



TOPIC	Rounders – Developing Basic Throwing & Catching Skills	Block 1 Week 1
<b>WHAT</b>	<i>Introducing basic throwing (underarm) and catching skills of a Rounders ball</i>	
<b>WHY</b>	<i>To develop <u>skill and knowledge</u> - throw and catch the ball accurately and effectively within a game, in order to reduce the number of Rounders scored by the opposite team.</i>	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>identify some</b> teaching points for the underarm throw and catching in Rounders. I can also <b>explain</b> when this throw would be used in a game.	I <b>know most</b> of the teaching points of the underarm throw and catching, I can <b>explain</b> how to use this throw to get people out or reduce the score in a Rounders game.	I can <b>explain all</b> the teaching points of the underarm throw and catch I can <b>analyse</b> both my own and other's technique for the underarm throw and catching. I can <b>explain</b> when this throw should go to a base or when it should go back to the bowler.
 APPLICATION OF SKILL	I <b>attempt</b> to throw the ball underarm with some accuracy. I approach the ball to try and catch.	I <b>usually</b> perform the underarm throw accurately and effectively with my dominant arm. I am confident at catching the ball.	I <b>always</b> pick up or catch the ball with an effective technique and can make quick decisions on where to throw the ball. My underarm throw is flat and fast.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Power, accuracy, follow-through, hand eye co-ordination.

Crucial Learning –  
Opposite foot to throwing arm/cup action when catching.

SMSC – Shake hands at the end of the game/ teamwork

TOPIC	Rounders – Introducing the overarm throw	Block 1 Week 2
<b>WHAT</b>	• <i>Introducing the overarm throw of a Rounders ball</i>	
<b>WHY</b>	<i>To develop <u>skill and knowledge</u> - To be able to be able to throw the ball over a longer distance when fielding in Rounders and/or catch a ball from a fielder.</i>	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>identify some</b> of the key teaching points for the overarm throw and state when it would be used in a game.	I can <b>explain</b> the teaching points of the overarm throw. I can also <b>explain</b> how to get a batter out at base.	I can <b>analyse</b> both my own and others technique for the overarm throw. I can also <b>explain</b> which base to throw it to depending on the position of the batter.
 APPLICATION OF SKILL	I can <b>throw</b> the ball overarm, occasionally with power and in the direction of my target.	I can <b>consistently</b> transfer my body weight to throw the ball overarm with increased <b>power</b> . The ball always lands close to my target.	I can <b>maintain</b> good <b>accuracy</b> and <b>power</b> when throwing overarm under pressure.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Accuracy, power, follow through, decision making.

Crucial Learning –  
side on stance in order to maximize power.

SMSC – Shake hands at the end of the game/ teamwork.

TOPIC	Rounders – Introduction to Bowling	Block 1 Week 3
<b><u>WHAT</u></b>	<ul style="list-style-type: none"> <li>Introduction to bowling (underarm)</li> </ul>	
WHY	To develop <u>skill and knowledge</u> - To reduce the chance of the opposition scoring.	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>describe some</b> key teaching points of a basic bowling technique. I can also explain how many no-balls are needed for the batting team to score half a Rounder.	I <b>know most</b> of the teaching points of bowling; as well as the range in which the ball should be bowled. E.g. head and knee.	I can <b>explain</b> how the bowler can stop the batter from running within a game. I can list some <b>tactics</b> to make it more difficult for the batter to hit the ball.
 APPLICATION OF SKILL	I can <b>demonstrate</b> the bowling technique with some accuracy.	I can <b>consistently</b> bowl the ball accurately, with limited no-balls. I move out of the box to help in other positions when a batter is running.	I can <b>consistently</b> bowl the ball with accuracy and apply <b>tactics</b> to reduce the batting team from scoring.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Accuracy, power, follow through, decision making.

Crucial Learning –  
stepping with the opposite foot to bowling arm.

SMSC – Shake hands at the end of the game/ teamwork.

TOPIC	Rounders – Introduction to basic batting (1)	Block 1 Week 4
<b>WHAT</b>	<ul style="list-style-type: none"> <li>Introducing the basic batting stance &amp; technique (one handed) in Rounders</li> </ul>	
<b>WHY</b>	To develop <u>skill and knowledge</u> - To be able to hit the ball within the game and increase your chances of scoring.	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>identify some</b> key teaching points for the batting stance & technique in Rounders. I understand how to score in Rounders.	I can <b>explain most</b> the teaching points of the basic batting stance & technique, including how to transfer your weight. I can also <b>explain</b> the backward hit rule.	I can <b>analyse</b> both my own and others batting technique. I can also <b>explain</b> the rules of the batting box and the best tactical position to stand within the box.
 APPLICATION OF SKILL	I can <b>attempt</b> the basic side on batting stance and can <b>sometimes</b> swing with sufficient power to try and hit the ball.	I <b>demonstrate</b> good stance when batting and transfer my weight to add good power to the ball. I regularly make contact with the ball.	I <b>always demonstrate</b> excellent stance and swing technique when batting. I <b>regularly</b> hit the ball with good power.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Obstruction/ transfer weight/ hand eye co-ordination.

Crucial Learning –  
Sideways on and follow through.

SMSC – Respect the decision made by the umpire/ teamwork

TOPIC	Rounders – Introduction to batting & running (2)	Block 1 Week 5
<b><u>WHAT</u></b>	Sprinting when batting and batting consistency	
WHY	<i>To develop <u>skill and knowledge</u> - To increase your chances of scoring within a game and not getting 'out'.</i>	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>identify some</b> of the basic rules when running around the playing area. E.g. running around the bases; backward hit rule.	I can <b>explain most</b> rules that can lead to a batter being 'out' and how to avoid this. E.g. maintaining contact with the base; watching the ball.	I can <b>explain all</b> the rules that apply to a batter when running. I can explain tactics used to maximise chances of scoring or on how to progress further around the pitch.
 APPLICATION OF SKILL	I <b>attempt</b> to demonstrate a good stance when batting and sprint to bases to avoid being caught out at a base.	I <b>usually</b> demonstrate good technique when batting. I sprint between bases and constantly watch the ball to maximise scoring opportunities whilst minimising getting out.	I <b>constantly</b> watch the ball and put pressure on the fielders to increase scoring opportunities where possible. Whilst <b>always</b> making good decisions and judgements to avoid getting out.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Obstruction/ transfer  
weight/ hand eye co-  
ordination.

Crucial Learning –  
Sideways on and follow  
through.

SMSC – Respect the decision  
made by the umpire/  
teamwork/ tactics and  
strategies

TOPIC	Rounders – <b>Fielding &amp; Catching High Balls</b>	Block 1 Week 6
<b><u>WHAT</u></b>	<ul style="list-style-type: none"> <li><i>How to catch a high ball when fielding. Trace-Cup-Give</i></li> </ul>	
<b>WHY</b>	<i>To develop <u>skill and knowledge</u> - To have more confidence and be able to catch a player out when fielding.</i>	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>explain</b> what is meant by Trace-Cup-Give.	I can <b>explain detailed</b> teaching points of Trace-Cup-Give and how each action helps increase my chances of catching the ball.	I can <b>analyse</b> both my own and others technique when performing Trace-Cup-Give.
 APPLICATION OF SKILL	I can <b>attempt</b> the actions of Trace-Cup-Give.	I can <b>perform</b> Trace-Cup-Give to successfully catch the ball.	I can <b>consistently perform</b> Trace-Cup-Give to confidently catch the ball, and effectively trace and move where necessary.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps



ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

**Key Literacy**  
Obstruction/ hand eye co-ordination/ stumping/ throwing/ fielding .

**Crucial Learning –**  
Trace-Cup-Give

**SMSC – Respect the decision made by the umpire/ cooperation/ tactics and strategies**

TOPIC	Rounders – <b>Fielding – Long Barrier</b>	Block 1 Week 7
<b><u>WHAT</u></b>	<ul style="list-style-type: none"> <li><i>How to perform the Long Barrier</i></li> </ul>	
WHY	<i>To develop <u>skill and knowledge</u> - To be able to stop low or rolling balls in a game, and prevent a misfield.</i>	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>describe</b> the teaching points of the long barrier. I can <b>state</b> what is meant by a misfield.	I can <b>explain</b> the teaching points of the long barrier, including how to wait or adjust to a deviating ball. I can <b>explain</b> the impact of misfielding on a game.	I can <b>analyse</b> both my own and others technique when performing the long barrier. I also know how this varies to the Short Barrier and when this can be used.
 APPLICATION OF SKILL	I can <b>attempt</b> the long barrier and stop a rolling ball.	I can <b>perform</b> the long barrier with good agility and judgement to stop the ball safely. I can then return the ball to the appropriate base/bowler.	I can <b>consistently perform</b> the Long and Short Barrier effectively with excellent judgement. I can link this to a quick transition in to throwing the ball to the desired location.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps

ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps



**Key Literacy**  
Obstruction/ hand eye co-ordination/ stumping/ throwing/ misfielding.

**Crucial Learning –**  
Finger tip point down to the ground

**SMSC – Respect the decision made by the umpire/ cooperation/ tactics and strategies**



TOPIC	Rounders – Base Fielding	Block 1 Week 8
<b>WHAT</b>	<ul style="list-style-type: none"> <li>How to field at a base</li> </ul>	
<b>WHY</b>	To develop <u>skill and knowledge</u> - To be able to stop a batter from scoring or to get a batter out.	

Student success criteria	ROUNDERS MEA 3/4/5	ROUNDERS MEA 6/7	ROUNDERS MEA 8/9
 KNOWLEDGE	I can <b>describe</b> the ideal stance at a base and how to 'stump' the base to get a batter out or prevent them from running.	I can <b>explain</b> the role of a base fielder and what the rule of 'obstruction' is.	I can <b>explain</b> why and when a base can move within a game. I can explain where to stump when a base is on the floor.
 APPLICATION OF SKILL	I stand inside the base (so I do not obstruct) but <b>sometimes</b> need a reminder from the teacher and can <b>demonstrate</b> how to 'stump' the base.	I stand inside the base without needing a reminder, I can catch the ball more <b>consistently</b> than not and stump the base quickly.	I can <b>confidently</b> and <b>consistently</b> catch at a base and know where to throw the ball after I have stumped the base. I always move off the base to assist with fielding and get back into the correct position for the next batter.

PROGRESS AGAINST TARGETS		
<b>MINIMAL</b> 1 stamp	<b>GOOD</b> 2 stamps	<b>OUTSTANDING</b> 3 stamps

ATTITUDE TO LEARNING		
<b>MINIMUM EFFORT</b> 1 stamp	<b>GOOD EFFORT</b> 2 stamps	<b>OUTSTANDING EFFORT</b> 3 stamps

Key Literacy  
Obstruction/ hand eye co-ordination/ stumping/ throwing/ misfielding.

Crucial Learning –  
Reading the game to minimise scoring.

SMSC – Respect the decision made by the umpire/ cooperation/ tactics and strategies