|  |
| --- |
| **Year 6 Rounders****Curriculum Link:****To be able to use running, jumping, throwing and catching in isolation and in combination.** **To be able to play competitive games, modified where appropriate [for example, cricket and rounders].** |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Unit** | **Previous Learning** | **Competing and Performing** |
| Subject Name: **PE**Year Group: **6**Term: **3 (H1)**Unit Name: **Rounders****Spiritual Development**Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development. John 1:2 Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul. | * Begin to choose the best tactics for attacking and defending considering position of own team and/or opponent.
* Strike a moving ball with control, coordination and some purposeful variation in trajectory using some defensive techniques (backhand in rounders).
* Throw the ball with purpose with variation in speed, height or direction depending on game situation.
* To use underarm (rounders) bowling techniques with increased consistency.
* Develop use of techniques to prevent ball from travelling past them such as long and short barrier.
* Begin to work as a team to develop fielding strategies to prevent the opposition from scoring.
* Use one-handed and two-handed pick-ups in a game situation.
 | * Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation and tactics to improve performance.
 |
| **Big Ideas** | **Year 6 Learning** | **Health and Fitness & Preparation** |
| Play rounders (modified where appropriate) to apply and develop attacking and defending skills, running, jumping, throwing and catching skills, improve communication, competitive and collaboration skills and evaluate and improve their performance. | * To develop the ability to choose the best tactics for attacking and defending considering position of own team and/or opponent.
* To strike a moving ball with control, coordination and purposefully varied trajectory using some defensive techniques (backhand in rounders).
* To be able to consistently throw the ball with purpose with variation in speed, height or direction depending on position of team or opponent.
* To use underarm (rounders) bowling techniques with consistency and increased accuracy.
* To use techniques to prevent a ball from travelling past them such as long and short barrier.
* To work as a team to develop and deploy fielding strategies to prevent the opposition from scoring.
* To know how to use one-handed and two-handed pick-ups in a game situation with attempt to send the ball to a desired target.
* To be able to recognise and use basic scoring systems in rounders (rounders and half rounders).
 | * Know and understand the reasons for warming up and cooling down and begin to select appropriate warm-ups and cool downs in relation to the physical activity taking place.
* Explain why exercise is good for health, fitness and wellbeing and know ways we can become healthier.
 |

|  |  |  |
| --- | --- | --- |
| **Key Information** | **Learning** | **Key PE Skills** |
| **Vocabulary** | **Future Learning:** | **Evaluation and Communication** |
| backhandlong-barriershort-barrier | * **KS3:**

 | * Watch or describe performances of themselves and others, and effectively and thoroughly evaluate what went well, what skills or techniques to practice and how that leads to improvements in performance for themselves and others.
* Use communication skills to illustrate what they are doing and respond to others to improve team play.
 |
| **Glossary** |
| **Attack:** The team or parts of a team trying to score or get points, those in control of the ball. It is not just simply scoring; it is the actions of all the players on the team who have possession of the ball.**Backhand:** You start out in a usual batting stance facing bowler and once the bowler releases the ball, you bring the bat across your body and strike the ball using a backhand.**Backstop:** A player who stands directly behind the batter from the opposing team and attempts to catch the ball after it has been thrown if the person does not hit it.**Bases:** Four areas on a rounders pitch that the person batting must run around in an attempt to score a rounder or half rounder. **Batsman:** A player who hits the ball and tries to score runs for their team.**Bowler:** Player on the fielding side who bowls to the batsmen.**Catch:** Getting a batsman out by a fielder catching a ball the batsman has hit before it hits the ground.**Close Catch**: The close catch is a fielding skill used to catch a ball that is waist height or lower.**Defend:** The team or parts of a team trying to prevent the opponents from scoring or getting points, those trying to gain possession of the ball**Delivery:** The act of bowling the ball.**Fielder:** A player whose job is to catch or collect the ball in the field after a batsman hits it.**Long Barrier:** This occurs when your body forms a “barrier” behind the ball, giving the fieldsman the best chance of stopping the ball. This is used when the speed, bounce and travelling path of the ball are unknown.**No-Ball:** Is when the bowler does not deliver the ball correctly to the batter.**Rounder:** The unit of scoring in rounders – when a player runs through all the bases. If a player makes it successfully to the second or third post, this is a half rounder.**Short Barrier:** This is a fielding technique for when the catcher is not sure of the speed or bounce of the ball, or roughly know the travelling path of the ball.**Striking and Fielding Games:** Players on the batting team strike an object and attempt to run between two points before the fielding team can get the object back.**Stump Out**: A batsman is out if a fielder stumps the post the batter is running to. **Underarm Bowling:** An underarm delivery is one in which the bowler's hand does not rise above the level of the waist. |