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## Lesson 1

Learning Objectives:	Vocabulary:	Content:	Resources:	Assessment:
<p><b>Acquiring &amp; Developing Skills:</b></p> <p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>Pass</p> <p>Catch</p> <p>Dodge</p>	<p><b>Warm-up:</b></p> <p><b>Ball tig</b> – 3/4 children to run around tiggig others, who freeze for a count of 10 with arms raised like rugby goals. Score depending on how many children they can freeze at any one time.</p>	<p>Rugby balls</p> <p>Pump</p>	<p>Can the chd throw the ball correctly?</p>
<p><b>Selecting &amp; Applying skills, tactics &amp; compositional ideas:</b></p> <p>To be able to attack as individuals, 2's and 3's</p> <p>To be able to dodge a defender when running towards the goal</p>	<p>Tag</p> <p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p>	<p><b>Main input</b> - the "w" shape Demonstrate how to throw a ball using "w" for hold:</p> <ul style="list-style-type: none"> <li>• Stand sideways on</li> <li>• Hands on side of ball, fingers spread out</li> <li>• Swing arms back and forth like a pendulum</li> <li>• Release towards receiver</li> </ul> <p>Practice throwing the ball in fours with cone in centre. Highlight good throwing from children who have mastered throw.</p>		<p>Can the children move their feet to be ready to catch the ball?</p>
<p><b>Knowledge and Understanding of fitness and Health:</b></p> <p>To recognise which activities help their speed, strength and stamina</p> <p>To recognise when speed, strength and stamina are important in games</p>	<p>Support</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>	<p><b>Progression 1:</b> cone tag Every third pass – child runs around opposite player and back to tag the cone before returning to their position before play continues.</p> <p><b>Progression 2:</b> cone tag, timed – how many points can the team score in e.g. 1 or 2 minutes</p>		<p>Can the children recognise how different activities during the lesson builds up speed or strength?</p>
<p><b>Evaluating and improving performance:</b></p> <p>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</p>		<p><b>Cool-down:</b> Line passing Split into teams and stand in lines sideways on to each other – pass the ball down line, when it reaches the end pass it back to first person who then sits down. <b>Extend</b> to peeling off the back person to line up to leave lesson.</p>		<p>Can the children give ideas for improving their own or others performance?</p>

## Lesson 2

Learning Objectives:	Vocabulary:	Content:	Resources:	Assessment:
<p><b>Acquiring &amp; Developing Skills:</b></p> <p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>Pass</p> <p>Catch</p> <p>Dodge</p>	<p>Introduce children to tag rugby belts, getting them into the habit of putting them on when they come into the lesson. Ensure they are fitted correctly, with shirts tucked in, with tags at sides hanging straight down.</p> <p><b>HEALTH AND SAFETY POINT:</b> Stress to children that this is a ‘no contact’ game.</p>	<p>Rugby balls</p> <p>Tag belts</p> <p>Cones</p>	<p>Can the chd tag other players?</p>
<p><b>Selecting &amp; Applying skills, tactics &amp; compositional ideas:</b></p> <p>To be able to attack as individuals, 2’s and 3’s</p> <p>To be able to dodge a defender when running towards the goal</p>	<p>Tag</p> <p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p>	<p><b>Warm-up-</b> Play ‘stuck-in-the-mud’ using tag belts. Choose 2 catchers, when they tag someone they are stuck, others go under arms to free them (tagger must give tag to the owner).</p> <p><b>Main input:</b> revising passing Remind children of how to pass using “w” shape. Pass in pairs then in lines of 4 ensuring children are standing sideways.</p>		<p>Can the chd select how much distance to put into a pass?</p>
<p><b>Knowledge and Understanding of fitness and Health:</b></p> <p>To recognise which activities help their speed, strength and stamina</p> <p>To recognise when speed, strength and stamina are important in games</p>	<p>Support</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>	<p><b>Progression 1:</b> moving with the ball Practice running up a court in 4’s:</p> <ul style="list-style-type: none"> <li>• Ensure that thrower passes the ball in line or behind themselves</li> <li>• Use a big arm swing to make the pass to go further</li> </ul> <p><b>Progression 2:</b> encountering other players as obstacles 2 teams start at opposing ends, passing ball as above–cross over paths in the centre</p>		<p>Do the children understand the importance of strength in rugby?</p>
<p><b>Evaluating and improving performance:</b></p> <p>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</p>		<p><b>Cool-down:</b> jogging around area with 4 balls in play – pass around and when you have received the ball twice, walk to the line ready to leave the lesson.</p>		<p>Can the children pick out children who are intercepting the ball effectively?</p>

### Lesson 3

Learning Objectives:	Vocabulary:	Content:	Resources:	Assessment:
<p><b>Acquiring &amp; Developing Skills:</b></p> <p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>Pass</p> <p>Catch</p> <p>Dodge</p> <p>Tag</p>	<p><b>TAG BELTS ON</b></p> <p><b>Warm-up-</b> Play 'bulldog' where the catcher or catchers if larger class) must tag other players, returning the tag to the child. Each person/group has two runs to add scores together.</p>	<p>Rugby balls</p> <p>Tag belts</p>	<p>Can the chd pass the ball on the run?</p>
<p><b>Selecting &amp; Applying skills, tactics &amp; compositional ideas:</b></p> <p>To be able to attack as individuals, 2's and 3's</p> <p>To be able to dodge a defender when running towards the goal</p>	<p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p>	<p>NOTE: keep it skills based for Bran and use the footie games e.g. robin hood, traffic lights</p> <p>Throw the ball in 4's around the outside of square, chd facing outwards to catch and receive.</p> <p>Line up horizontally along end of playground. Chd to run passing ball along the line:</p> <ul style="list-style-type: none"> <li>• The person with the ball must be in front of everyone else</li> <li>• The ball can only be passed sideways on backwards, never forwards.</li> </ul>		<p>Can the children understand why to attack and run towards the goal?</p>
<p><b>Knowledge and Understanding of fitness and Health:</b></p> <p>To recognise which activities help their speed, strength and stamina</p> <p>To recognise when speed, strength and stamina are important in games</p>	<p>Support</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>	<p>When the chd have mastered this (extend MA by having them running it much faster) they can take it a step further:</p> <ul style="list-style-type: none"> <li>• When chd have released the ball (on the far left of the line) they run behind other players to the other end of the line ready to catch again (and this keeps going)</li> </ul>		<p>Do they understand the importance of stamina to games players?</p>
<p><b>Evaluating and improving performance:</b></p> <p>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</p>		<p><b>Small games-</b> teams of 5 (each on 1/3 of netball court).</p> <ul style="list-style-type: none"> <li>• Chd must pass the ball to everyone before they can score</li> <li>• They can score by placing the ball on their backline within the court</li> <li>• If the ball goes out, the other team take a pass</li> <li>• If they are tagged they must pass within 3 steps or seconds.</li> </ul> <p>Cool-down.</p>		<p>Can the children give ideas for improving their own or others performance?</p>

## Lesson 4

Learning Objectives:	Vocabulary:	Content:	Resources:	Assessment:
<p><b>Acquiring &amp; Developing Skills:</b></p> <p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>Pass</p> <p>Catch</p> <p>Dodge</p> <p>Tag</p>	<p><b>Lesson 4</b></p> <p><b>Warm-up.</b></p> <p>Passing in 2's. Encourage chd to move around while passing:</p> <ul style="list-style-type: none"> <li>• Show 'target hands' so thrower knows where to pass to</li> <li>• Call out so thrower knows you want it</li> <li>• Move into space</li> </ul>	<p>Rugby balls</p> <p>Tag belts</p> <p>Cones</p>	<p>Can the chd dodge a tagger successfully?</p>
<p><b>Selecting &amp; Applying skills, tactics &amp; compositional ideas:</b></p> <p>To be able to attack as individuals, 2's and 3's</p> <p>To be able to dodge a defender when running towards the goal</p>	<p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p>	<p><b>Defending-</b> explain the importance of defending in this fast moving game. Remind chd that this is a 'no contact' game.</p> <p>Split the playground into 3 columns, with the class split into 3, 1 line behind each. Then split each column up into 4 areas and place a child in each.</p>		<p>Can the children defend their area by tagging a runner?</p>
<p><b>Knowledge and Understanding of fitness and Health:</b></p> <p>To recognise which activities help their speed, strength and stamina</p> <p>To recognise when speed, strength and stamina are important in games</p>	<p>Support</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>	<ul style="list-style-type: none"> <li>• Chd must try to run from start to finish without being tagged.</li> <li>• Defenders must try to pull a tag off of the runner, if they succeed runner goes to back of line.                             <ul style="list-style-type: none"> <li>- <i>How have chd managed to get to the end of the area? What are they doing?</i></li> </ul> </li> </ul> <p>Highlight movements chd are doing (twists turns, change of speed, direction).</p>		<p>Can the children recognise where speed was used in the small game?</p>
<p><b>Evaluating and improving performance:</b></p> <p>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</p>		<p>Swap chd over so everyone gets a turn at defending and running.</p> <p>Play small game as last week. Encourage chd to use defending skills in the game.</p> <p>Cool-down.</p>		<p>Can the children give ideas for improving their own or others performance?</p>

Learning Objectives:	Vocabulary:	Content:	Resources:	Assessment:
<p><b>Acquiring &amp; Developing Skills:</b></p> <p>To be able to catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed.</p>	<p>Pass</p> <p>Catch</p> <p>Dodge</p> <p>Tag</p>	<p><b>Lesson 5</b></p> <p><b>Warm-up.</b></p> <p>Passing on the run (as in lesson 3). Expect accuracy and speed.</p>	<p>Basketballs</p> <p>Cones</p> <p>Hoops</p>	<p>Can the chd catch the ball whilst running forwards?</p>
<p><b>Selecting &amp; Applying skills, tactics &amp; compositional ideas:</b></p> <p>To be able to attack as individuals, 2's and 3's</p> <p>To be able to dodge a defender when running towards the goal</p>	<p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p>	<p><b>Attacking-</b> Tell chd that since this is a fast game the scoreline depends on how many goals can be scored. They must use space to get through:</p> <ul style="list-style-type: none"> <li>• Run right up to the sides of the area</li> <li>• Look to see gaps between defenders</li> <li>• If there is no gap pass to a team-mate</li> </ul> <p>Split the chd in half, in 2 lines at end of playground. Place 2 defenders in each column. Chd to go in 2's to try and get to end with ball, using points above.</p>		<p>Can the children use spaces to attack and score?</p>
<p><b>Knowledge and Understanding of fitness and Health:</b></p> <p>To recognise which activities help their speed, strength and stamina</p> <p>To recognise when speed, strength and stamina are important in games</p>	<p>Support</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>	<p>Once successful put chd in 3's.</p> <p>Large game using whole area. Split class into 3, 1 team off at any time. Encourage supporting each other on the run in case runner is tagged.</p> <ul style="list-style-type: none"> <li>• Remember, mustn't pass forwards</li> <li>• 3 seconds or steps to pass when tagged</li> </ul>		<p>Can the children see why they need speed, stamina and strength in rugby?</p>
<p><b>Evaluating and improving performance:</b></p> <p>To be able to identify the main aspects of a good performance and suggest how a performance could be improved</p>		<p>Cool-down.</p> <p><b>Lesson 6</b></p> <p>End of unit tournament / assessment lesson. Use level descriptors to assist in the assessment. For tournament split class into 6 and play small games.</p>		<p>Can the children give ideas for improving their own or others performance?</p>