



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Bowling
- Tracking, fielding & retrieving a ball
- Batting

## Key Skills: S.E.T

- Social: Organising & self-managing a game
- Social: Respect
- Social: Supporting & encouraging others
- Social: Communicating ideas & reflecting with others
- Emotional: Honesty & fair play
- Emotional: Confident to take risks
- Emotional: Managing emotion
- Thinking: Decision making
- Thinking: Using tactics
- Thinking: Identifying how to improve
- Thinking: Selecting skills

## Key principles of striking and fielding games

### Attacking

Score points

Placement of an object

Avoid getting out



### Defending

Limit points

Deny space

Get opponents out



## How to score:

### Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

## A player is out if:

- **Caught out:** by a fielder before the ball touches the floor.
- **Stumped out:** by a fielder at the base the batter is running to.
- **Run out:** meaning the batter has run to a base where another batter is standing.
- **Running inside the bases**

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 6 would use Year 5 and Year 6 vocabulary

## Year 5

- Strike
- Pressure
- Retrieve
- Outwit
- Fielding
- Batting
- Overtake
- Backing up

## Year 6

- Co-operatively
- Obstruction
- Consistently
- Consecutive
- Continuous

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop.

**Batter:** A player on the batting team.

**Rounder:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Backstop:** The player on the fielding side who stands behind the live batter (the batter who is batting).

# Where this unit sits

## Assessment Criteria

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

- I am beginning to strike a ball with a rounders bat.
- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

### Year 6

- I can strike a bowled ball with increasing consistency.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.
- I understand that there are different areas of fitness and how this helps me in different activities.

### KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

## Progression of Skills Ladder

Other units that progress into this activity are:

**Games**  
**Ball Skills**  
**Fundamentals**  
**Striking and Fielding**  
**Sending and Receiving**



Striking	Fielding
Strike a bowled ball with increasing accuracy and consistency.	Consistently select and apply the appropriate fielding action for the situation.
Striking	Fielding
Explore defensive and driving hitting techniques and directional batting.	Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.
Striking	Fielding
Develop batting technique consistent with the rules of the game.	Develop bowling with some consistency, abiding by the rules of the game.

**Year 6**

**Year 5**

**Year 4**

Throwing	Catching
Consistently make good decisions on who and when to pass to in order to get batters out.	Consistently demonstrate good technique in catching skills under pressure.
Throwing	Catching
Demonstrate clear technique when using a variety of throws under pressure.	Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.
Throwing	Catching
Use overarm and underarm throwing with increased consistency in game situations.	Beginning to catch with one and two hands with some consistency in game situations.