Tag RugbyKnow, Show and Grow Progression



This document shows the progression of knowledge (Know), skills (Show) and the development of a child's characteristics (Grow) each week throughout the unit.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Know	How to grip a ball and the importance of carrying it in 2 hands Know when to pop pass and when to pocket pass	What position I need to get into when passing left and how it changes when I pass to my right (Year 5) How to 'roll' my hands when changing position and making catches (Year 6)	What a knock on and forward pass are (Year 5) To close the space when defending and be wary of the dummy pass (Year 6)	To run on to the ball at pace (Year 5) What offside is (Year 6)	To organise attacking lines in a staggered formation either side of the ball (Year 5) That each team has a limited number of tackles before possession of the ball changes to the other team (Year 6)	That we can operate as a team with a full back (Year 5) That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence (Year 6) When the referee might play advantage and when they won't (Year 5 & Year 6)
Show	Pop pass and pocket pass Tag someone safely What constitutes a try and what doesn't	Pass well to my left and right (Year 5) Send and receive a ball on the run and under pressure (Year 6)	Pass a rugby ball backwards consistently (Year 5) Dummy a pass (Year 6) Pass accurately (Year 5 & Year 6)	Pass missing out players in a line (Year 5) Take a tap penalty with a dummy half (Year 6)	Attack in staggered lines (Year 5) Organise my position so that I receive passes on the run (Year 6)	Apply skills effectively (Year 5) Develop game understanding and compete in a game of Tag Rugby (Year 6)
Grow	Develop teamwork skills whilst working with others.	Explore honesty and its importance within PE and beyond.	Explore inclusion and what it looks like in PE and beyond.	Develop teamwork skills whilst working with others.	Explore honesty and its importance within PE and beyond.	Explore inclusion and what it looks like in PE and beyond.