

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective	To develop the Quarter Back throwing technique in Jag Tag.	Lesson 1/6	
Equipment Needed	Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets		
Success Criteria	Children can: <ul style="list-style-type: none"> stand side on to the target with arm up and with ball behind head. know they need to step towards target as they rotate their hips. follow through, across the body. (Mobile Phone / Seat Belt) 		
EDSTART KNOW	<ul style="list-style-type: none"> I can explain how to stand side-on when throwing. I can describe why I step towards my target. I can understand how to follow through when I release the ball. 	<ul style="list-style-type: none"> I can throw using the correct technique. I can pass to teammates in practice and games. I can apply throwing in small activities. 	
Key Question	What helps you keep possession when defenders are trying to intercept? Moving into space quickly after passing, communicating clearly, throwing accurately, and keeping your head up to scan for teammates and defenders.		
Warm Up	JAG TAG CHASE: Two players begin as the "Jags," each holding a ball securely with two hands at chest height. Their task is to move quickly around the area and tag other players by gently touching them with the ball (no throwing allowed). When a player is tagged, they must freeze immediately in a wide "goalpost" shape with arms stretched out to clearly show they are caught. To be freed, another player must run safely underneath their arms, keeping their head low and eyes forward to avoid contact. The teacher reinforces light footwork on the balls of the feet, quick changes of direction, scanning for space and Jags, safe tagging technique, and effective teamwork when freeing players. Players are encouraged to use short accelerations, sharp turns, and intelligent movement into free space to avoid being tagged. PROGRESSION: Add an extra Jag after each round to increase pressure, introduce a safe zone where players can rest for three seconds, or restrict Jags to using their non-dominant hand to increase coordination.		
Main Activity	CATCH & MOVE: Stage 1: Paired Throw & Catch: Pairs stand 3-5 metres apart and practise throwing and catching using two hands. The teacher reinforces a balanced, side-on body position, stepping towards the target with the opposite foot, keeping eyes locked on the receiver, and using a controlled, two-handed push throw with fingertips guiding the release. Pupils are taught to present early target hands, absorb the ball with soft hands, and cushion the catch into the chest with elbows slightly bent. After each catch, pupils reset their stance quickly and prepare immediately for the next pass, maintaining rhythm and readiness. Stage 2: Group Passing: Pairs now merge into larger groups with one shared ball. Players throw only to someone who does not already have the ball, using clear communication such as "Here!", "Mine!", or the teammate's name. The teacher reinforces head-up scanning, checking for available players, choosing the safest passing option, and delivering an accurate, chest-height pass. Pupils practise reading defenders, adjusting power for distance, and preparing their hands early for receiving. Stage 3: Pass & Relocate: After every throw, players must move immediately into a new space, creating fresh angles and avoiding bunching. Pupils are reminded to stay light on their feet, push off quickly using short acceleration steps, and keep scanning for open channels. The teacher highlights strong examples of early movement before the pass arrives, smart spacing, active support play, and quick preparation for the next catch. Players work on maintaining a constant flow, ensuring they never stand still or hide behind teammates. PROGRESSION: Add a time challenge ("How many successful passes in one minute?"), increase throwing distance, restrict players to one-touch catches and quick releases, or introduce a weak-hand throwing rule to encourage bilateral coordination and higher-level control. JAG INTERCEPT: Square zones are set up using cones with players positioned around the outside edges. One or two pupils are the Jags in the middle. Outside players pass the ball around the squares, aiming to keep possession through accurate, flat throws and quick decision-making. Jags attempt to intercept, deflect, or force poor passes, using active footwork, arms out wide, and constant scanning. If a Jag successfully intercepts the ball, they swap places with the thrower. If an outside player drops an easy pass, they must immediately swap with the nearest Jag. The teacher reinforces passing accuracy, quick release, deceptive passing, defensive anticipation, reading the thrower's body shape, and teamwork to move the ball away from pressure. PROGRESSION: Add extra Jags, introduce multiple balls, reduce the size of the zones, or impose a two-second possession rule to increase speed of play and challenge decision-making.		
Adapted Learning (Differentiation) (Challenge)	SPACE Use a larger area first for confidence, then reduce the space to increase pressure and speed of play.	TASK Start with simple tag and passing, then add movement, defenders, and interceptions. EQUIPMENT Begin with one ball for control, then add more balls to increase challenge.	PEOPLE Work in pairs first, then small groups, and finally against defenders.
Key Technical Point	Step towards the target when throwing, keep eyes on the receiver, use two hands for control, present early target hands, cushion the catch into the chest, communicate loudly, and move immediately into new space to create the next passing option.		
Cooldown	JAG JOG & STRETCH: Players jog slowly around the area in pairs, gently passing a ball back and forth at walking pace to lower heart rates. On the whistle, everyone freezes and copies a stretch called by the teacher such as "Reach for the sky," "Touch your toes," "Hug your knees," and "Twist and look behind." The session finishes with the class gathering in a circle for three slow, deep breaths, in through the nose, out through the mouth to calm the body and mind. What made it easier to keep possession today? and How did communication help your team succeed? PROGRESSION: Add short balance freezes between stretches to further develop control and focus during recovery.		

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective	To develop the catching technique in Jag Tag.	Lesson 2/6		
Equipment Needed	JagTag Balls, Bibs, Cones, hoops, JagTag bets			
Success Criteria	Children can: <ul style="list-style-type: none"> know when to use the low medium or high catching technique. watch the ball in – all the way looking at the tip of the ball. catch the ball and secure the ball using the five points of contact. 			
EDSTART KNOW		EDSTART GO		
<ul style="list-style-type: none"> I can explain the difference between high, medium, and low catches. I can describe how to watch the tip of the ball into my hands. I can understand how to secure the ball after catching. 	<ul style="list-style-type: none"> I can perform diamond and basket catches with control. I can catch in movement during Receiver Gauntlet. I can apply catching in 4v4 Endzone games. 	<ul style="list-style-type: none"> I can respect my partner when practising catches. I can encourage teammates in catching challenges. I can celebrate effort fairly in small matches. 		
Key Question	What helps you make a successful catch when running at speed? Keeping your eyes on the ball, showing early target hands, cushioning the catch into the chest, and staying balanced while adjusting your movement all help you catch successfully at speed.			
Warm Up	FLAG FRENZY: The teacher sets up a large grid and each child tucks two flags securely into their waistband, ensuring they hang clearly at the side of the hips for safe removal. On the teacher's signal, all players move freely within the grid with the aim of protecting their own flags while collecting as many as possible from others. Players are encouraged to stay light on their toes, keep their heads up to scan for danger and opportunity, use sharp changes of direction, and accelerate into free space after taking a flag. Defenders are reminded to reach with one hand only for the top of the flag, keep balance, and avoid grabbing clothing. If a player loses one or both flags, they remain in the game, continuing to collect from others to maintain high activity levels. The teacher highlights examples of agility, spatial awareness, smart movement, and safe flag removal at the end of each round. PROGRESSION: Add safe zones for five seconds of rest, introduce "bonus flags" worth double points, restrict direction of travel, or reduce grid size to increase pressure.			
Main Activity	JAG TAC TOE: A large 3x3 grid of hoops is created. The class is split into teams of 3–5, with one team attacking at a time. One player sprints into an empty hoop and presents as a clear target with hands up and body balanced while a teammate delivers a controlled pass. The receiver must keep eyes on the ball, show early target hands, cushion the catch into the chest, and secure possession before placing their team's coloured cone into the hoop. If the ball is dropped, it is immediately returned to the thrower and the attempt is repeated. The teacher reinforces accurate throwing, soft hands for catching, quick foot adjustment into position, and rapid sprint recovery after the catch. Tactical discussion is encouraged as teams plan where to place their next cone to block or create three-in-a-row. PROGRESSION: Add defenders between hoops to attempt interceptions, increase throwing distance, limit preparation time before the pass, or restrict receivers to one-handed catches for added challenge. RECEIVER RUN: Four to five cones are set out in a zigzag or straight-line route. Orange team players act as receivers, running the route at pace and catching a football at each cone before placing it down securely and moving immediately to the next. Blue team players act as quarterbacks, delivering accurate, chest-height throws with a step towards the target and controlled follow-through, then retrieving the ball quickly to maintain tempo. Receivers are coached to track the ball early, adjust their stride to meet the pass, secure the catch with soft hands, and protect the ball into the chest before accelerating again. Each successful catch scores one point, encouraging focus and consistency under fatigue. PROGRESSION: Add light defenders applying timed pressure, increase running distance between cones, introduce a time challenge, or restrict receivers to over-the-shoulder catches only. END ZONE SHOWDOWN: Small-sided 4v4 games are played on a reduced pitch with clearly marked end zones. Teams alternate between offence and defence. The attacking team has four plays to move the ball downfield and score a touchdown by catching the ball cleanly inside the end zone. Passes must be forward, and receivers must stay onside, present early target hands, and complete controlled catches under pressure. Defenders aim to intercept passes, track runners, apply controlled tagging, and close down space quickly as a unit. The teacher reinforces support play, width and depth in attack, communication on both sides, and quick transitions after turnovers. PROGRESSION: Add a rule where everyone must touch the ball before scoring, award bonus points for one-handed catches, reduce the number of allowed plays, or add a possession time limit to raise intensity.			
Adapted Learning (Differentiation) (Challenge)	SPACE Start large for confidence, then reduce space to increase pressure.	TASK Move from tag and catching drills into end zone games.	EQUIPMENT Use soft balls first, then standard balls for challenge.	PEOPLE Work individually, then in small teams for game play.
Key Technical Point	Move into space early, present clear target hands, keep eyes fixed on the ball, cushion the catch into the chest with soft hands, secure possession quickly, and accelerate immediately after the catch to continue the attack.			
Cooldown	VICTORY STRETCH: The teacher gathers the class into a wide circle. Pupils walk slowly around the area, gently passing one ball between players to lower heart rates. After one minute, movement stops and the teacher leads a sequence of stretches including arms across the chest, shoulder rolls, quadriceps stretch, calf stretch, and deep controlled lunges. The session finishes with three slow breaths — inhale through the nose, exhale through the mouth to calm the body and mind. What helped you make successful catches today? and How did teamwork help your group score? PROGRESSION: Add balance holds during stretches or pair stretching to develop control and cooperative recovery.			

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective

To develop the technique of handing off the ball in Jag Tag.

Lesson 3/6

Equipment Needed

JagTag Balls, Bibs, Cones, route cards, hoops, JagTag bets

Success Criteria

Children can:

- know that the QB turns and faces Running Back.
- extend their arms with hands on both sides of the ball.
- know to place ball firmly in RB stomach as they are moving towards them.

EDSTART KNOW

- I can explain how a QB hands off the ball to the running back.
- I can describe how to place the ball firmly in the runner's stomach.
- I can understand when to use a handoff in play.

EDSTART GO

- I can perform a correct handoff with control.
- I can combine centre snaps, QB, and RB roles in plays.
- I can apply handoffs in small-sided Endzone games.

EDSTART SHOW

- I can respect others when giving and receiving the ball.
- I can encourage my teammates in running plays.
- I can celebrate effort whether I score or not.

Key Question

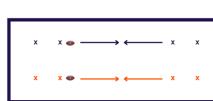
What makes a successful handoff and attacking run in flag football? Clear communication, eyes on the ball, secure two-handed handoff, and explosive acceleration into space all help make the play successful.

Warm Up

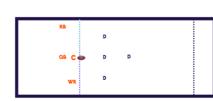
FLAG FRENZY: The teacher marks out a large grid and each player tucks two flags securely into their waistband, positioned clearly on the hips for safe removal. The aim of the game is to protect your own flags while stealing as many as possible from other players. Players move freely around the grid using light footwork, quick changes of direction, sharp stops and starts, and constant scanning for both danger and opportunity. Each flag collected is kept and counted at the end of the round, with the player collecting the most crowned the winner. The teacher reinforces spatial awareness, anticipation, agility, safe one-handed flag removal, and intelligent movement into space. Teamwork is encouraged as players may work together to block or distract opponents. PROGRESSION: Add safe zones that players may only stay in for three seconds, introduce bonus flags worth double points, reduce the grid size to raise pressure, or restrict players to one direction of travel to increase scanning and decision-making.

Main Activity

HANOFF HIGHWAY: Players are split into two lines facing each other 5-7 metres apart. The first runner in Line A begins in a balanced running stance holding the football securely with two hands at chest height. As they run towards the halfway point, the first runner from Line B accelerates forward on a curved running line to receive the handoff. As the runners meet, the ball carrier presents the ball with firm, extended arms, while the receiver forms a pocket with both hands, eyes fixed on the ball, and receives the handoff smoothly before accelerating through the line and jogging to the back. The teacher reinforces soft hands, correct ball presentation, timing of the run, verbal communication ("Handoff!"), and immediate acceleration after the exchange. This pattern continues continuously to develop rhythm and fluency. PROGRESSION: Increase the speed of the run-ups, add weaving cones before the handoff, introduce light defensive pressure, or challenge groups to complete 10 consecutive clean handoffs without a drop.



READY, SET, RUN! Children work in groups of four in set positions: Quarterback (QB), Centre, Wide Receiver, and Running Back. The QB stands 3-4 big steps behind the Centre in a balanced stance with hands presented ready. On the QB's call of "Down, set, hut!", the Centre rolls or hands the ball back accurately to the QB, who immediately turns the shoulders and presents the ball for the handoff. The Running Back accelerates diagonally toward the QB, eyes fixed on the ball, hands forming a secure pocket, takes the ball cleanly, and then sprints into the end zone for a touchdown using speed and controlled running lines. The Wide Receiver runs a support route, creating space and acting as a decoy. The teacher reinforces clear communication, correct snap technique, secure handoff, explosive acceleration, and effective use of support runners. PROGRESSION: Add a defender to track and tag the Running Back, introduce a second Wide Receiver option for a short pass, or limit the time allowed to score to increase pressure and decision-making speed.



TOUCHDOWN TAKEDOWN: Small-sided 4v4 games are played on a reduced pitch with clearly marked end zones. One team attacks while the other defends. The offence has four attempts ("downs") to score by either a run or short forward pass, while defenders aim to tag, intercept, or force errors. Players are encouraged to use width, depth, and deceptive movement, while communicating clearly before and during each play. The teacher reinforces support positioning, timing of runs, secure catching, quick transitions after turnovers, and team defensive shape. Passing backwards is encouraged during running plays to keep actions realistic and safe. PROGRESSION: Award bonus points for multi-pass plays, successful fakes and decoy runs, reduce the number of attempts, or introduce a shot-clock style countdown to increase pace and tactical thinking. Rotate roles regularly so all pupils experience both offence and defence.

Adapted Learning (Differentiation) (Challenge)

SPACE
Use a large area for confident running and handoffs, then reduce space to increase pressure and speed of play.

TASK
Start with free tag and basic handoffs, then progress into set plays and end zone games.

EQUIPMENT
Begin with soft footballs for control, then use standard balls for greater challenge.

PEOPLE
Work individually for tag, then in small groups and 4v4 teams for game play.

Key Technical Point

Present the ball firmly with two hands, receiver forms a secure hand pocket and keeps eyes on the ball, complete the handoff smoothly at speed, protect the ball into the body, and accelerate immediately into space after the exchange.

Cooldown

VICTORY HUDDLE STRETCH: All players gather into a large circle and walk slowly around the area to lower heart rates. The ball is passed gently between players as the teacher leads controlled stretches for the arms, shoulders, quadriceps, hamstrings, and calves. The session ends with three slow, deep breaths — in through the nose, out through the mouth to calm the body and reset focus. **"What helped your team move the ball successfully?"** and **"How did communication make a difference today?"** PROGRESSION: Add single-leg balance holds during stretches or paired stretching to further challenge control and cooperation during recovery.

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective	To develop the technique of receiving a handoff in Jag Tag			Lesson 4/6
Equipment Needed	Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> know that the Running Back (RB) receives the ball. keep their Inside elbow up, Outside elbow down, receive ball and tuck into ribs. know how to secure the football using the 5 Points of Contact. 			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"> I can explain how to hold the ball safely after a handoff. I can describe the “elbows up and down” technique. I can understand how to secure the ball using 5 points of contact. 	<ul style="list-style-type: none"> I can receive a handoff and tuck the ball securely. I can run into space while protecting the ball. I can apply handoff receiving in Endzone games. 	<ul style="list-style-type: none"> I can respect my QB when receiving the ball. I can encourage others to run confidently. I can celebrate improvements fairly. 		
Key Question	<p>How can we move the ball forward safely while defenders try to tag us? By running into space, communicating early, securing the ball with two hands, and supporting teammates with clear passing options.</p>			
Warm Up	<p>FLAG FRENZY: The teacher marks out a large grid and each player tucks two flags securely into their waistband, clearly visible at the hips for safe removal. The aim is to protect your own flags while attempting to steal as many as possible from other players. Players move freely around the grid using light footwork, quick changes of direction, sharp stops and starts, and constant scanning for both attackers and open space. After successfully taking a flag, players are encouraged to accelerate immediately into a new space to avoid being tagged themselves. Defenders are reminded to reach with one controlled hand only for the top of the flag, maintaining balance and avoiding grabbing clothing. Each flag collected is kept and counted at the end of the round, with the player collecting the most crowned the winner. The teacher highlights examples of agility, awareness, anticipation, safe flag removal, and intelligent movement. PROGRESSION: Add safe zones that players may only stay in for three seconds, introduce bonus flags worth double points, reduce the grid size to increase pressure, or restrict direction of travel to increase scanning and decision-making.</p>			
Main Activity	<p>HANOFF HIGHWAY: Players are split into two lines facing each other 5-7 metres apart. The first runner in Line A begins in a balanced running stance, holding the football securely with two hands at chest height. As they run towards the halfway point, the first runner from Line B accelerates forward on a curved running line to meet them. As they meet, the ball carrier presents the ball with firm, extended arms, while the receiver forms a secure hand pocket with both hands, eyes fixed on the ball. The handoff is completed smoothly at speed, and the receiver immediately accelerates to the end of the line, protecting the ball into the body. The teacher reinforces soft hands, early preparation for the handoff, verbal communication, correct timing of the run, and explosive acceleration after the exchange. This pattern repeats continuously to build rhythm and confidence. PROGRESSION: Increase the speed of the run-ups, add weaving cones before the handoff, introduce light defensive pressure, or challenge groups to complete 10 consecutive clean handoffs without a drop.</p> <p>READY, SET, RUN!: Children work in groups of four with set positions: Quarterback (QB), Centre, Wide Receiver, and Running Back. The QB stands 3-4 big steps behind the Centre, balanced and ready with hands presented. On the QB's call of "Down, set, hut!", the Centre rolls or hand-passes the ball accurately to the QB. The QB turns the shoulders and presents the ball firmly at waist height for the handoff. The Running Back accelerates diagonally towards the QB, keeping eyes on the ball, forms a secure hand pocket, takes the ball cleanly, and then sprints into the end zone using speed and controlled running lines. The Wide Receiver runs a support or decoy route to draw defenders away and create space. The teacher reinforces clear communication, timing of runs, secure handoff technique, protection of the ball, and effective use of support players. PROGRESSION: Add a defender to track and tag the Running Back, introduce a second Wide Receiver for a short passing option, or limit the time allowed to score to increase pressure and decision-making speed.</p> <p>TOUCHDOWN TAKEDOWN: Small-sided 4v4 games are played on a reduced pitch with clearly marked end zones. One team attacks while the other defends. The attacking team has four attempts ("downs") to score a touchdown through either a run or a short forward pass. Players are encouraged to use width, depth, deceptive movement, and constant communication to break through the defence. Receivers must present early target hands, secure catches under pressure, and protect the ball into the body immediately after catching. Defenders aim to track runners, apply controlled tagging, intercept passes, and maintain defensive line shape. The teacher reinforces tactical movement, support play, transition after turnovers, and teamwork in both attack and defence. Passing backwards is encouraged during running plays to maintain realism and safety. PROGRESSION: Award bonus points for multi-pass plays, successful fakes and decoy runs, reduce the number of allowed downs, or introduce a time countdown per play to increase intensity.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Use bigger areas to encourage long runs and open-field movement, or smaller grids to increase pressure and close control.	TASK Change rules such as adding defenders, requiring a skill before catching, or limiting time to increase challenge and decision-making.	EQUIPMENT Use size-appropriate footballs, cones, and coloured markers to support understanding of routes and safe tagging.	PEOPLE Adjust team sizes, rotate roles, or add/remove defenders to vary difficulty and ensure all pupils stay actively involved.
Key Technical Point	Index finger near the back of the ball, Middle & 3rd finger across the laces, Thumb on opposite side, Space between the ball and palm of hand.			
Cooldown	<p>VICTORY HUDDLE STRETCH: All players gather into a wide circle and walk slowly around the area to lower heart rates. The ball is passed gently between players while the teacher leads controlled stretches for the arms, shoulders, quadriceps, hamstrings, and calves. The cooldown finishes with three slow, deep breaths — in through the nose, out through the mouth to calm the body and reset focus. “What helped your team move the ball successfully today?” and “How did communication make a difference?” PROGRESSION: Add single-leg balance holds during stretches or paired stretching to further challenge control and cooperation during recovery.</p>			

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective	To develop basic route running in Jag Tag.	Lesson 5/6		
Equipment Needed	JagTag Balls, Bibs, Cones, route cards, hoops, JagTag bets			
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, curl, in and out routes 			
EDSTART KNOW	<ul style="list-style-type: none"> I can explain what routes are in Jag Tag. I can describe comeback, curl, in, and out routes. I can understand why communication with the QB is important. 	EDSTART GO <ul style="list-style-type: none"> I can run simple routes with accuracy. I can receive passes while running routes. I can apply routes in conditioned games with defenders. 		
EDSTART SHOW		<ul style="list-style-type: none"> I can respect defenders when running routes. I can encourage my teammates when practising. I can celebrate effort as well as success. 		
Key Question	What helps a receiver get free and make a successful catch in a game? Timing the run, changing speed or direction, showing hands early, communicating clearly, and keeping eyes on the ball all help the receiver get free and catch successfully.			
Warm Up	JAG TAC TOE: Split the class into two or three teams of 3-5 players. Create a giant 3x3 grid using cones or hoops in the centre of the playing area. Each team is given a set of coloured markers (cones, beanbags, or bibs). On the call of "Go!", the first player from each team sprints to the grid, quickly scans for a free space, and places their marker before accelerating back to their team line to tag the next player. The next teammate immediately runs to place the next marker. Teams must think tactically, aiming to block opponents while creating their own three-in-a-row horizontally, vertically, or diagonally. The teacher reinforces quick scanning, decision-making under pressure, sprint mechanics, and clear verbal communication between teammates to direct players to the best spaces. PROGRESSION: Players must complete a star jump or ball catch before tagging the next teammate, or add a ball dribble through the grid before placing the marker to build coordination and control under speed.			
Main Activity	CATCH ZONE CHALLENGE: A line of cones is set out 3-4 metres apart to create a zigzag route. Orange team players act as receivers, while Blue team players act as quarterbacks (QBs). Each receiver sprints to the first cone, turns to face the QB, and presents early target hands at chest height. The QB delivers an accurate pass using a stepped throw and controlled follow-through. The receiver must track the ball with their eyes, cushion the catch with soft hands, secure it into the chest, place the ball down safely, then immediately accelerate to the next cone to receive again. The QB retrieves the ball quickly after each throw to maintain rhythm. After all Orange players complete the route, teams swap roles. The teacher reinforces early hand presentation, movement timing, body alignment to the ball, secure catching technique, and accurate throwing under movement. PROGRESSION: Add a time challenge (how many clean catches in one minute?), introduce a moving QB, or add a light defender to apply pressure to force quicker reactions. RUN THE ROUTE: Before starting, the QB and receivers plan their routes — short, medium, or long (clearly marked by cones or boxes). On the QB's call of "Go!", each receiver accelerates into their designated space, using changes of speed, sharp cuts, and controlled footwork to lose defenders. The QB may only pass once the receiver is fully inside their box, promoting timing and discipline. Defenders start opposite and rush forward after the call, aiming to block passing lanes or intercept. The teacher emphasises that receivers must time their runs, show hands early, keep eyes on the ball, and protect the catch into the body, while defenders are reminded to keep eyes on the ball, stay between the QB and receiver, and move with quick shuffle steps rather than sprinting blindly. PROGRESSION: Add extra defenders, reduce the size of the boxes, or introduce communication signals between QB and receivers such as "blue route" or "corner" to develop tactical awareness. FLAG RUSH FOOTBALL: Remove the boxes and play open-field 4v4 matches. The QB calls the play before each snap (e.g. "zig route," "curl," "go long"). Receivers must execute their routes accurately, scan for space, and present clear target hands. Defenders aim to stay goal-side, track runners, pull a flag safely after the catch, or intercept poor passes. Teams switch offence and defence after five plays to ensure equal participation. The teacher reinforces width and depth in attack, quick transitions after each play, communication on both sides, tactical patience, and teamwork under pressure. PROGRESSION: Add a rule that the offence must complete two passes before scoring, award bonus points for interceptions or clean flag pulls, or limit play time to increase urgency.			
Adapted Learning (Differentiation) (Challenge)	SPACE Start in a large space so pupils can run and catch with confidence, then gradually reduce the space to increase pressure and speed.	TASK Begin with simple grid and catching challenges before progressing into planned routes and full game play.	EQUIPMENT Use soft balls and wide targets first, then move to standard balls and smaller areas for greater challenge.	PEOPLE Work in small cooperative groups first, then apply skills in 4v4 competitive games.
Key Technical Point	Accelerate into space with a sharp change of speed, present early target hands, keep eyes fixed on the ball, cushion the catch into the chest with soft hands, secure possession quickly, and transition immediately into the next action after receiving.			
Cooldown	Players jog lightly around the area, gently passing a football between teammates at walking pace to lower heart rates. On the whistle, everyone freezes and completes the teacher-called stretch, arms across chest, quadriceps, hamstrings, calves, and controlled torso twists. The session ends seated, focusing on calm breathing: inhale through the nose, exhale through the mouth for three slow cycles to settle the body. What helped your team complete successful passes today? and How did planning your routes make a difference in the game?			

Year 4 - Development of Lesson Plan



PLAYING EDSTART

Lesson Objective	To develop basic offense Vs defence games in Jag Tag	Lesson 6/6
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Equipment Needed	Jag Tag Balls, Bibs, Cones, route cards, hoops, Jag Tag bets
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Success Criteria	Children can: <ul style="list-style-type: none"> run different types of routes and find space to receive the ball. know that they have 4 'downs' to progress the ball forward. know each role on the field – QB and WR.
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EDSTART KNOW

- I can explain the 4 downs rule.
- I can describe how offence and defence roles differ.
- I can understand the role of QB and WR in matches.

EDSTART GO

- I can apply routes and throws in 4v4 matches.
- I can work with my team to move the ball forwards.
- I can defend fairly by tagging or intercepting.

EDSTART SHOW

- I can respect referees, teammates, and opponents.
- I can encourage my team during matches.
- I can play fairly whether I win or lose.

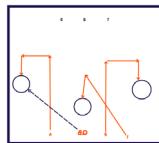
Key Question

What helps a snap-pass-catch sequence be successful in a game? Clear communication, accurate snapping, good timing of runs, early target hands, and calm, controlled passing all help the play succeed.

Warm Up

SNAP ATTACK: Children work in groups of four, taking the roles of Quarterback (QB), Centre, Wide Receiver (WR), and Running Back (RB). The Centre begins with the ball placed securely on the ground, feet shoulder-width apart and knees slightly bent for balance. The QB stands three to four large steps behind, hands presented clearly as a target. On the QB's command of "Down, set, hut!", the Centre snaps the ball smoothly backwards using both hands, keeping it low and controlled. The QB receives with soft hands, eyes on the ball, and a quick balanced stance, immediately lifting their head to scan for the receiver. The WR accelerates into open space using a sharp change of speed and direction, while the QB delivers a controlled chest-height pass using a step toward the target and a smooth follow-through. The RB performs a support or decoy run, helping to create space. After each play, players rotate positions, ensuring everyone practises snapping, throwing, catching, and running routes. The teacher reinforces clear communication, secure snapping technique, quick visual scanning by the QB, early target hands by the receiver, and immediate acceleration after the catch. **PROGRESSION:** Add a defender applying light pressure to the WR, introduce time pressure (complete the full snap-catch-throw sequence in five seconds), or award a point for a clean catch and quick rotation to build accuracy and tempo.

Main Activity



PRECISION ROUTES: Before starting, each group designates a QB, receivers, and defenders. Several route boxes are set out across the field, with one box allocated to each receiver. The QB and receivers discuss and agree their running routes (short, medium, or deep), encouraging tactical planning. On the QB's call of "Go!", receivers accelerate into their designated boxes, using changes of speed, sharp cuts, and controlled footwork to beat their marker. The QB must wait until the receiver is fully inside their box before throwing, reinforcing timing and discipline. Defenders start from their line and rush forward to intercept or defend, but only one defender may rush the QB, while the others stay goal-side to mark receivers. The teacher reinforces that receivers must show early target hands, keep eyes on the ball, cushion the catch into the chest, and protect possession immediately, while defenders are coached to keep eyes on the QB, read the receiver's run, stay between the ball and the goal, and attempt safe interceptions. **Scoring:** Receivers earn 1 point for a clean catch inside their box. Defenders earn 1 point for an interception or forced drop. **PROGRESSION:** Shrink the boxes to improve accuracy, allow defenders to double-mark after two plays, or introduce coded plays ("Blue Left," "Rocket Right") to develop tactical awareness and communication.



EDSTART PLAYOFF ACTION: The class is split into equal teams of four, with multiple small pitches and clearly marked end zones. Each match follows adapted JagTag/Flag Football rules: Teams have four downs (attempts) to reach the halfway line, then four more to score a touchdown. The ball must be passed backwards at the start of play. The play ends when the receiver is tagged or the ball hits the ground. If the ball goes out of play, possession restarts from where it crossed the line. Teams are encouraged to use width, depth, decoy runs, and quick support play to break down defences. QBs are rotated each round so every player experiences leadership, play-calling, and decision-making under pressure. Players are encouraged to design and call their own plays such as "Slant Left," "Go Long," or "Double Cross." The teacher reinforces timing of runs, quality of handoffs and passes, defensive line shape, safe tagging, and quick transitions after each play. **PROGRESSION:** Add bonus points for teamwork touchdowns where all players touch the ball before scoring, or introduce "defensive drive" challenges where defenders try to force a turnover within three plays.

Adapted Learning (Differentiation) (Challenge)

SPACE

Begin in larger areas for clear snapping and route running, then reduce the space to increase defensive pressure and speed of decision-making.

TASK

Start with simple snap-throw sequences, progress into planned route running, and apply skills in full 4v4 match play.

EQUIPMENT

Use softer footballs and clear target boxes first, then progress to standard balls and open-field play for greater challenge.

PEOPLE

Work in small groups of four to practise roles, then move into 4v4 games to apply teamwork and tactics.

Key Technical Point

Snap the ball smoothly with two hands, the QB sets quickly and scans up, the receiver accelerates into space with clear target hands, the pass is delivered with control and follow-through, and the catch is secured into the body before accelerating.

Cooldown

Players regroup into their team huddles and walk slowly across the field, gently passing a football between teammates to lower heart rates. They then move into static stretches including arm circles, shoulder rolls, quadriceps holds, and hamstring reaches. The session finishes with players seated in a circle, focusing on steady breathing, in through the nose, out through the mouth for three slow cycles to calm the body and reflect on learning. **"What did you learn about timing and teamwork today?"** and **"How did communication help your plays succeed?"**