



Year 3 - Intro to JagTag

Lesson Plan

PLAYING EDSTART

Lesson Objective	To introduce running with the ball in JagTag	Lesson 1/6
Equipment Needed	JagTag balls, cones.	
Success Criteria	Children can: <ul style="list-style-type: none">Know how to hold the ball using 5 points of contact: Fingers, Palm, Forearm, Bicep, Chest (Ball Security)	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to run to). Similar ability partner. Smaller area/Larger area. Different individual challenges.	
Cross Curricular Links	Geography (USA info), Maths (Angle of direction change, Distance travelled, Speed), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), PSHE (Self Esteem, confidence building).	
Warm Up	Stuck In The Mud Tag: Explain that people with a ball will be the tagger and will be using a ball to tag you. The tagger must hold the ball with one hand. If they touch you, you have to stand still as though you are stuck with legs open. To free them, other players have to crawl through your legs.	
Main Activity	How To Hold The Ball: 5 points of contact (Fingers, Palm, Forearm, Bicep, Chest). Jag Races: Pupils in pairs (one ball between two). A basic emphasis of running with the ball. Pupil 1 runs first followed by pupil 2 on the coaches whistle: A) Short distance (20m) B) Longer Distance (30m) C) Both (short distance then long distance) D) Zig Zag cones (four changes of direction) Add Up Your Points: Pupils have a ball each and are located in a large area (20m x 20m). Everyone is a tagger and holding the ball correctly. Aim is to get as many points as possible. They must tag as many people as they can = 1 point, or knock opponents ball out of their hand = 5 points. Emphasise ball security. If pupil drops the ball or it gets knocked out of their hand, they start again on 0 points. Adapted Learning = 2 grids of 10m x 10m (In first grid more able and second grid mixed ability). Get To The End Zone: A bulldog style game where pupils have to get to the end zone without being tagged. On a 40m x 10m area, four taggers without a ball, ten people with a ball. (Two separate games). Get to the other side with the ball without being tagged. If a player gets tagged, they give their ball to the person that has tagged them. Remember to emphasise how to hold the ball when running. If players are caught holding it incorrectly they have to do 5 star jumps. Adapted Learning = 2 separate games (In the first grid more able and second grid mixed ability).	
Cooldown	Collect the balls and cones in. Recap lesson and key points.	
Key Technical Points	5 points of contact (Fingers, Palm, Forearm, Bicep, Chest), Agility, Ball Security, End Zone.	



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Lesson Objective	To introduce the low catching technique in JagTag	Lesson 2/6
Equipment Needed	JagTag balls, cones.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Know when to use the low catching technique• Use a rake/spiders web with their hands, little fingers together• Watch the ball move into their hands looking at the tip of the ball	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to run to). Similar ability partner. Smaller area/Larger area. Different individual challenges.	
Cross Curricular Links	What other sports use a similar catching technique? Geography (USA info), Maths (judging the speed of the ball, counting the amount of catches, Distance travelled metres, Speed, angle of throw), Science (Parts of the body used), English (Key Vocabulary), PSHE (Self Esteem, confidence building).	
Warm Up	<p>Free The Scarecrow Tag:</p> <p>Everyone has a ball. Everyone must hold the ball with one hand like when running with the ball. There are 4/5 chasers wearing bibs. If they touch you with the ball, you have to stand still as though you are a scarecrow with legs open. To get back in the game, other players have to roll their ball slowly through your legs and pick the ball up on the other side. No guarding is allowed. Rotate chasers. Try to emphasise running with the ball like we did in previous lessons.</p>	
Main Activity	<p>Introduce Catching Low:</p> <p>In pairs, one ball between two in a space, pupils will throw the ball from between their knees (like a swinging action) to partners knees where they will have a fork/ spiders web ready. On the throw, aim to get the ball through partners legs (tunnel) and stay below waist height.</p> <p>Count The Passes:</p> <p>In pairs (one ball between two) in a static position: A) How many throws and low catches can you do in 30 seconds. B) Then try and improve on your score. Adapted Learning = more able further away, less able closer together.</p> <p>Pass & Move To The Jaguar Groove:</p> <p>In a large 20m x 20m area, pupils (Still in pairs) use the two handed underarm swing throw to partner and then move into space. The throw must stay below waist height. Continuous passing and movement around the large area ensuring they avoid others. Make sure you emphasise the catch as being the important skill as development. A) Practice. B) How many passes can be made without dropping it. If dropped you have to start again.</p> <p>Cross The River:</p> <p>In pairs, children must use the low pass and catch to get across the river (One end zone to the other). If they drop the ball they must start back at the beginning (the starting end zone).</p> <p>A) If they do it without dropping it, they get 5 points, second attempt 4 points, third attempt 3 points, fourth attempt 2 points, fifth attempt 1 point. Adapted Learning = Allow lower ability pupils 1 or 2 chances at dropping the ball before they have to go back. Allow lower ability pupils a shorter endzone, more able a further away endzone.</p> <p>B) What group can cross the river (using low pass and catch only) in the least amount of passes. If the ball is dropped, they must start again. (Challenges further low throwing and catching but emphasise them not to be unrealistic in how far the throw and catch will be). Adapted Learning = Individual challenges (Number of throws). E.g, challenge the higher ability to do it in 5, where as you challenge the lower to do it in 8 etc.</p> <p>Low Pass Piggy In The Middle:</p> <p>In groups of five on a small 10m x 10m grid (four passers on each of the corners) and one chaser (Piggy) in the middle. Play keep ball using the low pass and catch only. Whoever makes the mistake becomes the chaser (Piggy) in the middle. Emphasise keeping the ball low so pupils can practice the low catch. Adapted Learning = Smaller/larger grids depending on their ability. Keep the 5s to similar abilities.</p>	
Cooldown	Collect the balls and cones in. Recap lesson and key points.	
Key Technical Points	Little fingers together, fork/spiders web, eye on the ball at all times, bend knees ready for the catch.	



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Lesson Objective	To introduce the medium and high catching technique in JagTag	Lesson 3/6
Equipment Needed	JagTag balls, cones.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Know when to use the medium/high catching technique• Make a diamond shape with their hands, thumbs together, index fingers together, high above the head• Watch the flight of the ball and ball in the hands looking at the tip of the ball	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Similar ability partner. Various distances (Closer/Further distances to run to). Smaller area/Larger area. Different individual challenges.	
Cross Curricular Links	Geography (USA info), Maths (Angle of throw, Distance thrown, Speed of the ball), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), PSHE (Resilience).	
Warm Up	<p>Jaguar Tag:</p> <p>Set up a 30m x 30m area. Everyone has a ball each. It must be held like they are running with the ball. Run around and try to tag as many people as you can ensuring pupils hold the ball correctly. The aim is to get as many points as you can...</p> <p>A) If you tag someone you win a point</p> <p>B) If you knock the ball out of opponents hand you win 5 points and opponent loses all their points</p>	
Main Activity	<p>Keep Ball:</p> <p>Low catching recap game in groups of 4, one chaser 3 passers. In a set area (10m x 10m), pupils must stay in the area and not get caught with the ball. The passers must keep the ball below waist height and are not allowed to run with the ball. If they get caught with the ball, drop the ball or make a high pass, they become the chaser. Adapted Learning = Allow more able to move with the ball, smaller or bigger area.</p> <p>Introduce Catching High Above The Head:</p> <p>Make a diamond shape with their hand, thumbs together, index fingers together, high above the head.</p> <p>Ball Drop:</p> <p>Everyone has a ball each – they throw the ball up above and they must catch the ball above their head. Progressions = A) no clap. B) 1 clap. C) 2 claps. D) how many claps they can do. They still must catch the ball above their head and the claps must be done above head.</p> <p>Ball Drop In Pairs:</p> <p>Partners now throw the ball from their knees up in the air. Partners must catch the ball above their head. One point for every successful catch. Adapted Learning = Increase the distance of throw.</p> <p>Introduce The Medium Catch In Pairs:</p> <p>Hands in a W shape with thumbs together, eye on the ball at all times. Partners now throw the ball from their knees to the partners chest. Partners must catch the ball using the W shape in front of their chest. One point for every successful catch.</p> <p>Mix It Up:</p> <p>Throw high, low or medium to partner. How many can you do without dropping it.</p> <p>1v1 Tennis Across The River:</p> <p>Create a small area 10m x 4m. Throw the ball high or low across the river (gap created with cones). Score points if your opponent drops it. Adapted Learning = Shorten or Increase the distance of throw.</p> <p>2v2 Tennis Across The River:</p> <p>Throw the ball high or low across the river (gap created with cones). Score points if your opponents drop it. Adapted Learning = Shorten or Increase the distance of throw.</p>	
Cooldown	Collect equipment, talk about and reinforce key points.	
Key Technical Points	Diamond shape with their hand, thumbs together, index fingers together, high above the head, W shape.	



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Lesson Objective	To introduce the quarterback throwing technique in JagTag	Lesson 4/6
Equipment Needed	JagTag balls, cones.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know to stand side on to the target• Have their throwing arm up and with ball behind head, elbow above shoulder• Be introduced to the mobile phone / seat belt phrase to help with throwing	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to pass from). Similar ability partner. Smaller area/Larger area. Different individual challenges.	
Cross Curricular Links	Geography (USA info), Maths (Angle of throw, Distance thrown, Speed of throw), Science (Parts of the body used), English (Key Vocabulary), History (Where and how it started), PSHE (Self Esteem, confidence building).	
Warm Up	Scarecrow Tag: Remind pupils of the rule of this game. Explain that one person will be the tagger and will be using a ball to tag you. The tagger must hold the ball with one hand. If they touch you, you have to stand still like a scarecrow with legs open. You are only freed when another player rolls their American Football slowly through your legs.	
Main Activity	The Quarterback Throw (Pupils are in pairs): <ul style="list-style-type: none">A) First Time Throwing: Pupils face each other (one ball between two) a comfortable distance in which they can throw the ball (make the distance pupil choice). The main emphasis is throwing. Allow many attempts and drip feeding key technical points until pupils become confident with the action. Aiming for hands as target.B) Don't Drop It: Who can do the most 'correct throws' without dropping the ball (Ensure challenging distance). If they drop the ball, pupils must start their count again.C) Step Away Challenge: Start close to partner. After every successful throw a step is taken back and away from their partner. The distance gradually becomes further away. If the ball is dropped, they reset and start at the beginning again. (Throwing over various distances).D) Catching Whilst Running: QB starts with the ball and their partner stands side by side. The catcher (Wide receiver) prepares to run when HIKE/HUT is shouted. When it is shouted, the runner makes their way forwards and away from the QB. When they get a challenging distance the QB throws the ball whilst on the move. Make sure shorter and longer passes are both experienced.E) Catching Whilst Running Progression: As 'D)' but when they catch the ball they have to continue the run and score a touchdown in the end zone. A celebration dance must be done when scored. If they do not catch the ball, they cannot score the touchdown.	
Cooldown	Collect the balls and cones in. Recap lesson and key points.	
Key Technical Points	Stand side on (Surfing), Hold the ball diamond shape with little finger on third lace and ring finger on first lace, ball at the side of the head (Mobile phone), Step in to their throw for power, Follow through (Seat belt), rotate hips, throw the ball in the shape of a rainbow.	



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Lesson Objective	To introduce basic route running in JagTag	Lesson 5/6
Equipment Needed	JagTag balls, cones, running route cards.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know when they are allowed to start the route• Run different types of routes• Run the comeback and curl routes	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to pass from). Similar ability partner. Smaller area/Larger area. Different individual challenges.	
Cross Curricular Links	Geography – What is a route (Link with satellite navigation routes), Maths (Angle of run, Distance ran, Speed of the run, English – (Key terms ‘Come Back’ and ‘Curl’).	
Warm Up	Free The Scarecrow Tag: <p>Everyone has a ball. Everyone must hold the ball with one hand like when running with the ball. There are 4/5 chasers wearing bibs. If they touch you with the ball, you have to stand still as though you are a scarecrow with legs open. To get back in the game, other players have to roll their ball slowly through your legs and pick the ball up on the other side. No guarding is allowed. Rotate chasers. Try to emphasise running with the ball like we did in previous lessons.</p>	
Main Activity	3v1 (Recap): <p>Set up a mini pitch (30m x 10m). 1 Defender, 1 QB, 2 Runners. They have four attempts to score in the end zone. If they catch the ball and are tagged, they restart their next down. If they drop the ball and it's incomplete, they start from where the QB just threw it from. Rotate positions after every four downs. (DO NOT TELL THEM ABOUT ROUTES YET).</p> <p>Introduce Running Routes:</p> <p>Use the route cards/routes on the ball and explain what they are and why you would perform them. Link with the 3v1 game above.</p> <p>A) QB and 1 Runner practicing the ‘Come Back’ and the ‘Curl’</p> <p>B) QB and 2 Runners practicing the ‘Come Back’ and the ‘Curl’ (Decide on the correct pass)</p> <p>C) QB and 2 Runners practicing the ‘Come Back’ and the ‘Curl’ with 1 defender (The defender must choose to follow one of the runners so that the QB can select the correct pass.</p> <p>D) QB and 2 Runners practicing the ‘Come Back’ and the ‘Curl’ with 1 defender (Defender can move anywhere)</p> <p>E) 3v1 game (as above) but now include the routes. 4 down attempts to score in the end zone.</p> <p>Adapted Learning = 4v2 for higher achievers. Lower achievers - defender can only choose one runner to mark to allow for the correct easier decision making.</p>	
Cooldown	Collect the balls and cones in. Recap lesson and key points.	
Key Technical Points	Curl, Come Back, QB, Wide Receivers, Downs, Incomplete, Game Line.	



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Lesson Objective	To introduce basic offense vs defence games in JagTag	Lesson 6/6
Equipment Needed	JagTag balls, cones, bibs.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Know when they are allowed to start the route• Run individual routes avoiding a defender• Start to understand the need to look at the QB when they want to receive the ball	
Adapted Learning (Differentiation) (Challenge)	Different size Balls (Smaller/Bigger). Different material balls (Sponge/Hard). Various distances (Closer/Further distances to pass from). Similar ability groups. Smaller area/Larger area.	
Cross Curricular Links	Geography – What is a route (Link with satellite navigation routes), Maths (Angle of run, Distance ran, Speed of the run, English – (Key terms ‘Come Back’ and ‘Curl’).	
Warm Up	<p>Get To The End Zone:</p> <p>A bulldog style game where pupils have to get to the end zone without being tagged. On a 40m x 10m area, four taggers without a ball, ten people with a ball. (Two separate games being played). Get to the other side with the ball without being tagged. If a player gets tagged, they give their ball to the person that has tagged them. Remember to emphasise how to hold the ball when running. If players are caught holding it incorrectly they have to do five star jumps</p>	
Main Activity	<p>Offence vs Defence (Throwing, Catching, Running, Route Running, Defending)</p> <p>3v1 game:</p> <p>Set up a mini pitch (30m x 10m). 1 Defender, 1 QB, 2 Runners. They have four attempts to score in the end zone. If they catch the ball and are tagged, they restart their next down. If they drop the ball and it's incomplete, they start from where the QB just threw it from. Rotate positions after every four downs.</p> <p>Progression: 4v2 (Only if they show high levels on the 3v1).</p>	
Cooldown	Collect the balls and cones in. Recap lesson and key points about offence and defence.	
Key Technical Points	Curl, Come Back, QB, Wide Receivers, Downs, Incomplete, Game Line, Completion, Advancing Forwards.	