Rugby Lesson 3 Create the try

Years 3 and 4 | Ages 7 to 9 | 60 minutes | Non-contact rugby

Learning question: When should I run pass or support?

Success criteria: Choose when to run or pass; support in space behind the carrier; track and tag safely; involve teammates and explain an improvement.

Equipment: Soft size 3 rugby balls, coloured cones, bibs and tag belts. One ball per pair for handling; one per small game. Mark gates and try lines.

Time and activity	Organisation and instructions	Teaching points	Differentiation
0 to 5 min L3.1 Choice call	Scatter gates around the area. Pairs move and pass. On “space”, the carrier travels to an open gate. On “support”, the partner moves beside and behind to receive. On “defend”, the partner faces the carrier and mirrors their movement without contact. **Swap carrier** regularly; resume paired travel on “play”.	• Look up. • Find space. • Mirror safely while facing the attacker.	**Support:** Walk, shorten passes or simplify to two calls. **Challenge:** Change pace and direction under control.
5 to 15 min L3.2 Three second decision	Groups of four play 3 attackers versus 1 defender in separate channels within the marked areas. Attackers start opposite the defender on the try line. Aim to score through either of two gates. Encourage a quick run-or-pass decision without imposing a strict countdown. **A try, tag/touch, ball out or 20 seconds ends the attempt**. **Return and reattach** tags, **rotate defender** and starting carrier, then begin again when the channel is clear. Ask: “How does having three attackers help?”	• Use width to give the carrier options. • Run into a gap or pass when it closes.	**Support:** Shadow defender, wider gates or extra time. **Challenge:** Active defender and sideways/backward passes.
15 to 25 min L3.3 Try builders	Use one large pitch with a try line. Group A starts at the red cone left; B at the green cone right. Number both groups to suit class size. Between turns, pupils pass in pairs in separate coned side practice zones, clear of the pitch and entry routes. Call **ONE number**: matching pupils from A and B stop practice and use the clear entry route to the cone opposite the try line. One collects the ball; attack 2 versus 1. Support stays wide and behind. End after a try, tag/two-hand hip touch or 10 seconds. Return tags and ball, then call a new number. Alternate carrier; rotate defender every four attempts or 60 seconds. Use an odd pupil as defender, or rotate numbered pupils. Bonus: new scorer, good support, timely pass or spotting space. If safe side practice is not possible, use parallel 2 versus 1 groups with rotating roles.	• Carrier: read the defender; run or pass. • Supporter: stay wide and behind; show hands. • Between turns: pass in the side zone; stop and look when called.	**Support:** Shadow defender, wider space, walking/wheeling or extra time. **Challenge:** Pass before a tag; explain the run-or-pass decision.
25 to 28 min L3.4 Demonstration / coaching point	Show a defender tracking an attacker with controlled sideways steps while facing them. Ask: “How can the defender close space?” Partners briefly practise mirroring. Reinforce the attacking choice: if there is space, go; if it closes, find support.	• Defender: stay balanced, watch the carrier and move across. • Attacker: look for space and support.	**Support:** Slow movement and larger gaps. **Challenge:** Mirror a controlled change of direction.

Lesson 3 continued

Time and activity	Organisation and instructions	Teaching points	Differentiation
28 to 55 min L3.5 SuperStars mini festival	Play simultaneous 3 versus 3 or 4 versus 4 games. Use five rounds of four minutes with approximately one minute between rounds for feedback and changes; use the remaining time to explain and demonstrate the rules. Pass sideways/backwards. After a tag/touch, stop; return the tag directly; defenders retreat five walking steps facing attackers; the carrier **passes, then reattaches** the tag. Score with a controlled grounding across the try line. Change opponents or starting possession and share restart duties. Team challenges: involve different scorers and encourage teammates. Show OS - Onside/offside guidance to teachers and pupils before play. Revisit mistakes; swap roles when possession changes.	• Run when there is space. • Pass when a teammate has a better route. • After passing, move into support. • Defend without contact. • Support behind the ball; defenders in front, facing attackers.	**Support:** Wider areas, extra passing time or a protected first receive. **Challenge:** Narrow the area or identify and use a 2 versus 1 opportunity.
55 to 60 min L3.6 Exit challenge and cool down	In threes, with one ball per group, pupils walk and pass gently while discussing their learning so far, preparing for **next lesson**'s longer games. Everyone takes a turn to demonstrate and explain a skill from the lessons so far: carrying, evading, passing, supporting or safe shadow defending. Others watch, listen and share what they noticed. Ask: "What can you do now that you could not do before?" "How do we attack and defend?" "How can we move safely?" Finish with: "Which skill will you practise in **next lesson**'s longer games?"	• Look for controlled movement and passes, safe attacking/defending, and an explanation of learning.	**Support:** Demonstrate, point or use supported communication; walk or wheel. **Challenge:** Explain how a decision helps and how to improve a chosen skill.

Safety and game rules

No tackling, pushing, blocking, diving, hand-offs or grabbing clothing. Remove one tag and return it directly for reattachment, or use a gentle two-hand hip touch. In continuing games, the carrier stops, defenders retreat five walking steps and advance when the pass is released. The carrier **passes, then reattaches** the returned tag. After a try, the other team restarts from the centre with defenders five steps back. In Three second decision and Try builders, a tag/touch ends the attempt. In mini-festival games, use supported retries for handling or forward-pass mistakes; introduce possession changes when the group is ready. Small-sided games: attackers support behind the ball; defenders stay in front, facing attackers. Offside: pause, reposition and retry. See OS visual.

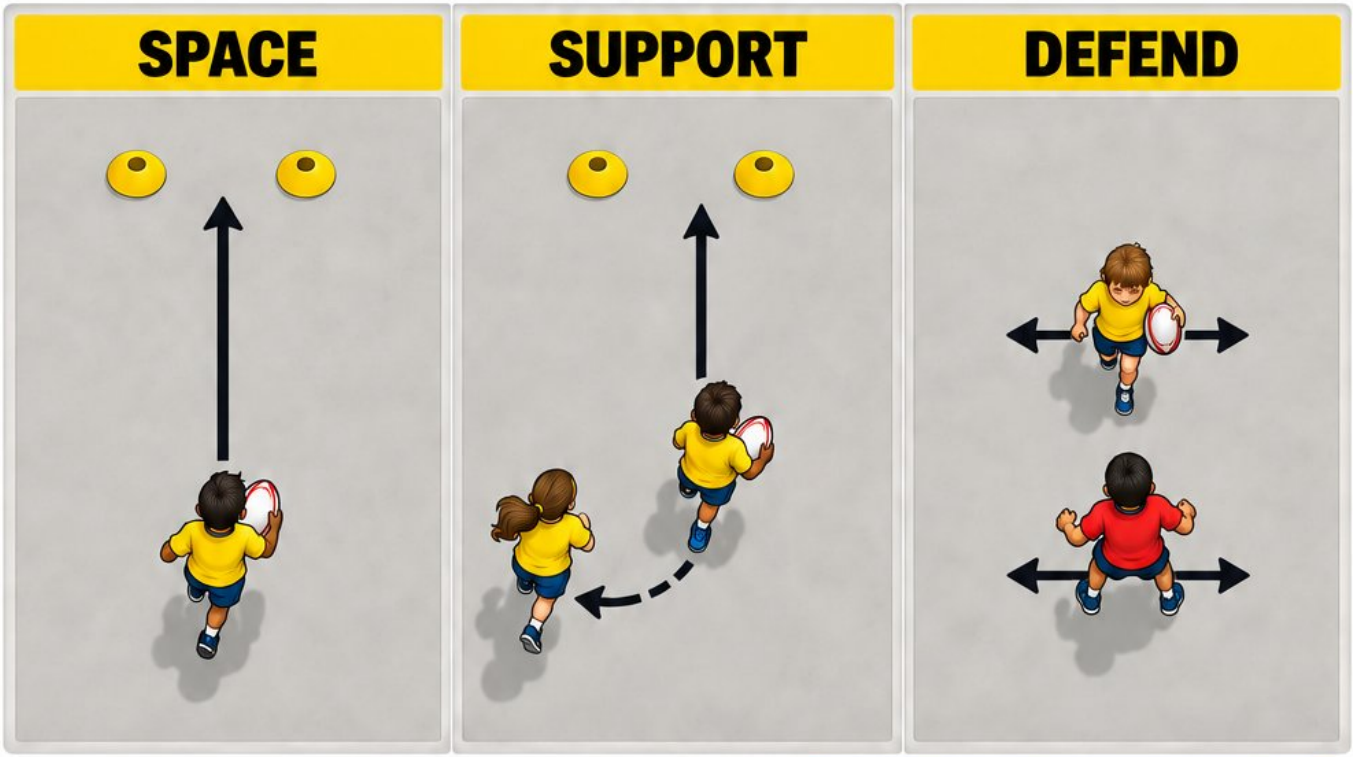
Inclusive delivery

Demonstrate alongside spoken instructions. Adapt ball size, passing distance, movement speed and tagging method. Use accessible gates and routes, walking or wheeling, extra time or a shadow defender. Accept pointing, gestures and demonstrations as well as spoken answers. Allow rest and recovery and adjust challenge as confidence develops. A protected first receive means defenders wait until that pupil has received and controlled the ball.

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L3.1 – CHOICE CALL

0–5 minutes | Years 3–4



1. **Space:** travel to an open gate.
2. **Support:** move beside and behind to receive.
3. **Defend:** face your partner and mirror without contact.

On play, travel together again. Swap carrier regularly.

= pupil movement

= ball pass

= cone (two make a gate)

= ball carrier

TEACHING POINTS:

- Look up
- Find space
- Mirror safely while facing the attacker.

SUPPORT:

Walk, shorten passes or use two calls.

CHALLENGE:

Change pace and direction under control.

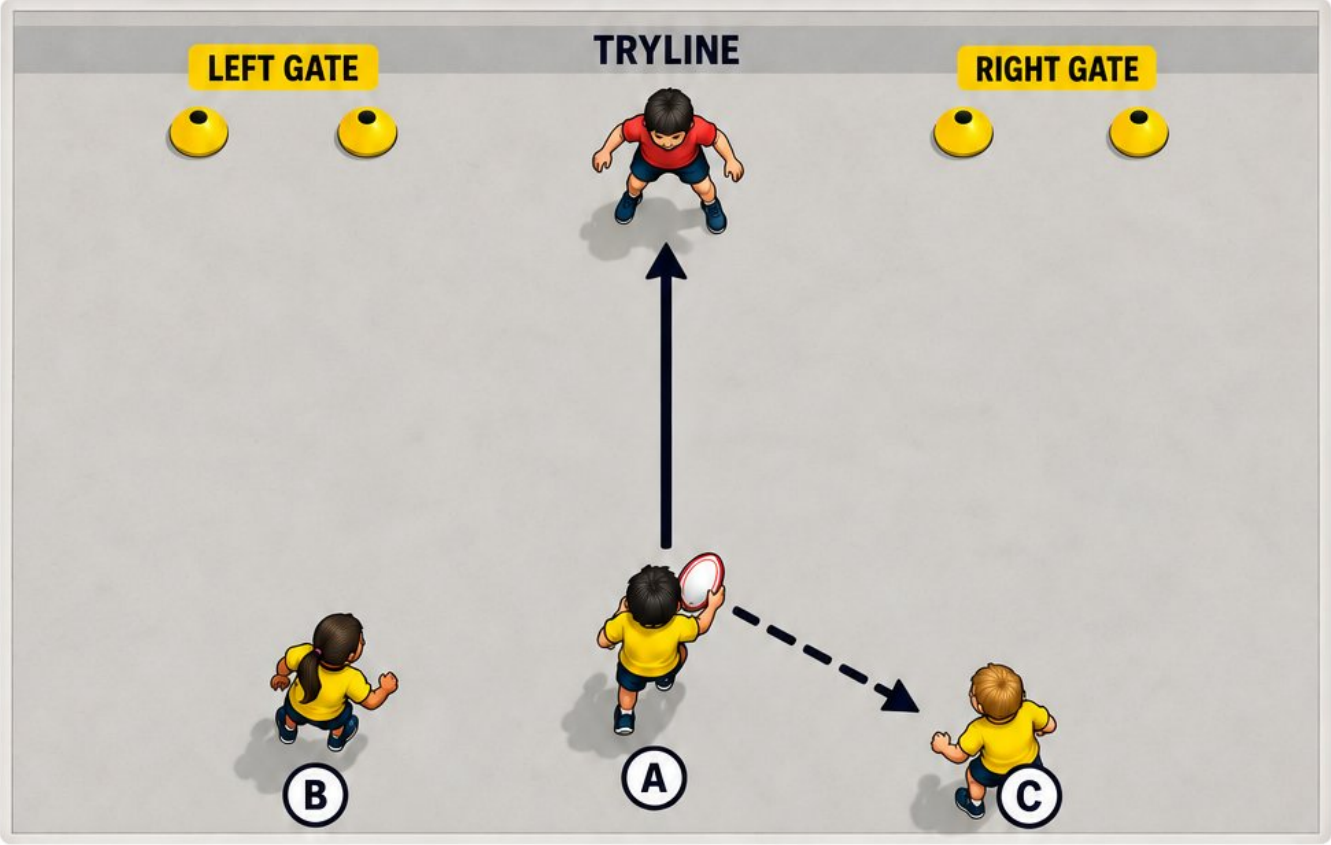
On PLAY, resume paired travel. Several pairs share the area; no queues.

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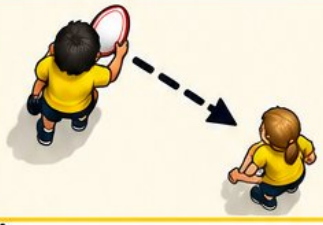
L3.2 – THREE-SECOND DECISION

5–15 minutes • Years 3–4





RUN
open space



PASS
defender closes space

1. Three attackers face one defender.
2. Score through either gate.
3. Choose quickly: run into space or pass when it closes. A try, tag, ball out or 20 seconds ends the attempt.

Return tags, rotate defender and starting carrier, then reset.

= player movement
= ball pass
= boundary cone
= gate cone

TEACHING POINTS:
- Use width to give options.
- Run into a gap or pass.

SUPPORT:
- Shadow defender, wider gates or extra time.

CHALLENGE:
- Active defender and sideways or backward passes.

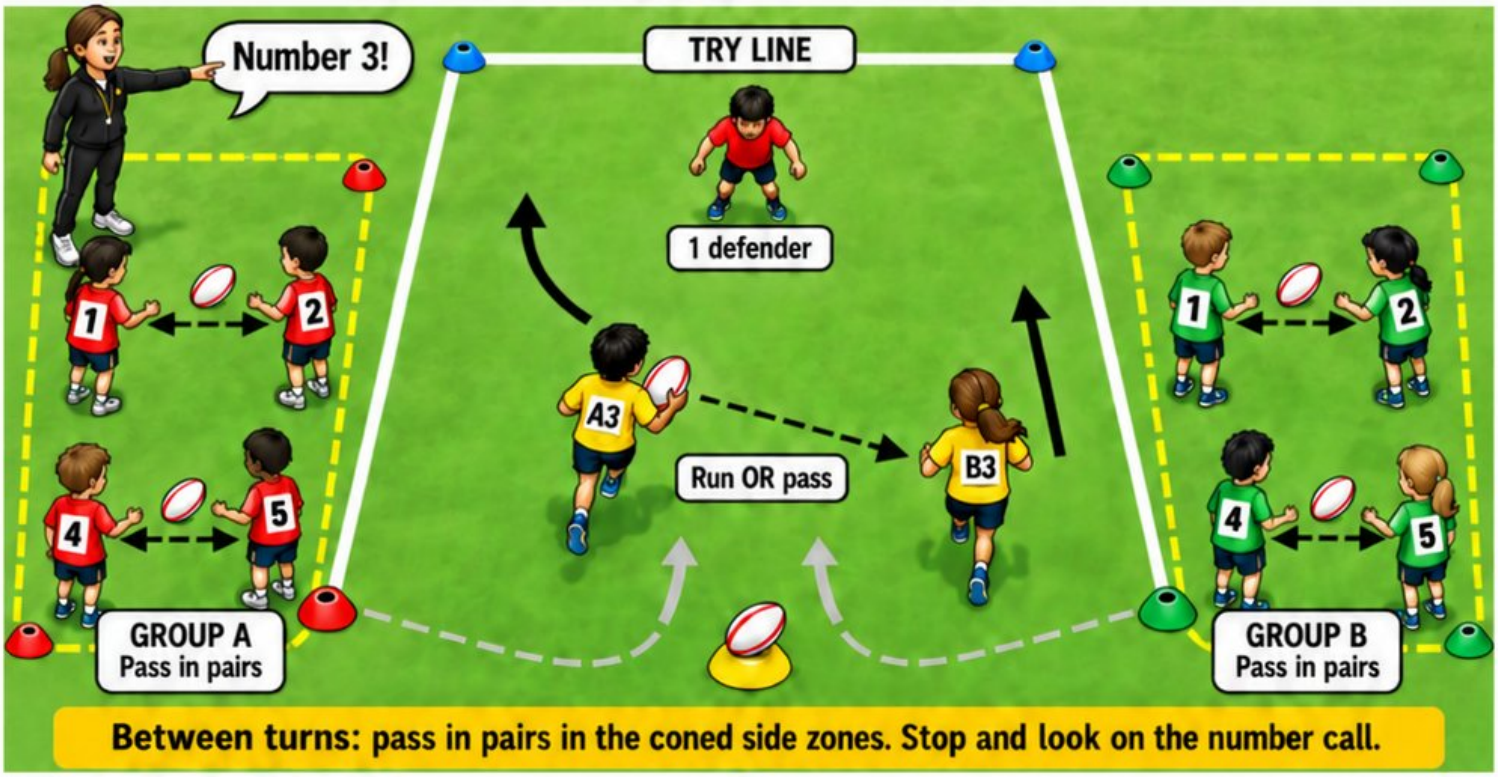
No contact • No tackling, grabbing or diving • Inclusive for all pupils

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L3.3 – TRY BUILDERS

15–25 minutes • Years 3–4



Between turns: pass in pairs in the coned side zones. Stop and look on the number call.

Read the defender:

Gap open: carrier scores



Gap closed: pass to support



1. Two numbered groups, A and B. Between turns, pass in pairs in separate coned side zones.
2. Call ONE number. Matching pupils from A and B stop practice, use the clear entry route and collect one ball. Attack 2 v 1.
3. Score anywhere across the try line. End after a try, one tag / gentle two-hand hip touch, or 10 seconds.
4. Return the ball to the cone opposite the try line. Call a new number; share turns and swap the starting carrier.

Rotate the defender every 4 attempts or 60 seconds.

Odd number? Use the extra pupil as defender. Otherwise rotate numbered pupils, one defending at a time.

TEACHING POINTS:
- Find space
- Support wide and behind
- Run or pass to beat the defender.

BONUS:
A new scorer, good support, a well-timed pass or spotting space.

SUPPORT:
Shadow defender; walk or wheel; extra time.

CHALLENGE:
Pass before a tag; explain your choice.

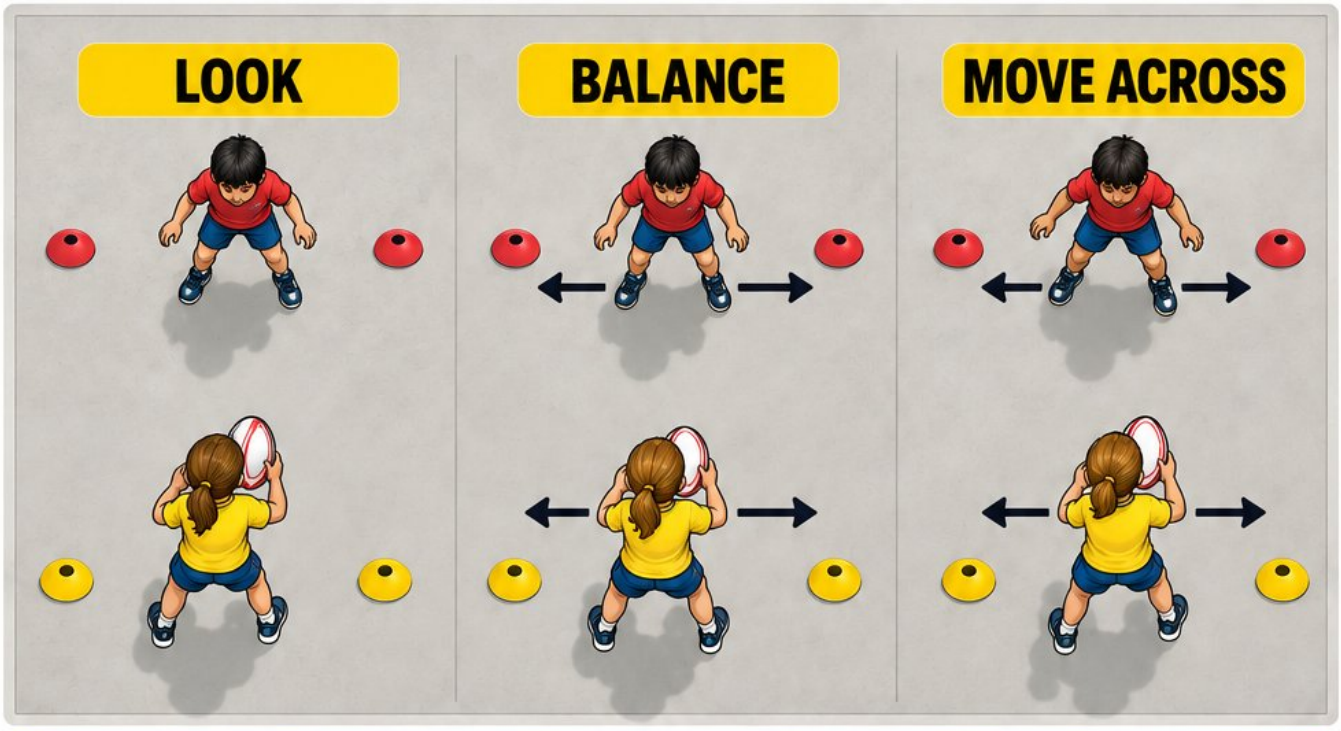
No tackling or contact • Return tags directly • Keep waiting groups outside the pitch

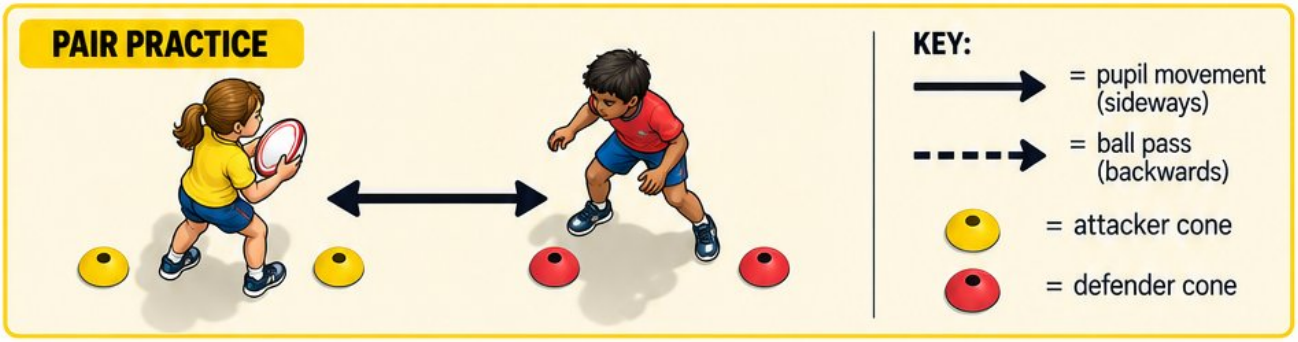
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L3.4 – DEMONSTRATION / COACHING POINT

25–28 minutes | Years 3–4





1. Watch the defender track the carrier with sideways steps.
2. Keep facing the attacker and move across to close space.
3. Practise mirroring in pairs without contact.

ASK:

How can the defender close space?

TEACHING POINTS:

- **Defender:** balance watch move across.
- **Attacker:** find space or support.

SUPPORT:

Slow movement and larger gaps.

CHALLENGE:

Mirror a controlled change of direction.

Eyes up • Give others space • No tackling, grabbing or contact • One ball per pair

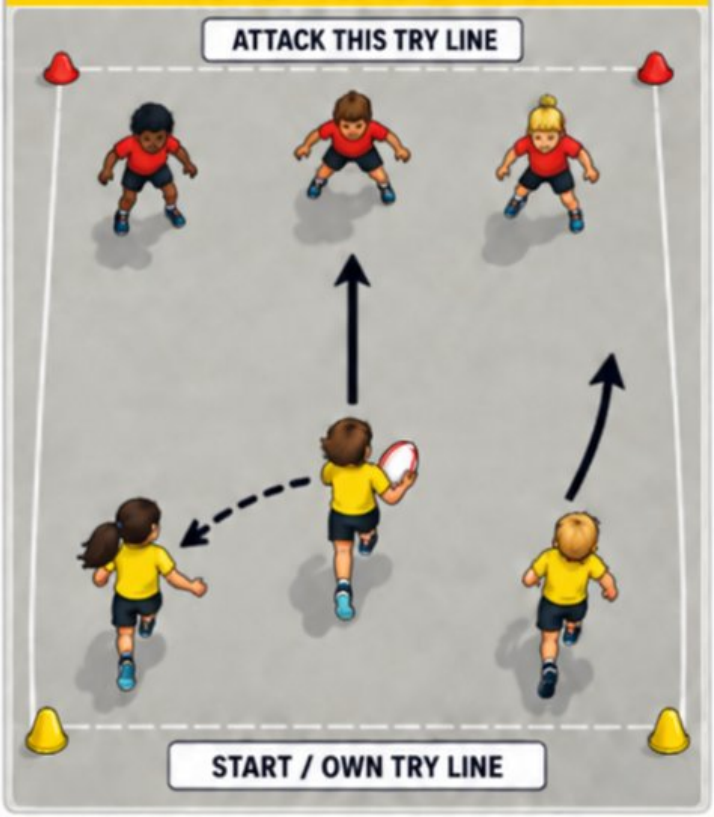
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L3.5 – SUPERSTARS MINI-FESTIVAL

28–55 minutes | Years 3-4

3 v 3 SMALL PITCH



TAG RESTART

1. **STOP** after a tag or gentle two-hand hip touch.
2. Defender returns the tag directly.
3. Defenders step back five walking steps facing the attackers.
4. Carrier passes sideways or backwards, **THEN** reattaches the tag. Defenders advance on the pass.

Arrow = player movement | Dashed arrow = pass | = cone | = ball

1. Play 3 v 3 or 4 v 4 with sideways or backward passes.
2. After a tag: stop; return tag; defenders retreat facing attackers; carrier passes, then reattaches.
3. Score with **controlled grounding**; the other team restarts.
4. Five 4-minute rounds with short changeovers. Involve different scorers and encourage teammates.

SCORE WITH A CONTROLLED TRY BALL GROUNDING



Place the ball down under control. No diving.

TEACHING POINTS:

- Run into space.
- Pass to a better option.
- Move into support.
- Defend without contact.

SUPPORT:

Wider areas, extra passing time or a protected first receive.

CHALLENGE:

Find and use a 2 v 1 opportunity.

Eyes up • Give others space • No tackling or contact

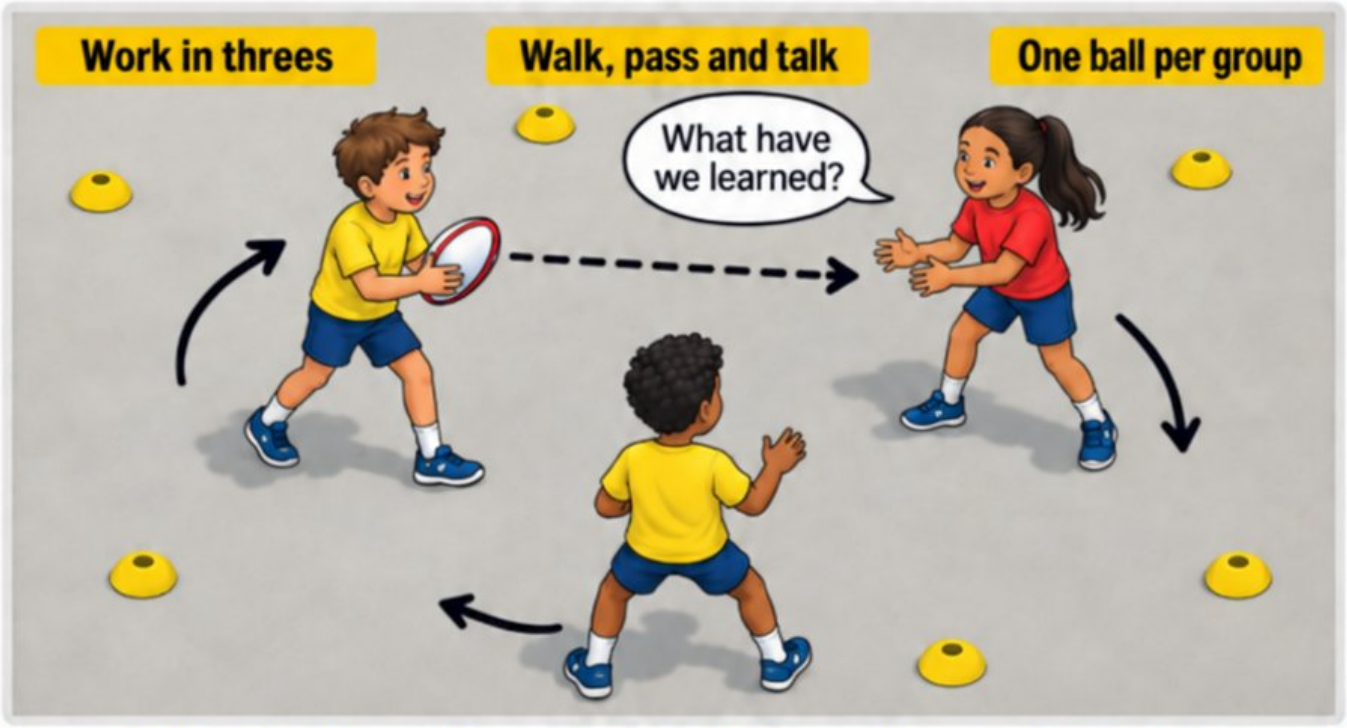
Inclusive • Fun • Develops teamwork

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L3.6 – EXIT CHALLENGE AND COOL-DOWN

55–60 minutes | Years 3–4



SHOW ATTACK



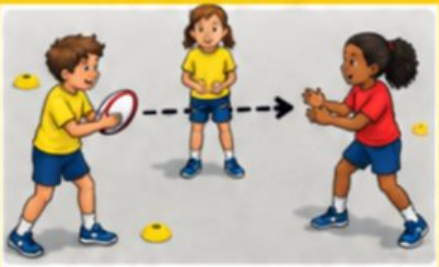
Yellow carrier sidesteps into space.
Yellow supporter wide behind.
Red defender faces the carrier.

SHOW DEFENCE



Red defender faces the carrier and mirror steps sideways.
Third child watches and explains.

SHOW A PASS



One pupil passes with two hands.
Receiver ready with hands.
Third pupil watches then changes role.

1. In threes, walk and pass gently. Discuss what you have learned so far.
2. Take turns to show a skill: carry, evade, pass, support or defend.
3. Explain your skill to the others. Everyone demonstrates, explains and listens.
4. Choose one skill to improve in next lesson's longer games.

DISCUSS:

- What can you do now that you could not do before?
- How do we attack and defend?
- How can we move safely?
- What skill will I improve next lesson?

TEACHING POINTS:

- Eyes up; give others space
- Controlled passing
- Support wide and behind
- Face attackers when defending

SUPPORT:

Walk, wheel or use a suitable movement. Demonstrate, point or use supported communication.

CHALENGE:

Explain why your movement or decision helps.

No tackling or contact • One ball per group of three • Everyone takes a turn

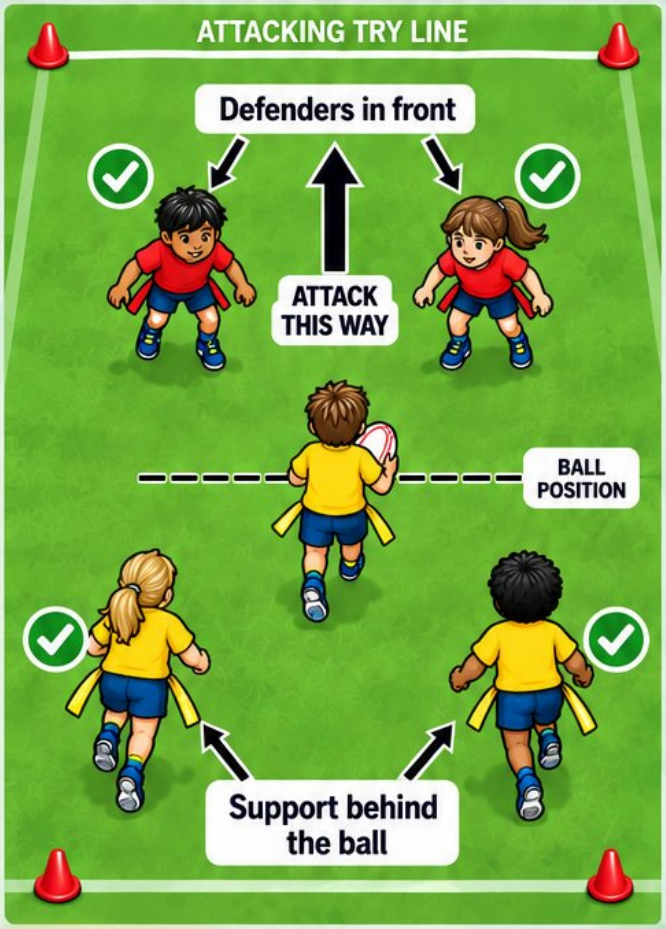
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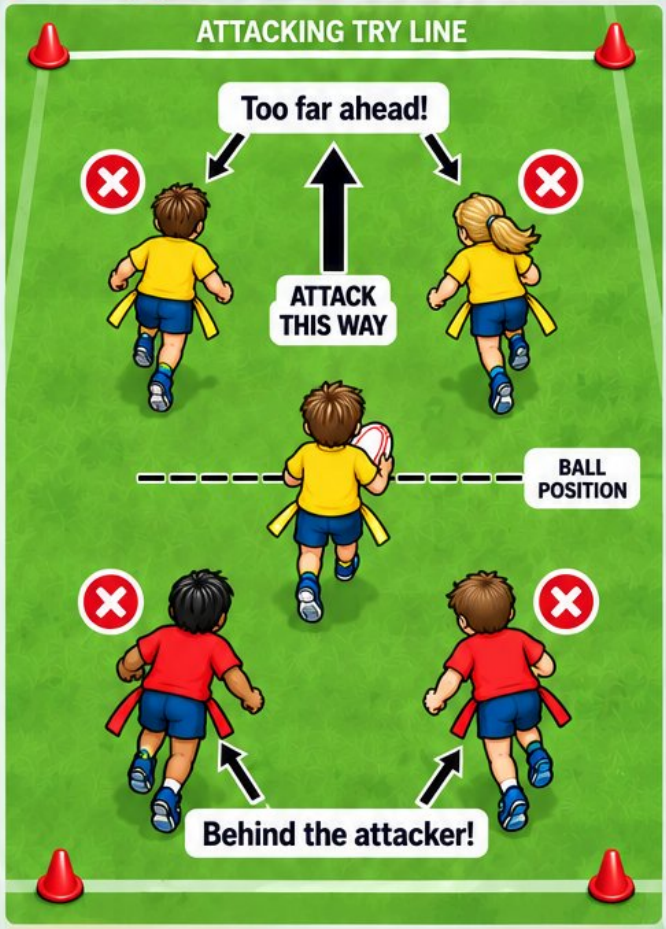
STAY ONSIDE

Our small-sided tag rugby games

✓ RIGHT



✗ WRONG



ATTACKERS

Stay behind the ball carrier.
Keep wide and ready to receive.

DEFENDERS

Stay in front of the ball carrier, towards your own try line.
Face the attackers.

WHEN POSSESSION CHANGES, SWAP ROLES.

The new attackers support behind the ball. The new defenders get in front.

After a tag: step backwards facing the attackers.

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