball - The foot drives upwards - Try to drop the ball into target Catch: Body under ball - Watch ball - Arms up and in front of body - Catch ball at eye level and bring ball into body (Chasers must be on side)		↑ Add defenders to pressurise kick and attackers to increase the chase ↑ Make sure chasers are onside  ↑ Make sure chasers are onside		<ul> <li>✓ Pupils state, identify and reflect on the strength and weakness of kicking.</li> <li>✓ Measure what skills need to improve when kicking the ball</li> <li>✓ Kicking skills assessed when using weak feet</li> <li>✓ Assess the mistakes made when grubber kick</li> <li>✓ Assess the mistakes made when knocking on</li> <li>✓ Evaluate whether they are outwitting the opponents through kicks and being onside</li> </ul>		Are they using different kicks and angles, heights and depths to keep phases going or outwit opponents		
	On 20m line try punting to 1-2 m short of the goal line As above but contest the ball with 1 kicker, 1 chaser and 2 defenders												
Drop kicks and bombs	Pupils stand in – goal and use the Bomb and Drop kicks to land in a target between 15 – 25 m										■ Discuss teaching points used to outwit opponent when using these kick	flight of a kick  Objectives:  To be able to calculate the	
The grubber	The Grubber – Kick the ball through gate  Try 40 / 20 kicks  A passes to B, who catches and kicks the ball using the grubber				- Ball held as a pass - Head looks down on ball until kicked - Foot is pointed down and cocked - No follow through - The ball should only be lifted over a short distance		↑ Give targets to kick into  ↑ Defenders add pressure onto kicker  ↑ Try 40 / 20 kicks				<ul> <li>□ Discuss performances of kicks, power, height, depth and spin</li> <li>□ How are they outwitting their defenders through their kicks</li> </ul>	length of circular arc, areas of sectors and segments of a circle  Student expectations: I understand the proportion is q/360 x Area (for a sector) or q/360 x	
Chasing the	or bomb into the target In 4's, A to B who kicks the ball	a de la companione											
kick Kicking with	using the grubber or Bomb into target with A/B/C/D chasing IN 4's - PTB – AHB – 5/8 WHO				Correct weighting is key     The ball should bobble and     change direction making its	ı	↑ Make sure chasers are onside ↑ Give targets to kick into ↑ Defenders add pressure onto		k		used to outwit opponent when kicking	Circumference (for an arc)	Students should now compare the types of
defenders	KICKS – 4 <sup>th</sup> player chases - Add defenders	To incorporate kicking into full sided games of Rugby League To select and use skills, tactics and compositional ideas effectively in a small sided game of Rugby League To experience a range of roles within a small sided game of Rugby League To identify the types of role and position they would like to take on in Rugby League To be able to outwit opponents using skills previously learnt To understand how to coach and lead a team correctly To be able to critically evaluate how well the Kicking situations are in the games and to find ways to improve these skills			movements hard to judge (Chasers must be onside)  - Contact allowed - 5 Man - scrums - Knock – ons / forward passes - kicking allowed - Full sized Line outs  Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.  Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions.		↑ Pupils must make up calls for kicking tactics before they play  ↑ Play and introduce new Kicking tactics every 4 to 5 minutes ↑ Reward for positive Kicking skills, techniques, tactics, understanding and knowledge shown  Focus on the rules regarding Kicking, offside, the breakdown, scoring, passing, beating opponents, 2v1, and tackling		and angles, heights and depths to keep plays going or outwit opponents		utwit an opponent when icking	English: Appreciation of poetry attitudes, purposes and techniques.	joint in reference to the movement that they allow and where they are located on
Games	11 v 11 GAME ( non- participants / participants team referee)								✓ Evaluate kicking within the games and whether they outwit the opponents  Can the player take the sting out of the kick when receiving it?  Assess the mistakes made when kicking the ball	y outwit he sting eiving it? nade	<ul> <li>➡ Discuss where each kick should be used in game situations</li> <li>➡ Discuss positioning of backs when receiving the kicks</li> <li>➡ Discuss the pass skills used to gain ascendancy through precise kicking in games</li> </ul>	Objectives: Read a variety of sporting poems to understand ideas, attitudes, purpose and techniques.  Student expectations:	Students should be taught to understand and justify appropriate elements of a cool down for different sporting
Leadership & Coaching	Create 2/3 drills to work on Kicking when mistakes arise within the games								the target when grubber kick  Assess why they did not hit the target with the bomb kick  Assess the calls made in games		R+ What demonstrates a positive attitude when coaching  R+ What have they learnt from their mistakes	Reading for meaning and technique. Information retrieval and inference. Learning new vocabulary and technical terms.  Skills: Background reading. Multiple-choice. Self/peer/teacher assessed writing.	activities.  allowing the body to recover the removal of lactic acid/CO2/waste products prevent (delayed onset of) muscle soreness/ DOMS.
Officiating	Officiate the Small sided Game	To be able to officiate the Rugby League Game correctly using the correct signals, comments, scoring and techniques											
Cool Down	The 2 students chosen to lead the cool down do so	l .	stand why you Cool Down and do rhyth nt after exercise	nmical	- listen to and follow instructions of those leading cool down		↑ Ask pupils question Cool down is essentia		Ask students for feedbaregarding their perform.  Use cool down cards of phrases	ances	Pupils create a new cool down for kicking		
Active lifestyl	e & Social Guidance										-		
Equipment		Rugby League Balls, Markers, Whistle, Bibs, Stopwatch, Corner flags, Peer Evaluation Sheet											
Healthy Lifestyles and well being													