



SCHOOL RESOURCES CARDS PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6

RESOURCES OVERVIEW

LEARNING OBJECTIVES

- To progress curriculum fundamental movement skill competence (run, throw, catch, jump, balance, agility) through application of the Super 6 Skills of Touch Rugby
- To learn and apply the Super 6 Skills of Touch Rugby in a series of Skills Break Out Sessions and Progressive Games over 6 weeks
- To develop an understanding of the basic rules and tactics of Touch Rugby
- To improve interpersonal skills of teamwork, communication, spatial awareness, decision-making and sportsmanship

ASSESSMENT

- Teacher observation of:
 - Super 6 Skill development
 - Interpersonal skill development
 - Game understanding (including tactics)
- Peer to peer review and feedback
- Assessment of skills in competition scenario

EQUIPMENT

- Touch Rugby balls (size 4 rugby balls) *or any ball suitable for Touch Rugby (e.g. footballs, etc)*
- Cones (round marker cones to mark out playing areas plus optional pointy “witches hat” cones or different coloured cones to denote the Try Lines)
- Bibs (or other clothing) to identify different teams
- Whistle/hooter for officiating games
- Medical Bag/Supplies in the event of an injury (or access to the first aid room/first aider)

EVALUATION

- Teacher evaluation of the lesson to inform future planning
- Children evaluate their own performance and identify strengths and areas for improvement
- Teacher to complete England Touch Association (ETA) survey following completion of the 6-week programme to inform the ETA's Growing the Game in Schools Strategy

LESSON STRUCTURE

- Quick Activation Task to Start (physical/mental switch on) – 5 minutes max
- Break Out Skills Session 1 – Small Grids (10m by 10m)
- Break Out Skills Session 2 – Large Grids (30m by 30m)
- Progressive Games (30m by 50m – Super 6's)

Aim is to keep intensity and work rate high but insert the following breaks as required:

- Rehydration breaks
- Equipment/hand sanitisation breaks (recommended every 15 minutes currently)

CONTACTS

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SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 1

SUPER 6 SKILL 1: SCORING A TRY

KEY POINTS

What is a Try?

A method of scoring in Touch Rugby

How many points per Try?

1 point

Curriculum Fundamental Movement Skill:

Running

Interpersonal Skill:

Competitiveness

TECHNIQUE

- Place the ball on or over the Try Line (inside the In-Goal Area but not past the Dead Ball Line)
- With control and downward pressure
- Without being touched by a Defender

COACHING

- Hold the ball securely
- Use both hands to start with
- Do not dive unless it is safe to do so (i.e. grass pitch) and with safe teaching points on diving

ACTIVATION TASK

Heads, Shoulders, Knees, Toes and Cone!

1. Organise children into pairs with 1 cone in between them
2. Both children take 1 big step back from the cone in between them and squat down
3. Teacher calls out different body parts and the children must touch the parts on their body which are called out (i.e. heads, shoulders, knees, toes, etc)
4. When the teacher calls out "cone!" both children must attempt to pick up the cone
5. The winner is the child with the cone (if they both grab it at the same time, it is a draw)
6. Remind the children to be careful not to bash heads when they do this (therefore diving for the cone is not allowed)
7. Repeat for approximately 5 rounds



CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 1

SUPER 6 SKILL 1: SCORING A TRY

BREAK OUT SESSION 1

Small Grids – Try Time

See Diagram 1

1. Organise children into two single file lines at the bottom of the grid
2. Teacher stands slightly in front of both lines holding the ball
3. Teacher chooses a child to pass the ball to
4. The chosen child must catch the ball and run to the top of the grid and score a Try
5. The child in the other line who was not chosen, must chase the ball carrier and try and make a Touch calling “Touch!” before the ball carrier scores a Try
6. Progress to a child taking the teacher’s role

BREAK OUT SESSION 2

Large Grids – Bulldog

See Diagram 2

1. Organise children into two teams (use bibs)
2. The Attacking Team have a ball and stand behind the line of cones at the bottom of the grid
3. The Defending team stand inside the grid approximately 10 metres back from the Attackers
4. The aim of the game is for the Attackers to run through the grid dodging Defenders and score a Try at the top
5. If a Defender manages to touch an Attacker, they must shout “Touch” and the Attacker now becomes a Defender and must throw their ball out of the side of the grid (not the top/bottom of the grid)
6. Once all of the Attacking Team have been caught (or after X minutes has expired) swap over roles: Attackers become Defenders and vice versa
7. Remind the children to look where they are running (and not at who is chasing them) to avoid collisions

PROGRESSIVE GAME

Basic Game Structure

See Diagram 3

(with new rules to be layered on each week)

1. Set up a Large Grid (approx. 30m by 30m)
2. Organise children into two teams (use bibs)
3. Team with the ball must run evasively to score a Try on the Defending Team’s Try Line without being touched
4. If touched, the ball carrier must stop roughly where the touch occurred and pass to another Attacker (multi directional passing) and the game continues
5. Changeover of possession occurs if the ball carrier runs outside of the playing area, the ball is intercepted or a Try is scored

Super Power:

Pick a player who can run and the first touch on them does not count

Coaches Corner:

How could your team have scored more Tries today?

Referee Rules:

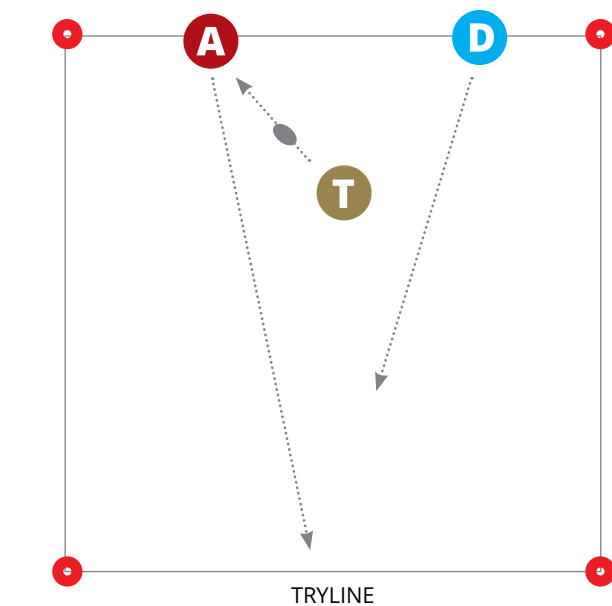
Was the Try grounded with control?

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 1
SUPER 6 SKILL 1: SCORING A TRY

BREAK OUT SESSION 1

Small Grids – Try Time

Diagram 1

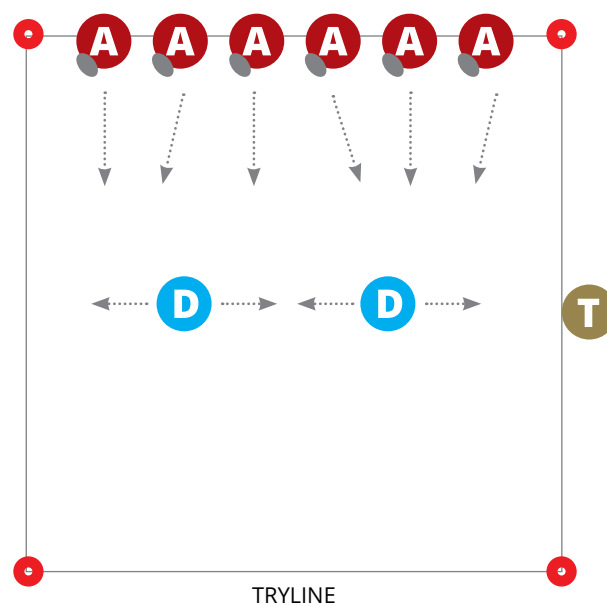


- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

BREAK OUT SESSION 2

Large Grids – Bulldog

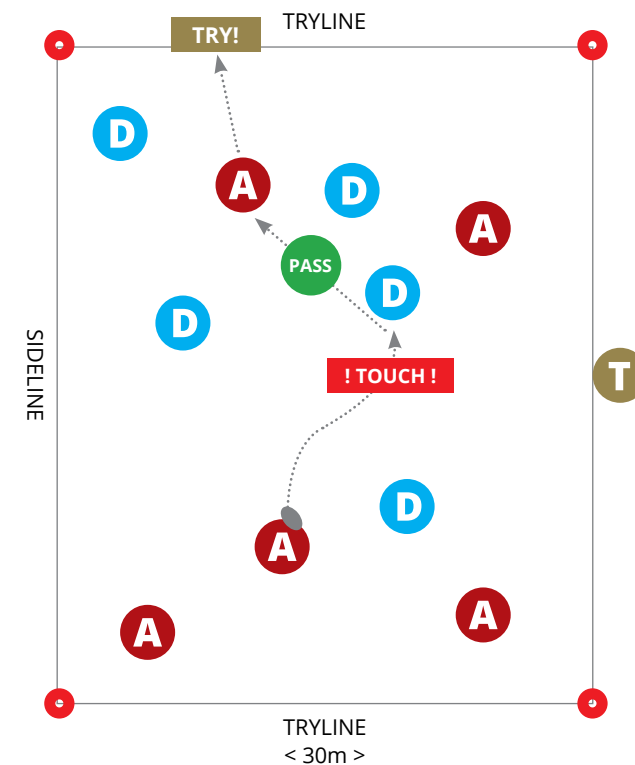
Diagram 2



PROGRESSIVE GAME

Basic Game Structure

Diagram 3



SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 2

SUPER 6 SKILL 2: EVASIVE RUNNING

KEY POINTS

What is evasive running?

Running where you actively evade the touch of a Defender

Curriculum Fundamental Movement Skill:

Agility

Interpersonal Skill:

Communication

TECHNIQUE

- Side Step – quick change in the direction of the run
- Swerve – running around the Defender

COACHING

- Decelerate as you approach the Defender
- Step or swerve away from the Defender as you accelerate and change direction

ACTIVATION TASK

Volcanoes and Craters

1. Organise children into 2 teams (use bibs)
2. Spread round marker cones around the grid with some up the right way (volcanoes) and some upside down (craters)
3. Ask one team to try and make as many volcanoes as possible and the other team to try and make as many craters as possible (they must move to a new cone once they've turned one over so that they are not stationary and guarding one cone!)
4. After X minutes, tell the children to stop and raise their hands up in the air whilst the teacher counts the cones and determines the winning team
5. Progress to only using left or right hand to turn over cones or alternate hands



CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 2

SUPER 6 SKILL 2: EVASIVE RUNNING

BREAK OUT SESSION 1

Small Grids – 1 v 1 Stepping

See Diagram 1

1. Set out a small grid in a diamond shape
2. Organise one child at the top of the diamond (with a ball) and organise a line of children at the bottom of the diamond
3. The child at the top (Defender) should pass the ball to a child at the bottom (Attacker) who must then attempt to side step or swerve to evade the Defender and score a Try on the line to the left or right of the Defender.
4. After their turn, the Attacker becomes the Defender and takes the place at the top of the diamond and the previous Defender joins the back of the line of Attackers

BREAK OUT SESSION 2

Large Grids – Jailbreak

See Diagram 2

1. Set out a small grid in each corner of the large grid and a halfway line of cones (put a set of balls – ideally 5+ – into the two corner grids which are diagonal to each other (these are the ball banks) and leave the other two corner grids empty (these are the jails)
2. Organise children into two teams (use bibs) and tell them to start the game inside the jail on their half of the pitch
3. The aim of the game is to run evasively and try to steal the balls from the other team's bank and return them to your bank without being touched by a player on the other team
4. You are safe in your own half and in the opposition team's ball bank
5. If you are caught by a Defender, you must go directly to the jail in the Defender's half of the pitch and call for your team mates to free you. Anyone who has not been touched by a Defender previously can run into the jail and free you shouting "JAILBREAK". Once Jailbreak happens, everyone in the jail is free to try and escape. The jail is not safe to stay in and Defenders can touch you and put you back in the jail if you fail to escape or get touched before you reach the safety of your own half (if a player is repeatedly in jail, the Teacher can free them)

BREAK OUT SESSION 2 CONT...

6. After X minutes, the teacher will call a stop to the game and count up the number of balls in each bank. The winning team is the team with the most balls in their bank. The game also finishes if all the balls are stolen from one bank.

PROGRESSIVE GAME

Progress Basic Game Structure to:

See Diagram 3

Focus on calling "TOUCH" when the ball carrier is caught/touched

Super Power:

Pick a player who can run for 10 metres without having to stop even if they are touched

Coaches Corner:

Why do defenders have to shout "Touch" when they catch the ball carrier?

Referee Rules:

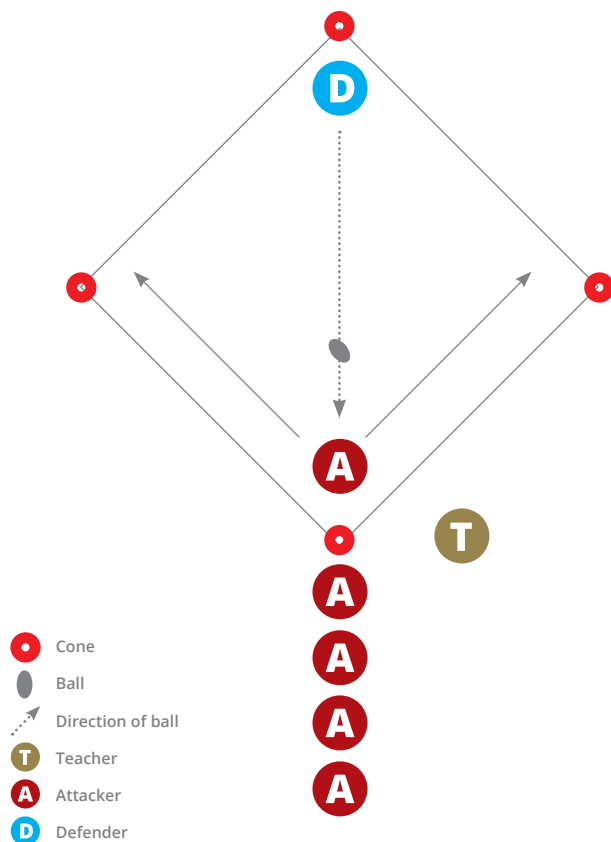
Did the touch use minimal force or was the touch too hard?

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 2
SUPER 6 SKILL 2: EVASIVE RUNNING

BREAK OUT SESSION 1

Small Grids – 1 v 1 Stepping

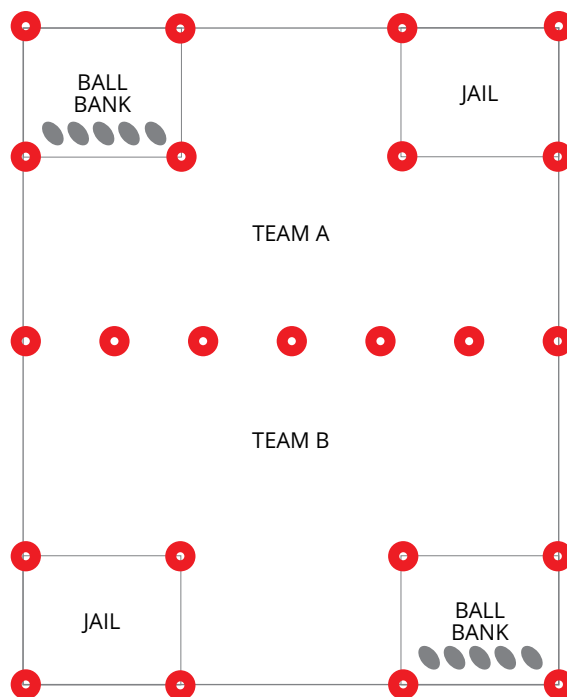
Diagram 1



BREAK OUT SESSION 2

Large Grids – Jailbreak

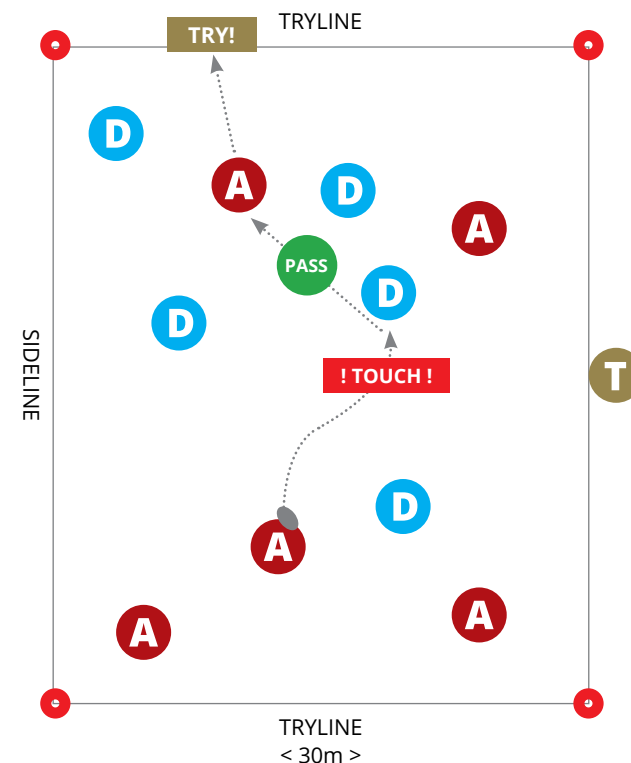
Diagram 2



PROGRESSIVE GAME

Basic Game Structure

Diagram 3



SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 3

SUPER 6 SKILL 3: CATCHING A BALL

KEY POINTS

Curriculum Fundamental Movement Skill:

Catching

Interpersonal Skill:

Teamwork

TECHNIQUE

- To catch the ball passed from both your left and right side (at almost any angle)
- To catch the ball whilst running without dropping the ball

COACHING

- Look at the ball as it travels towards you
- Hands out pointing towards the ball with fingers spread out and elbows bent
- As you receive the ball into your hands, bring your hands back towards your body to soften/cushion the impact of the pass

ACTIVATION TASK

Rock, Paper and Scissors Gladiators

1. Set up a line of cones approximately 5 metres apart
2. Organise the children into pairs, each standing by one of the cones
3. The children must compete in a game of Rock, Paper, Scissors (best of 3 goes)
4. The winner progresses up the grid to the next cone and the loser moves down a cone
5. The aim is to be on the top cone after X minutes as the overall winner



CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 3

SUPER 6 SKILL 3: CATCHING A BALL

BREAK OUT SESSION 1

Small Grids – Circle Passing

See Diagram 1

1. Set up a circle of cones and ask the children to each stand on a different cone
2. Pass the ball around the circle clockwise and then anti-clockwise
3. To make the drill more challenging:
 - add more balls
 - change the speed of passing
 - or the distance between the cones
4. Pass and chase: progress to one child starting the pass around the circle and running around the outside of the circle and attempting to chase the ball around the circle and make it back to their space before the ball gets there (beat the ball)

BREAK OUT SESSION 2

Large Grids – 10 Catches

See Diagram 2

1. Organise children into two teams (use bibs)
2. The children must pass the ball between their team and try and make 10 successful catches in a row to win 1 point
3. The aim of the game is to be the first team to win 5 points
4. Children can run with the ball and pass in any direction
5. A team loses possession of the ball in the following situations:
 - The ball is dropped and regathered by a player from the other team
 - The ball is intercepted by a player from the other team
 - The ball carrier runs outside of the grid
 - A team does not lose possession if the ball is knocked down by the other team but the catch count must start again

PROGRESSIVE GAME

Progress Basic Game Structure to:

See Diagram 3

Focus on stopping “on the mark” when the ball carrier is caught/touched

Super Power:

Pick a player who can win back possession for their team by making a touch

Coaches Corner:

What are the key elements of a successful catch?

Referee Rules:

Was the ball tapped “on the mark” after it was caught successfully?

SCHOOL RESOURCES CARDS

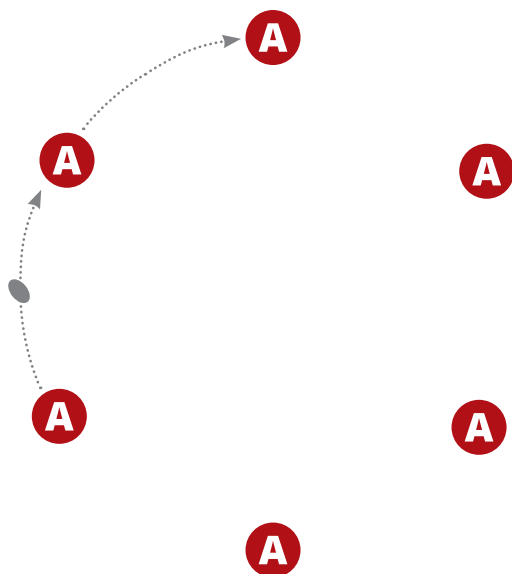
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 3

SUPER 6 SKILL 3: CATCHING A BALL

BREAK OUT SESSION 1

Small Grids – Circle Passing

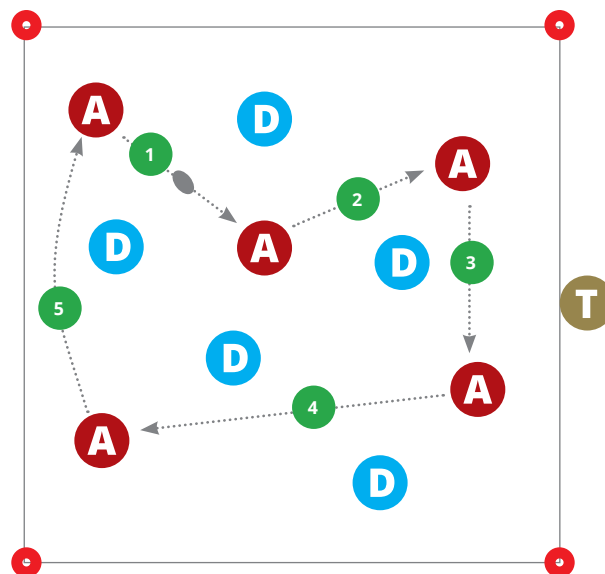
Diagram 1



BREAK OUT SESSION 2

Large Grids – 10 Catches

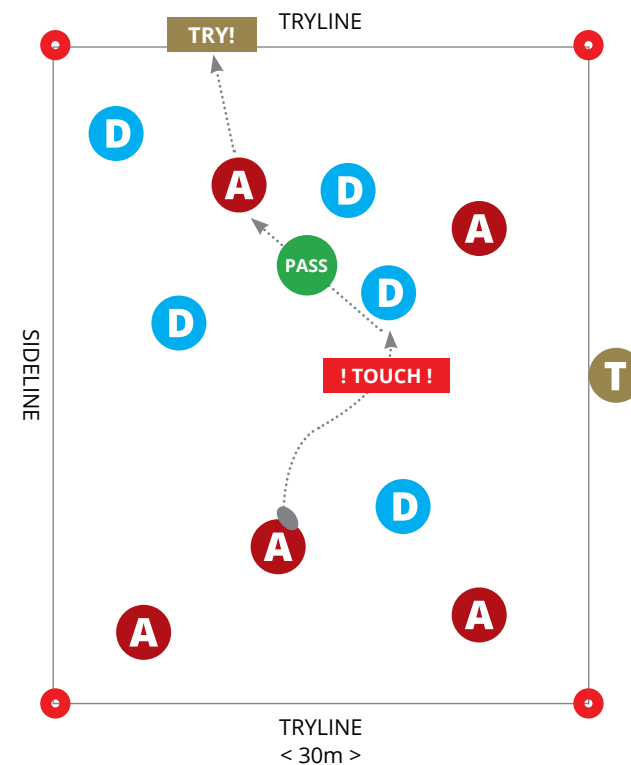
Diagram 2



PROGRESSIVE GAME

Basic Game Structure

Diagram 3



- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 4

SUPER 6 SKILL 4: PASSING A BALL

KEY POINTS

Curriculum Fundamental Movement Skill:

Throwing

Interpersonal Skill:

Decision-Making

TYPES OF PASS

- Lateral pass – passing left or right whilst running
- Half pass – passing the ball from the ground

TECHNIQUE

- To execute both lateral passes and half passes on both the left and right side accurately

COACHING

- Hold the ball with 2 hands
- Look at player you are passing to
- Push the ball in a flat line towards the receiver
- Fully extend your arms and release the ball

ACTIVATION TASK

Push the Button

1. Organise children into pairs with a cone (the button) in between each of the pairs
2. Teacher to call different movements (jog on the spot, hop, jump, balance, skip, etc)
3. When the teacher blows their whistle/hooter or calls "Go!" the children must try to be the first one in their pair to "push the button"
4. Play 5 rounds changing the exercise each time



CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 4

SUPER 6 SKILL 4: PASSING A BALL

BREAK OUT SESSION 1

Small Grids – Passing Gauntlet

See Diagram 1

1. Organise half the children into pairs standing approx. 5 metres opposite each other in a line (like a ladder) – one child in each pair should have a ball
2. Organise the other children into a single file line at the bottom of the ladder
3. Each child at the bottom of the ladder must “run the gauntlet” through the pairs receiving a pass from the player with the ball and passing it to the other child in the pair
4. The child should repeat this with all the passing pairs and then run back to the start
5. After X minutes, swap over the group
6. Ensure passes are coming from both the left and the right
7. Increase the speed and distance of the passes to increase the challenge

BREAK OUT SESSION 2

Large Grids – Keep Ball (Team Piggy in the Middle)

See Diagram 2

1. Organise children into two teams (use bibs)
2. One team has possession of the ball and must pass it between them without the other team intercepting a pass or dropping the ball
3. The ball carrier cannot run with the ball but the rest of the team can move to a good space to be passed to
4. The game can be progressed as follows:
 - 10 successful passes in a row = 1 point
 - No passes over head height
 - Score a Try every time you catch the ball and before you pass
 - Cannot pass back to the person who last passed to you

PROGRESSIVE GAME

Progress Basic Game Structure to:

See Diagram 3

Focus on

- all passes must go backwards (limiting attacking space)
- progress to all Defenders must retreat back 7m (towards their own Try Line) after each touch (increasing attacking space)

Super Power:

Pick a player who can play for either team when they are in attack (Super Player)

Coaches Corner:

What are the elements of a successful pass?

Referee Rules:

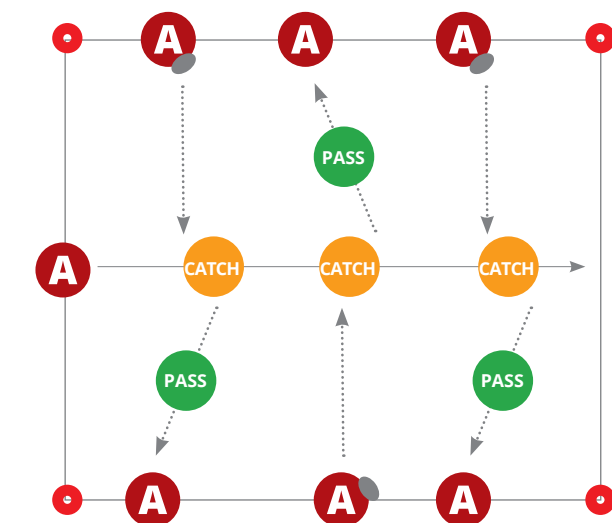
Did the pass go backwards?

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 4
SUPER 6 SKILL 4: PASSING A BALL

BREAK OUT SESSION 1

Small Grids – Passing Gauntlet

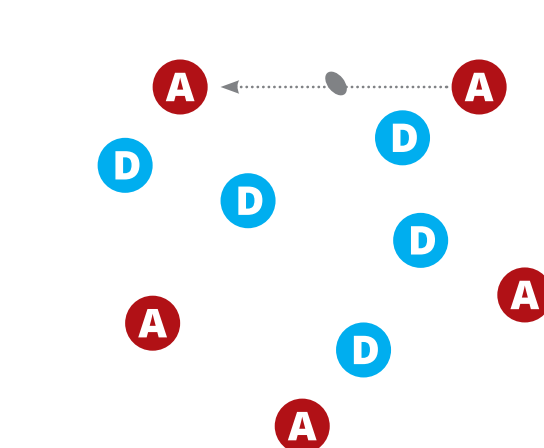
Diagram 1



BREAK OUT SESSION 2

Large Grids – Keep Ball (Team Piggy in the Middle)

Diagram 2

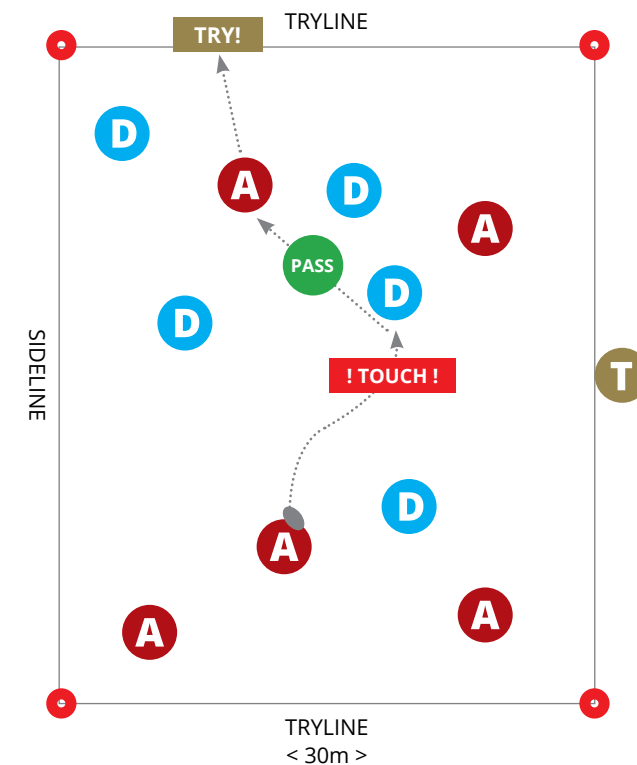


D = Piggies

PROGRESSIVE GAME

Basic Game Structure

Diagram 3



- Cone
- Ball
- Direction of ball
- Teacher
- Attacker
- Defender

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 5

SUPER 6 SKILL 5: THE ROLLBALL

KEY POINTS

Curriculum Fundamental Movement Skill:

Balance

Interpersonal Skill:

Problem-solving

2 TYPES OF ROLLBALL

- Static – controlled Rollball (restart new set of possession / good for beginners)
- Dynamic – Rollball at speed (advance the ball faster up the pitch / more challenging)



TECHNIQUE

- Face opposition Try Line (hips square)
- Place the ball on the ground with control (like when scoring a Try) between your feet
- Step over the ball

COACHING

- Ensure the ball is “on the mark”
- Ensure you are balanced and ball is under control



ACTIVATION TASK

Teacher Says

1. This is a game like “Simon Says” where the children have to follow the instructions of the teacher proceeded by their name “Mr X or Miss X or Mrs X says”
2. If the teacher just gives an instruction and does not say “Mr X or Miss X or Mrs X says” then they catch those children “out” and they have to do a quick physical challenge to get back in the game (e.g. 3 jumping jacks)
3. Examples of instructions are:
 - Jog on the spot
 - Touch a “red” cone
 - Hop on your left foot
 - 5 bunny hops
 - Do a funny dance

CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 5

SUPER 6 SKILL 5: THE ROLLBALL

BREAK OUT SESSION 1

Small Grids – Rollball Gauntlet (Passive Defenders)

See Diagram 1

1. Set up a line of 4 cones approximately 7 metres apart (you may need a few different lines for a large group)
2. Organise a single file line of children on Cone 1 facing towards Cone 2 (Attackers)
3. Organise a different child on Cones 2, 3 and 4 (Defenders) each with a ball in their hands facing towards Cone 1
4. The child on Cone 2 passes the ball to the first child in the single file line who runs forward and performs a dynamic Rollball on the child on Cone 2 who passed the ball to them (ball carrier initiates the touch and then performs a Rollball) before moving to Cones 3 and Cones 4 and repeating this process
5. Once a dynamic Rollball has been performed, the child on Cone 2, 3 or 4 picks up the ball and passes it to the next person in the line
6. After X minutes, swap the Defenders and Attackers

BREAK OUT SESSION 2

Large Grids – Chickens & Farmers

See Diagram 2

1. Organise children into 2 teams (use bibs)
2. One team are the Chickens who have a ball (egg) each and one team are the Farmers (no ball)
3. The aim of the game is for the Farmers to chase the Chickens and collect eggs from them by making a touch on them. If a Chicken is touched then they must perform a Rollball and the Farmer then takes the egg (*try and ensure the children perform the Rollball with control*)
4. The Chicken then becomes a Farmer and has to find a different Chicken to chase (not the one who took their egg)
5. After X minutes, stop the game and the winners are all the Chickens with eggs and the Farmers have to do a quick physical challenge (e.g. 3 jumping jacks)
6. Remind the children to look in the direction they are running and not at who is chasing them to avoid collisions

PROGRESSIVE GAME

Progress Basic Game Structure to:

See Diagram 3

Focus on

- changing the tap on the ground to a Rollball after every touch
- The Half passing the ball from the ground to another Attacker (Half pass)

Super Power:

Pick a player who has the power to freeze 1 other player on the other team for 10 seconds

Coaches Corner:

Why is it an advantage if an Attacker runs forward, initiates the touch and performs a Rollball?

Referee Rules:

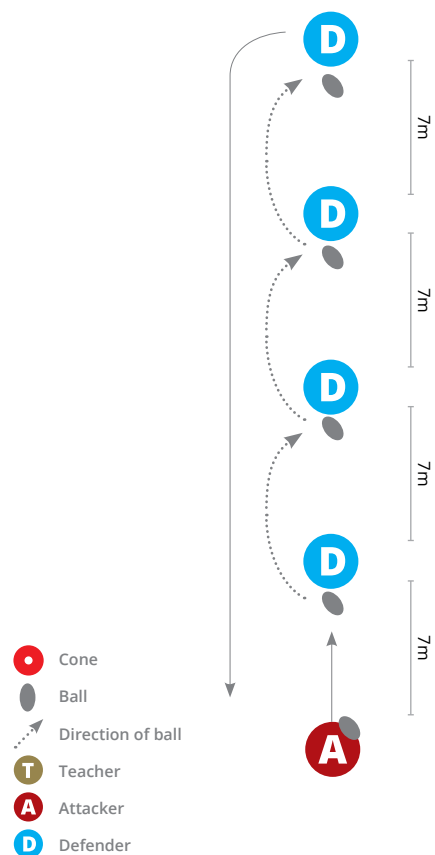
Did the ball carrier perform a Rollball after they had been touched or did they forget and pass the ball?

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 5
SUPER 6 SKILL 5: THE ROLLBALL

BREAK OUT SESSION 1

Small Grids – Rollball Gauntlet (Passive Defenders)

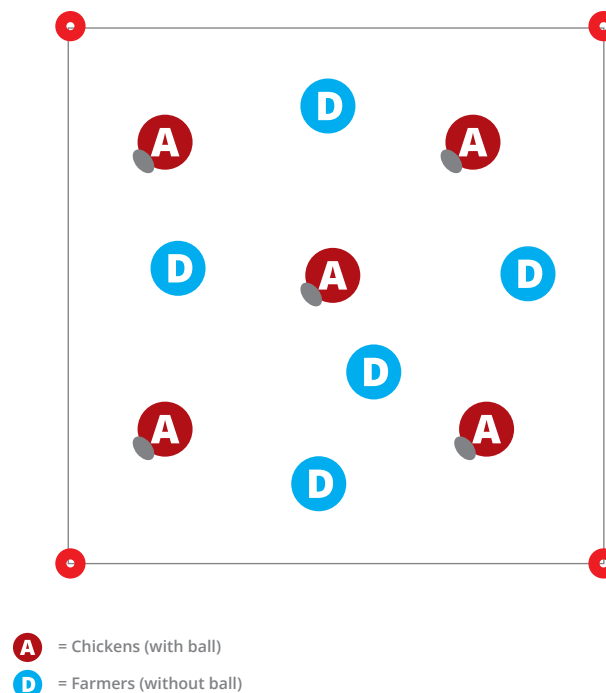
Diagram 1



BREAK OUT SESSION 2

Large Grids – Chickens & Farmers

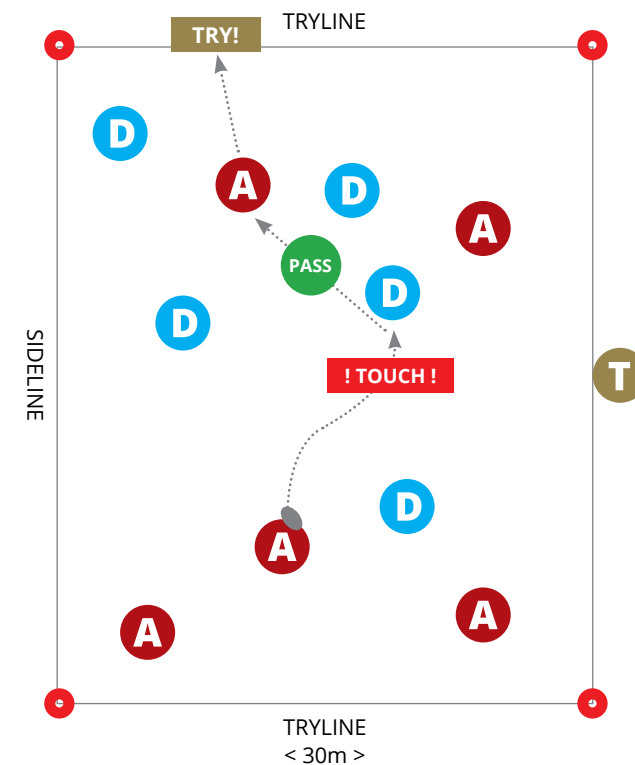
Diagram 2



PROGRESSIVE GAME

Basic Game Structure

Diagram 3



SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 6

SUPER 6 SKILL 6: MAKING A TOUCH

KEY POINTS

Curriculum Fundamental Movement Skill:

Jumping

Interpersonal Skill:

Mentoring

WHAT IS A TOUCH?

- A method of defending in Touch Rugby
- Any touch on the ball carrier counts (including their body, hair, clothing or the ball)
- 6 touches = turnover

TECHNIQUE

- Position yourself in front of the ball carrier
- Decelerate and reach your hand out (palm up and elbow bent) to make a touch
- Aim to make a touch on the ball carrier's shoulder

COACHING

- Be agile on your feet and use your footwork to get in front of the ball carrier
- Use minimal force when making a touch

ACTIVATION TASK

Finger Count

1. Organise children into pairs
2. Ask children to run/jump/hop/balance on the spot
3. When the teacher blows their whistle/horn (or calls "show") the children must hold up their hands (deciding how many fingers they hold up on each hand)
4. The winner is the child who adds up and calls out the total number of fingers combined first
5. Play 5 rounds changing the exercise in between calling "show"



CONT...

SCHOOL RESOURCES CARDS

PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 6

SUPER 6 SKILL 6: MAKING A TOUCH

BREAK OUT SESSION 1

Small Grids – Rollball Gauntlet (Active Defenders)

See Diagram 1

1. Set up a line of 4 cones approximately 7 metres apart (you may need a few different lines for a large group)
2. Organise a single file line of children on Cone 1 facing towards Cone 2 (Attackers)
3. Organise a different child on Cones 2, 3 and 4 (Defenders) each with a ball in their hands facing towards Cone 1
4. The child on Cone 2 passes the ball to the first child in the single file line who runs forward and attempts to perform a dynamic Rollball on the child on Cone 2 who passed the ball to them. The difference now is that the Defender is active and tries to make the touch on the Attacker before the Attacker bends down to initiate a touch on them and perform a Rollball. Once the Rollball has been completed, the Attacker moves to Cones 3 and Cones 4 and repeats this process
5. Once a dynamic Rollball has been performed, the child on Cone 2, 3 or 4 picks up the ball and passes it to the next person in the line
6. After X minutes, swap the Defenders and Attackers

BREAK OUT SESSION 2

Large Grids – Piggies in the Middle

See Diagram 2

1. Organise the children into a circle with 2 children in the middle (the piggies)
2. The children in the circle must try and pass the ball (below head height) to other children in the circle before the piggies touch them (and call "Touch")
3. If any of the following occurs then a child moves from the circle and becomes a piggy:
 - Child is touch in possession of the ball
 - Child drops the ball and the piggy retrieves it
 - Child pass is intercepted by the piggy
4. After X minutes, keep changing the piggies

PROGRESSIVE GAME

Progress Basic Game Structure:

See Diagram 3

Focus on Super 6's Rules (6 touches = turnover of possession)

Super Power:

Pick a player who can pause the game once and allow the defending team to move to new positions

Coaches Corner:

Watch a player for 5 minutes and give them positive feedback about how they played the game

Referee Rules:

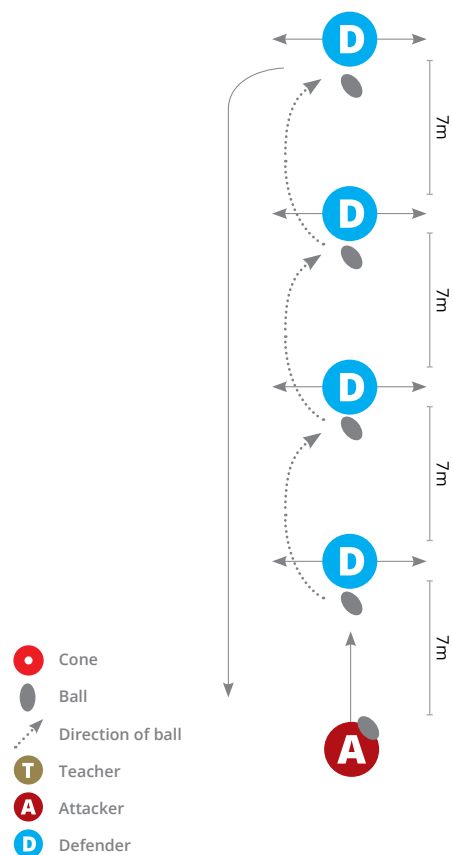
Count 6 touches each time a team gets a new set of possession

SCHOOL RESOURCES CARDS
PRIMARY SCHOOLS KEY STAGE 2: YEARS 5 & 6: CARD 6
SUPER 6 SKILL 6: MAKING A TOUCH

BREAK OUT SESSION 1

Small Grids – Rollball Gauntlet (Active Defenders)

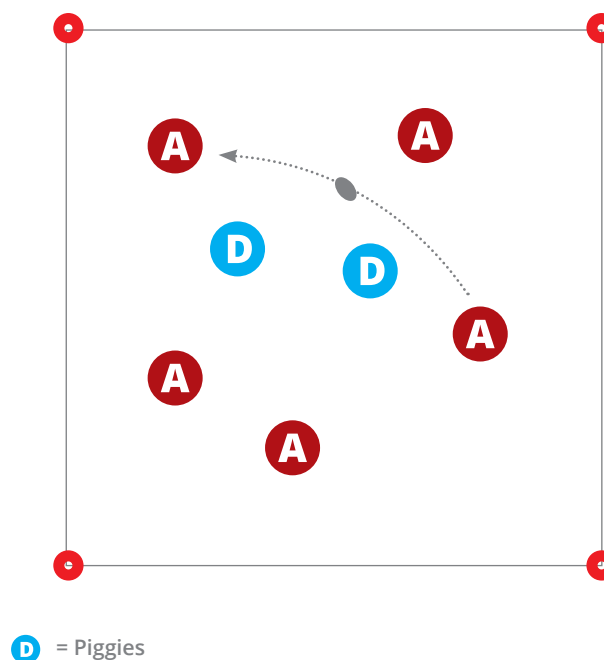
Diagram 1



BREAK OUT SESSION 2

Large Grids – Piggies in the Middle

Diagram 2



PROGRESSIVE GAME

Basic Game Structure

Diagram 3

