



Physical Education Scheme of Learning

Year 7 Rounders

Intent – Rationale

In this unit students will replicate and improve individual technique in batting, bowling and fielding. Students will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, students achieve this by striking the ball so that fielders are deceived or avoided, and then running around bases to score runs. Students should begin to accurately score games.

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| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
| Developed an understanding of field placement. Where to hit the ball to increase chances of scoring Experienced a range of batting, bowling and fielding techniques. | • |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | • Use the coded help guides to complete this section |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| • Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links | • Scoring |



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Intent – Concepts

| What knowledge will students gain and what skills will they develop as a consequence of this topic? | |
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| <p style="text-align: center;">Know</p> <p>Can replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls with some control. Catches with varying success and can throw ball back with moderate aim. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health. Can give reasons why it is necessary to warm up for rounders</p> <p style="text-align: center;">Apply</p> <p>Can accurately & consistently replicate batting and bowling technique. Can vary these skills even under pressure and outwit opponents well. Can suggest some ways of improving their own performance. Can explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.</p> <p style="text-align: center;">Extend</p> <p>Can select and accurately replicate a very good range of skills to outwit an opponent (bat, bowl and field displaying reasonable control and accuracy). Can vary bowling technique to outwit batter. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> | |
| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
| <p>Language for learning</p> <p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> | <ul style="list-style-type: none"> Formative and summative Peer assessment |



Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| Ball familiarisation/catching | To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing & catching technique. To be able to play conditioned game in which they understand and apply basic tactics. | To begin to think about outwitting opponents with the placement of the ball. | Warm up – Student led. Coordination catching game. Pupils to stand 2 metres apart. Bend knees. Throw under arm + catch return. Number of consecutive catches. Demo catching styles; cup-low catch/reverse cup-high ball. T.P's; Bring hands to chest as you catch, eyes on ball, cushion catch. Pairs to experiment with low and high catches. Rounders game. 2 teams-highlight basic rules. No balls, direction of play, 1 per base, no overtaking. Out through-caught, bowled, run out. |
| Fielding | To use both underarm & over arm throws depending on game situations. To accurately replicate long barrier and use effectively in a game. | To begin to outwit opponents with the use of bating shots. To develop communication skills, teamwork through rounders game play. | Fielding game. Small teams. 2 rounders posts either end of grid. Can't run with ball. Must pass between fielders to get close enough to stump posts. Drop ball=possession over. Highlight long barrier technique. Pupils to shadow (no ball). Pairs-roll ball along ground, long barrier, roll back. Differentiation= roll so partner must move first. Discuss when is best to use underarm (close) & over arm (long distances) Rounders game. 2 teams. Recap rules. |
| Bowling | To accurately replicate the correct bowling technique. To understand what makes a legal ball and penalty for persistent no balls. | To play conditioned game understanding the rules and tactics. To incorporate bowling, batting, fielding into a game of rounders. | Warm up – Student led pulse raiser + stretches. Discuss bowling technique. Teaching points; grip, step into bowl, must pass between shoulder and knee. 3's; 1 pupil to hold hoop out to the side. Must bowl through hoop to be a legal ball. Pupils to explore delivery. Points for successful balls. Rounders game. 2 teams. Recap rules. How do you score ½ a rounder + full rounder. Non-participants to shadow umpire. |
| Batting | To accurately replicate the batting technique. To understand the importance of ball placement in relation to the fielders. To develop knowledge of rounders rules and use effective communication as a team. | To refine basic tactical ideas depending on successful outcomes. | Warm up – Student led pulse raiser + stretches. 3 vs 3 keep ball. Throwing & catching in small grid. Highlight batting technique. Teaching points; Stance & Grip, bat back in preparation, follow through. In 4's –Hit the ball off batting tee. 1 batter, bowler, backstop and fielder. 5 bats each, rotate roles. Focus on good contact. Progress to bowling to batter. Rounders game. 2 teams. Pupils recap rules. |
| Fielding tactics/strategies to outwit opponents | To understand the fielders roles and base responsibilities. To perform and replicate a combination of skills to outwit opponents in a game situation. To understand basic tactics to outwit batters & fielders respectively. | To make effective evaluations of strength and weaknesses, of self and others' performance. | Warm up – Student led pulse raiser + stretches. Pairs-roll ball out for partner to retrieve, and accurately throw back to feeder who stumps base. Swap roles. Progress to 4's – batter to hit ball and run to base and back before ball is stumped at starting base. Highlight hitting into space, timing + accuracy when bowling. Rounders game. 2 teams – |

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| | | | 5 minute innings. Pupils recap rules. Anticipate batters movement between bases. Important to stop scoring at 2 nd /4 th base. |
| Assessment | To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. | The pupils are to develop their knowledge and understanding of the rules of rounders. To demonstrate a variety of tactics based on the opposition. | Warm up – Student led. In pairs – A rolls the ball out and B sprints after it rakes the ball up and picks the ball up throwing ball back to A using over arm. Highlight assessment criteria. 4's – batter to hit ball and run to base and back before ball is stumped at starting base. Rounders game. 2 teams – 5 minute innings. Pupils recap rules. Pupils to help umpire. Discuss, refine and implement tactics after 1 st innings. Teacher grades performance |