

**Lesson Objective** To be able to move and change direction quickly and under control whilst avoiding a variety of obstacles and equipment **Lesson 1/6**

**Equipment Needed** Rugby Balls, Cones, Bibs

**Success Criteria** Children can:

- move their feet quickly whilst running.
- change direction quickly and under control.
- understand what being agile means and can show this safely and under control.
- move around safely whilst holding various pieces of sporting equipment.

### EDSTART KNOW

- I can explain what agility means.
- I can describe how to change direction safely.
- I can understand how to keep control when running.

### EDSTART GO

- I can move my feet quickly while running.
- I can change direction and avoid obstacles.
- I can dribble a ball in different games.

### EDSTART SHOW

- I can respect classmates while moving in space.
- I can encourage friends during activities.
- I can celebrate effort fairly.

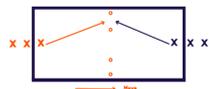
**Key Question** How can you keep control of the ball while moving quickly and avoiding defenders? By keeping the ball close, using small touches, and looking up to see space and opponents.

### Warm Up

**TAG TAIL CHASE:** Set up a 20x20m area and give each child two tags tucked into their waistband. The aim is to collect as many tails as possible in 30 seconds without losing your own. Children can continue playing even if both tails are gone, collecting others' tails to rejoin the game. Encourage quick movements, dodging, and awareness of space. After each round, count the tags to see who collected the most. **PROGRESSION:** Make it harder by having players move only using specific actions (e.g. skipping, hopping, side-stepping) or play in smaller areas for tighter control.

### Main Activity

**TAG TEAM DRIBBLE:** Children work in pairs; one has a football, and the other is the "shadow." The player with the ball dribbles around the area while their partner follows closely, trying to mirror their movements without touching the ball. After 30 seconds, swap roles. Focus on small touches, direction changes, and awareness. **PROGRESSION:** The shadow can now gently try to steal the ball using a controlled tackle, encouraging realistic game movement.



**INVASION ESCAPE:** Every player starts with a football on one side of the pitch. Several players are chosen as defenders in the middle. On the coach's whistle, the dribblers must cross to the other side without having their ball stopped by a defender's foot. If a defender traps their ball, that dribbler becomes a defender too. Continue until one or two players are left as champions. **PROGRESSION:** Add a time limit or a second ball for defenders to use to intercept passes, increasing difficulty.

**TRAFFIC JAM:** Every child dribbles their ball around the "road." The coach controls the traffic using commands:

**Red** – Stop and place your foot on the ball. **Yellow** – Dribble slowly, keeping tight control. **Green** – Go fast, dribbling quickly around others. **Beep your horn** – Do five toe taps. **Windscreen wipers** – Move the ball side to side five times. **Change car** – Stop your ball, leave it, and find another to dribble.

Encourage safe awareness and fun with creative driving sounds. **PROGRESSION:** Add "Roundabout" (dribble in a circle around a cone) and "Speed Bump" (bounce ball lightly on the spot) to challenge reactions.

**GET THROUGH THE GATE:** In pairs, one attacker and one defender face each other. Two gates (cones) are placed in the middle of the pitch. The attacker's aim is to run or dribble through one of the gates before being tagged. The defender must stay balanced, react quickly, and block the route. Encourage attackers to use feints, quick turns, and bursts of speed to get through. **PROGRESSION:** Add a ball for the attacker to dribble through the gate or give defenders points for successful stops.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust pitch size — smaller areas improve close control, larger ones encourage speed and awareness.

#### TASK

Change the movement focus — dribble with left foot only, add turns, or limit touches to increase challenge.

#### EQUIPMENT

Use larger, softer balls for beginners or smaller, firmer ones for advanced players. Add cones for tighter dribbling routes.

#### PEOPLE

Work in pairs, small groups, or 1v1 challenges to develop confidence, teamwork, and decision-making.

### Key Technical Point

Use soft, controlled touches with the inside and outside of both feet. Keep your head up, knees slightly bent, and use your body to protect the ball. Change direction quickly to stay in control and beat defenders.

### Cooldown

**GARAGE PARKING:** Children slowly dribble their ball around the area, using gentle touches and calm control. When the coach shouts "Park!", everyone must stop their car (ball) and place one foot on top. Then stretch up tall like a "traffic light," touch toes like "wheel nuts," and finally sit quietly to rest. End with a short reflection: "How did you control your ball today?" and "What made you a good driver?"

**Lesson Objective** To be able to dodge an opponent whilst running and change direction quickly.

**Lesson 2/6**

**Equipment Needed** Cones, Bibs (rugby balls)

**Success Criteria** Children can:

- Dodge a defender using a variety of different technique.
- Move away from crowded areas into space
- Change direction quickly, make sharp turns and off balance the person trying to defend them

### EDSTART KNOW

- I can explain how to dodge defenders.
- I can describe why changing speed and direction helps.
- I can understand how to create space in games.

### EDSTART GO

- I can dodge a defender using sharp turns.
- I can move into space to avoid being tagged.
- I can run through gates in dodging games.

### EDSTART SHOW

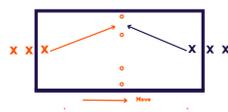
- I can respect defenders in games.
- I can encourage others when dodging.
- I can celebrate effort fairly.

**Key Question** How can you move quickly while staying in control and avoiding defenders? By using quick changes of direction, keeping your head up, and making decisions early to find space.

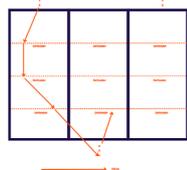
**Warm Up** **TAIL CHASE CHAMPIONS:** Each child tucks a bib into the back of their shorts to make a tail. Two children are the “chasers” and must try to collect as many tails as they can by pulling them out safely. Once your tail is taken, collect it and keep playing, aiming to win it back. After one minute, count tails to see who’s the champion! **PROGRESSION:** Give more able (M/A) children a different coloured bib and only allow M/A chasers to chase them — creating two levels of challenge and ensuring fair play.

### Main Activity

**TAIL RELAY:** In teams of 4–5, line up behind a cone with the first player wearing a tail. On the whistle, they sprint to a marker and back while defenders try to grab their tail. If they make it back with their tail, their team scores a point. If their tail is taken, they grab it, reattach it, and run again. Swap runners each turn. **PROGRESSION:** Add a football for the runners to dribble while protecting their tail.



**ESCAPE THE ZONE:** Every player starts on one side of the pitch with a football. A few players are chosen as defenders in the middle. On the whistle, the dribblers must reach the opposite side without having their ball stopped by a defender. If a defender places a foot on a ball, that player joins the defending team. Continue until only one dribbler remains as the winner. Focus on keeping close control, changing direction, and using both feet. **PROGRESSION:** Add a rule that dribblers must perform a turn (drag back or inside cut) each time they evade a defender.



**GATE ESCAPE:** Set up two gates using cones in the middle of the field. In pairs, one attacker and one defender face each other. The attacker’s goal is to run through either gate before being tagged. Defenders must stay balanced and react quickly to block their path. Encourage attackers to use feints, sudden turns, and quick changes of pace. **PROGRESSION:** Add a football for the attacker to dribble through the gate, improving decision-making and control under pressure.

**TAG GAUNTLET:** Divide the area into three long columns with cones. Split the class into three teams — two attacking teams and one defending team. The defenders stand in the middle column, while the attackers line up on either end. On the whistle, attackers must try to sprint or dribble from one end to the other without having their tag pulled off by defenders. If their tag is taken, they join the back of the line. Rotate defenders after each round. **PROGRESSION:** Add more defenders or reduce the width of the middle zone to make it more challenging for attackers to escape.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the size of the playing area — smaller spaces improve control and reactions, while larger ones encourage speed and awareness.

#### TASK

Vary the movement focus — dribble, sprint, dodge, or use turns before escaping. Add challenges such as protecting a tag or completing a skill before crossing.

#### EQUIPMENT

Use larger or softer balls for beginners and smaller or heavier ones for more advanced players. Add cones, gates, or bibs for extra visual cues.

#### PEOPLE

Work individually, in pairs, or in small groups to build teamwork, communication, and tactical understanding.

### Key Technical Point

Use small, controlled touches with both feet. Stay balanced with knees slightly bent, and use your body to shield the ball or protect your tag. Keep awareness of space and time your movements to escape effectively.

### Cooldown

**TAG STRETCH CHALLENGE:** Children slowly walk around the area collecting all the bibs and equipment, then form a big circle. Start with slow stretches — reach up tall like a flagpole, touch toes like tying shoes, twist side to side like turning to dodge, and finish sitting cross-legged. Ask: “What helped you dodge defenders today?” and “How did teamwork help you improve?” End with one big cheer for the “Tag Champions.”

**Lesson Objective** To be able to dodge an opponent in a variety of activities.

**Lesson 3/6**

**Equipment Needed** Tag Belts, Tags, Rugby Balls, Cones, Bibs

**Success Criteria** Children can:

- dodge a opponent using a variety of different techniques.
- move away from crowded areas into space.
- change direction quickly, make sharp turns and off balance the person trying to defend them.

### EDSTART KNOW

- I can explain different ways of dodging.
- I can describe why it is important to stay balanced.
- I can understand how to move away from defenders.

### EDSTART GO

- I can dodge in a variety of activities.
- I can move into space and avoid defenders.
- I can apply dodging in small games,

### EDSTART SHOW

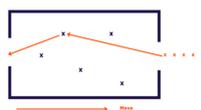
- I can respect rules and play fairly.
- I can encourage teammates in dodging challenges.
- I can celebrate effort and success.

**Key Question** How can you protect your tag while trying to tag others? By keeping your body between the tag and your opponent, moving quickly to dodge or turn, and using awareness to find safe spaces.

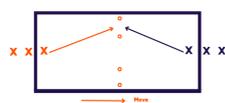
**Warm Up** **TAGGED IN THE MUD:** Each player has a ball and moves freely around the area, dribbling or running while protecting their tag. One or two defenders try to take the tags from other players. If a player's tag is taken, they freeze with legs apart and place their ball on the floor between their feet. To be freed, another player must roll their ball carefully between the frozen player's legs. Once freed, the player replaces their tag, picks up their ball, and rejoins the game. Progression: Add a rule that players must perform a specific skill (e.g. 5 toe taps or 3 turns) before freeing a teammate to increase skill repetition.

**Main Activity** **TAG AND RUN RELAY:** Split the class into small teams of 4–5. One player from each team starts as the runner and must sprint to a cone and back while the coach calls out, "Tag on!" meaning they must grab a tag from the bucket, attach it, and continue running. The next player can't start until the first player has returned. The first team to finish wins. PROGRESSION: Add a ball for the runner to dribble to the cone and back for greater control and coordination.

**TAG HUNTERS:** Create a 20x20m square and give each player two tags. The aim is to collect as many tags as possible in 30 seconds. Players can continue playing even if they lose both tags, collecting others to get back in the game. Emphasise quick movement, changes of direction, and spatial awareness. After each round, count how many tags each player has collected. PROGRESSION: Give more able players a different coloured tag and only allow them to chase each other, creating a fair challenge.



**TEAM TAG THRU:** Divide the class into teams of six. One team becomes the runners, each holding a rugby ball, and the other team are the defenders. The runners must move across the area without dropping their ball or stepping out of bounds while the defender tries to grab a tag from any player. Once a defender successfully takes a tag, the next defender enters the area. Runners continue until everyone has crossed or been tagged. Focus on communication, awareness, and ball protection. PROGRESSION: Add a rule where defenders can only tag players carrying the ball, encouraging offloading and teamwork.



**TAG DUEL:** In pairs, one player is the attacker and the other is the defender. Two gates are placed in the middle of the area. The attacker starts by trying to run through either gate without having their tag taken. The defender focuses on quick footwork, balance, and reaching for the top of the tag while staying low. Encourage attackers to use feints, side-steps, and changes of speed to beat the defender. PROGRESSION: Add a ball for the attacker to carry or dribble while still trying to reach the gate, improving control under pressure.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Adjust the size of the playing area — smaller areas improve close control and reactions, while larger areas allow for greater speed and movement variety.

**TASK**  
Change the challenge by adding a ball, extra defenders, or movement rules (e.g. must use side steps or turns). Modify objectives to suit ability, such as reducing tags needed for success.

**EQUIPMENT**  
Use larger tags or soft belts for beginners and smaller or coloured tags for more advanced players. Add cones, gates, or balls to increase complexity.

**PEOPLE**  
Pair evenly matched players for fair challenges or play in teams to encourage communication, teamwork, and tactical awareness.

**Key Technical Point** Stay balanced with knees bent and eyes forward. Move on the balls of your feet for quick reactions. Keep your body low, use controlled arm movements for tagging, and turn away smoothly to protect your tag or ball.

**Cooldown** **TAG STRETCH CIRCLE:** Gather all players in a large circle. Ask them to place their tags on the floor and slowly stretch out the muscles used during the session — arms across the chest, side bends, gentle lunges, and deep breaths. End with a calm reflection: "What helped you keep your tag safe today?" and "How did teamwork help your group succeed?" Finish with a group high five or team cheer.

**Lesson Objective** To be able to play games involving 'tagging'

**Lesson 4/6**

**Equipment Needed** Tag Belts, Tags, Rugby Balls, Cones, Bibs

**Success Criteria** Children can:

- understand the role of the defending team is trying to stop the opposition.
- understand the dangerous attacking player is the one who is carrying the ball.

### EDSTART KNOW

- I can explain what tagging means.
- I can describe why keeping eyes on hips helps defend.
- I can understand how attackers try to get into space.

### EDSTART GO

- I can tag opponents safely and fairly.
- I can defend against attackers in team games.
- I can score tries in small games.

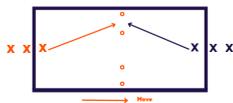
### EDSTART SHOW

- I can respect attackers when defending.
- I can encourage my team during tagging games.
- I can celebrate fair play and teamwork.

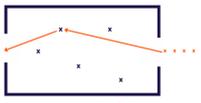
**Key Question** How can you move to avoid being tagged while still keeping control of the ball? By using quick changes of direction, sudden bursts of speed, and turning your body to shield the ball or tag side from defenders.

**Warm Up** **TAG CHAMPIONS:** Create a 20x20m area and give each child two tags tucked into their waistband. The aim is to collect as many tags as possible in 30 seconds without losing your own. Players can continue even if both tags are taken by collecting others to rejoin the game. Emphasise awareness, quick changes of direction, and safe tagging. After each round, count the tags to see who's the champion. Progression: Make it harder by calling out a movement rule each round (e.g. hopping, skipping, side-stepping) or assign coloured tags for higher ability players who can only tag each other.

### Main Activity



**RACE THROUGH THE GATES:** Children work in pairs — one attacker and one defender. Two gates are set up in the middle of the area. The attacker's goal is to run through either gate without being tagged. The defender focuses on balance, staying low, and reaching safely for the tag. Encourage attackers to use feints, sidesteps, and quick speed changes to trick the defender. Switch roles after each attempt and reset quickly for the next run. **PROGRESSION:** Add a ball for the attacker to carry while still trying to reach the gate, testing control under pressure.



**TAG TEAM CHALLENGE:** Split the class into two teams of six. One team (the attackers) moves around the playing area, each holding a rugby ball. One defender enters the area and tries to remove a tag from any attacking player. Once a defender succeeds, they exit and the next teammate enters immediately. Continue until all defenders have taken a tag or all attackers have crossed the area successfully. Encourage teamwork and communication — attackers should move to support each other, protect their tags, and pass the ball safely when under pressure. **PROGRESSION:** Add a second defender to increase intensity and teamwork demands.



**RUN, DODGE, SCORE:** Divide the space into three smaller playing areas with around 8–10 children in each. Select one player to start as the catcher in each zone. The runners must carry or dribble their ball across the area to score a try without being tagged. Each successful crossing earns one point. If a player is tagged, they become the next catcher. Encourage attackers to look for space, change speed, and keep moving at all times. **PROGRESSION:** Add two defenders instead of one to create more pressure and quicker decision-making.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Adjust the area size, smaller spaces challenge control and quick reactions, larger spaces promote speed and scanning

**TASK**  
Modify the challenge by adding a ball, extra defenders, or movement rules (e.g. attackers must perform a turn before scoring)

**EQUIPMENT**  
Use larger tags, lighter balls, or wider gates for beginners; smaller tags or tighter gates for advanced players

**PEOPLE**  
Pair evenly matched players for fair 1v1s or use teams to promote communication, teamwork, and strategic support play.

**Key Technical Point** Stay light on your feet, knees slightly bent, and eyes up. Use feints to trick defenders, accelerate into space, and protect the tag or ball with your body. Control movements smoothly and recover balance quickly after dodging.

**Cooldown** **SLOW MOTION CATCHES:** Children move slowly around the area, tossing and catching their ball or beanbag in slow motion, pretending they are moving underwater. Each time they catch, they take a deep breath in and out. End with a group stretch — reaching high, then down low, before sitting and sharing one thing they did better today when catching or throwing.

**Lesson Objective** To understand rolling, bouncing, throwing, and catching using various sized balls and when to use **Lesson 5/6** them in small games.

**Equipment Needed** tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.

**Success Criteria** Children can:

- understand the difference between rolling, bouncing and throwing.
- throw various objects over short and long distances.
- watch the flight / path of an object and stop it.
- pass the ball over a variety of distances and know how hard it needs to be passed.

### EDSTART KNOW

- I can explain the difference between rolling, bouncing, and throwing.
- I can describe how to use different techniques for each.
- I can understand how to catch using my hands.

### EDSTART GO

- I can roll, throw, and catch in pairs.
- I can throw beanbags and balls for distance.
- I can play small games.

### EDSTART SHOW

- I can respect equipment when using it.
- I can encourage partners when they throw and catch.
- I can celebrate effort fairly.

**Key Question** How can you make your throw more accurate when aiming at a target? By stepping towards the target, keeping eyes focused, and following through smoothly with the throwing arm.

**Warm Up** **DRIBBLE INVADERS:** Every child begins with a ball at one end of the playing area. On the coach's signal, they must dribble to the opposite side, keeping close control and avoiding defenders who try to stop them by placing a foot on their ball. If tagged, they join the defending team and help catch the others. Continue until one or two players remain — the ultimate “Dribble Invaders!” **PROGRESSION:** Add new rules like “left foot only,” “perform a turn if stopped,” or “change direction on whistle” to challenge awareness and control.

**Main Activity** **ROLL AND RETURN:** In pairs, players face each other about 3–4 metres apart. Player 1 rolls the ball towards their partner, who gets down on one knee and cups their hands between their legs to scoop the ball up safely before standing. They then underarm throw the ball back for a two-hand catch. Continue this 10 times before switching roles. Encourage good body position — knees bent, eyes on the ball, and soft hands. **PROGRESSION:** Try switching roles continuously without stopping. How many successful catches can the pair make in one minute?



**SINK THE SHIPS:** Create two “battlegrounds” about 6–8 metres apart with 4 cones (the ships) at each end. Each player stands behind their line and aims to throw the ball at their opponent's ships to knock them over. Every time a cone is knocked down, that ship sinks! After each throw, players retrieve the ball and return behind their line to shoot again. Once all four ships are sunk, the players swap sides. Focus on underarm accuracy and controlled throwing. **PROGRESSION:** Add a rule that players must use their non-dominant hand for one round or move the targets further back.

**TARGET CHAMPIONS:** Mark a throwing line that players cannot cross. Each child has three coloured beanbags and one yellow “target” beanbag. Player 1 throws their yellow beanbag anywhere in front of the line — this becomes the target. Both players then take turns trying to throw their beanbags as close to the target as possible. After all six throws, measure who's closest — that player wins the round. Encourage children to adjust power and aim each round. **PROGRESSION:** Add obstacles (cones or hoops) between the line and target to encourage tactical throwing and control.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust distances — shorten for beginners to build confidence, extend for advanced players to test power and aim.

#### TASK

Change the throwing method (underarm, overarm, bounce pass) or add movement challenges between throws to increase difficulty.

#### EQUIPMENT

Use larger, softer balls for beginners; smaller, firmer balls or beanbags for precision work

#### PEOPLE

Pair pupils by ability to ensure fair challenges or form small groups for team-based accuracy games.

**Key Technical Point** Stand side-on to the target, place your opposite foot forward, swing the throwing arm smoothly, and follow through after release. Keep hands ready and eyes on the ball for controlled catches.

**Cooldown** **TEAM PASS CHALLENGE:** Children form small groups and pass the ball gently between them while walking around the area. Each pass must stay on the ground and controlled. Gradually slow the pace and finish by sitting in a circle. Ask reflective questions: “What made your passes accurate today?” and “How did you work as a team to score?” Finish with a few gentle leg stretches while reviewing the key success criteria control, accuracy, teamwork, and enjoyment.

**Lesson Objective** To introduce the throwing technique in a variety of different activities.

**Lesson 6/6**

**Equipment Needed** Tennis balls, bean bags, cones, markers, beach ball.

**Success Criteria** Children can:

- throw the ball with good technique.
- aim at and sometimes hit a moving target.
- throw the ball whilst on the move.

### EDSTART KNOW

- I can explain how to throw underarm and overarm.
- I can describe how to aim at a target.
- I can understand how to throw while moving.

### EDSTART GO

- I can throw a ball using underarm and overarm.
- I can catch with two hands in pairs.
- I can play small games.

### EDSTART SHOW

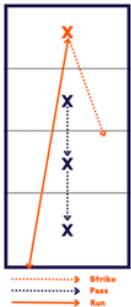
- I can respect others while throwing and catching.
- I can encourage my team in games.
- I can celebrate fairness and effort.

**Key Question** How can you work as a team to throw quickly but accurately? By communicating clearly, aiming before throwing, and controlling the power of your pass.

**Warm Up** **PASS THE ENERGY:** Children work in groups of six, standing in a hexagon shape made with cones. Using one ball per group, they pass it around in a circle using an underarm throw, counting aloud how many successful catches they can make before the ball is dropped. Encourage quick reactions and soft hands when catching. The coach calls out the highest score to beat, motivating groups to improve their total each round. **PROGRESSION:** Add a second ball moving in the opposite direction or change the throwing technique (overarm, bounce pass, or one-hand catch) to increase challenge and focus.

### Main Activity

**THROWING CHALLENGE:** Children work in pairs, starting one metre apart. They throw and catch the ball using two hands. Every time they complete five successful catches without dropping, they each take one step backwards. Encourage underarm throws for control at first, progressing to overarm throws as the distance increases. This activity builds hand-eye coordination and timing. **PROGRESSION:** Give each pair a target score to reach (e.g. 20 consecutive catches). Add a rule where the ball must stay above waist height for extra precision.



**CIRCLE SPEED:** Groups of six stand in a large circle. The ball is thrown around as quickly as possible while maintaining control. If a player drops the ball, they must run around the outside of the circle and return before the group completes three more catches. Encourage communication and quick reactions. Focus on accuracy and team rhythm — the goal is to keep the “hot potato” moving! **PROGRESSION:** Add a second ball into the circle or set a one-minute timer to see how many passes can be made before time runs out.

**RACE THE BALL:** Split into teams of six. One player from each team stands ready to bat or throw the ball underarm or overarm into the playing area. Once they throw, they must sprint to the top of the area and back while the fielding team works together to return the ball through three zones in order (zone 1, 2, 3). If the runner returns before the ball reaches the final zone, they score a point for their team. Rotate players after each round to give everyone a turn at throwing and fielding. **PROGRESSION:** Introduce timed innings (e.g. 60 seconds per team) and keep a scoreboard to encourage teamwork and competition.

### Adapted Learning (Differentiation) (Challenge)

SPACE	TASK	EQUIPMENT	PEOPLE
Adjust throwing distance — shorter for beginners, longer for confident players.	Change the throwing technique or add movement challenges between catches.	Use soft, large balls for beginners; smaller or heavier balls for advanced players.	Pair similar abilities or mix teams for cooperative and competitive focus.

**Key Technical Point** Face your partner, step with the opposite foot, keep eyes on the ball, and follow through after release. Catch softly with relaxed hands and bent elbows to absorb the ball's impact.

**Cooldown** **CAMPFIRE STRETCH"** After their adventures, gather everyone in a circle as if sitting around a campfire. Ask children to take deep breaths, in through the nose, out through the mouth, while slowly stretching their arms up high like tall trees and bending down to touch their toes like melting marshmallows. Finish by sitting cross-legged and reflecting together: “Which game needed the most teamwork?” and “How did you help your group succeed?”