How can different scores in rugby be made?

<table>
<thead>
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<th>Activity title:</th>
<th>Rugby investigation</th>
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<td>Curriculum area:</td>
<td>Mathematics</td>
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<td>NC objectives:</td>
<td>1.1 1.2 2.1 2.3 2.4 3.1 4</td>
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<td>Main learning objective</td>
<td>Explain reasoning using diagrams, graphs and text. Refine ways of recording using images and symbols</td>
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**Timing** | **Lesson plan ideas, activities and resource sheets**
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**INTRODUCTION** 15 minutes | Discuss the scoring system for a game of rugby. Look at different scores from games. Think about how the points may have been scored.

**MAIN ACTIVITY** 35 minutes | Give out activity sheet 3.2a.  
| Make a list of all the numbers from 1 to 50. Investigate how many ways the team could have scored that number of points in a game of rugby. E.g. 12 = 2 tries and 1 conversion.

**PLENARY** 10 minutes | How many scores could not be made and why?  
| 2 could not be made because you can’t get the points for a conversion without scoring a try.  
| Think about certain scores which could be made in a variety of ways.
Suggested extension activities or cross curricular links:

How could this information be presented?

Investigate how many penalties, tries, drop goals were scored in your investigation.

This activity is suitable for all types of learners.

Low attainers will also find it interesting.

It is recommended that you only get low attainers to go up to 20.