

Scheme of Work: Softball/Cricket

Key Stage: 3		DURATION: 8 LESSONS
<p>AIM: In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. Players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. In addition opponents can be outwitted through individual or co-operative fielding techniques. Pupil should begin to accurately score games independently and understand when a performer is in or out. When introduced to the sport in year 7 students will be acquiring skills in throwing, catching, fielding, batting and knowledge of tactics. In year 8 students will further develop in these areas and in year they will look to refine these skills and their knowledge.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ 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. 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to softball/cricket. Example; stance, body position, follow through, no ball, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation & Working together.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Cricket/softball bats ➤ Cricket/softball balls ➤ Bases ➤ Hoops/cones <p>Information on local clubs</p>
Key Concepts and Processes: Taxonomy of teaching		
<p style="text-align: center;">Creating</p> <p>Throughout the unit students will gain knowledge and understanding of rules, regulations and tactics that they can use within game situations to allow them to create and develop strategies for success within the game of rounders.</p>	<p style="text-align: center;">Evaluating</p> <p>Students will be given opportunities to evaluate their progress and their success across the unit. They will also have opportunity to assess the progress of others.</p>	<p style="text-align: center;">Analysing</p> <p>Throughout the unit students will have the opportunities to evaluate and analyse the performance of others rectify technique and make suggestions for further improvements in the future.</p>
<p style="text-align: center;">Applying</p> <p>Students will be given opportunities to apply the skills and knowledge learnt across the unit in a variety of drills and competitive situations.</p>	<p style="text-align: center;">Understanding</p> <p>Students will develop understanding of rules, tactics, strategies and techniques throughout the unit which they will be asked to select and apply in both non-competitive and competitive situations.</p>	<p style="text-align: center;">Remembering,</p> <p>Students will be given opportunities to remember rules, strategies and skills learnt throughout the unit and apply them in game situations.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Curriculum for life (MYPB Targets each lesson) Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practice skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

Differentiation

All lessons start with rounders related warm-up and re-cap work of previous lesson.

Make learning as active as possible

Give opportunities to plan strategies/tactics

Research rules on internet

Tasks set to cater for levels of ability

Distance from target

Size of practice area

Size of target

Language for learning

Through activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, *eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation*

Speaking and listening – through the activities pupils could:

- listen for a specific purpose, note the main points and consider their relevance and validity

Expectations

After carrying out the activities and core tasks in this unit

All pupils will: hit a ball fed to them and direct it in one general area; retrieve and return the ball as a fielder; play as a member of a team following the lead of others; apply the basic rules of the game consistently; recognise aspects of a game that are performed well; warm up with guidance and care.

Most pupils will: hit a ball that is bowled to them with some control and accuracy; retrieve and return the ball to a base position; take an active and thoughtful part in the games; read the game and react to situations as they develop; identify their strengths and weaknesses and take decisions about what to work on; warm up with a partner/small number.

Some pupils will: play the games demonstrating good basic skill in batting and fielding; think about where they place the ball when batting; field effectively to put the batter under pressure; read the game well, understand what areas of fitness are important for a rounders player; take the initiative to work on aspects where they need to improve their own performance; lead a part of a warm to the whole class.

PHYSICAL ME : SPORT SPECIFIC

BRONZE(1-3): Can state the key points involved in key skills such as batting, bowling and fielding. Can replicate basic skills on some occasions within the game situation. Technique often lacks consistency. Catches with varying success and can throw ball back with moderate aim. Can identify a strength and a weakness in their performance. Understand why activity is good for health. Can give reasons why it is necessary to warm up for rounders

SILVER(4-6): Can perform with good batting, bowling and fielding technique within the skill situation and sometimes use this effectively within the game situation. 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.

GOLD(7-8) Can perform a good range of skills to outwit an opponent (bat, bowl and field displaying reasonable technique). Can place the ball when batting through 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.

PLATINUM(9) Can perform to an exceptional standard of skill to outwit an opponent (bat, bowl and field displaying excellent technique). Can place the ball with consistency and with power when batting. Can critique performance and make comprehensive suggestions on how to improve their own and others standards of play. Leads effectively a 3 part warm up with no teacher prompting and explains why exercise is good for physical and mental health.

Week	Learning objectives	Task examples	PHYSICAL ME; Learning Outcomes
1	<p>Ball familiarisation/catching TBAT: Understand how to perform correct catching and overarm throwing technique Y7-Acquire Y8-Develop Y9- Refine</p> <p>MYPB: Demonstrate resilience</p>	<p style="text-align: center;">Year 7</p> <p>Warm up –. 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. Conditioned game. 2 teams-highlight basic rules. No balls, direction of play, 1 per base, no overtaking. Out through–caught, bowled, run out.</p> <p style="text-align: center;">Year 8</p> <p>Student led warm up -Fielding game. Small teams. 2 wickets/bases either end of grid. Can’t run with ball. Must pass between fielders to get close enough to hit the wickets or get a member to catch the ball on the base. Drop ball=possession over. Q&A knowledge on ready position (balls of feet, watch ball, hands out ready), barrier position (move in line with ball, barrier, hands point down, watch ball into hands)</p> <p style="text-align: center;">Year 9</p> <p>Student led warm up -In pairs, jog round rounders pitch, throwing and catching ball to each other. Point for each catch. Q&A knowledge on barrier position + fielding. 4’s. 1 batter, 3 fielders focusing on retrieving and passing ball effectively and quickly. Batter to focus on aiming for fielder. Conditioned game. 2 teams- Rules: base fielding, stumping obstruction, no balls, running between bases</p>	<p>Bronze- Can tell others the key points of catching and throwing overarm.</p> <p>Silver- Can perform correct and accurate technique in isolation when throwing and catching but with some inconsistency</p> <p>Gold- Performs catching and overarm throwing with correct technique consistently in competitive situations.</p> <p>Platinum- Performs catching and overarm throwing showing exceptional technique consistently in competitive situations. Helps others improve their performance.</p>

2	<p>Fielding TBAT: Understand how to perform the long barrier</p> <p>Y7-Acquire Y8-Develop Y9- Refine</p> <p>MYPB: To develop teamwork through rounders game play.</p>	<p style="text-align: center;">Year 7</p> <p>Fielding drill. Working in groups of 3 or 4 students are to stand facing each other and are to roll the ball to their team mate. The recipient performs the long barrier and rolls the ball back. The student who rolls the ball follows their pass.</p> <p style="text-align: center;">Year 8</p> <p>Student led warm up- fielding drill. Working in groups of 3 or 4. Student A throws the ball to student B who is 5m away. Student B rolls it back to student A who performs the long barrier. Student A then throws the ball to student C who is stood at a base 10m away . or students throw at the wickets. Student C catches the ball and stumps the base.</p> <p style="text-align: center;">Year 9</p> <p>Warm up. 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/hit wickets. 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.</p>	<p>Bronze- Can tell others the key points of performing the long barrier.</p> <p>Silver- Can perform the long barrier in isolation with some inconsistency</p> <p>Gold- Performs the long barrier consistently and selects it appropriately in game situations.</p> <p>Platinum- Performs the long barrier with fluidity on either side of the body.</p>
3	<p>Bowling TBAT: To accurately replicate the correct bowling technique.</p> <p>Y7-Acquire Y8-Develop Y9- Refine</p> <p>MYPB: show empathy and understanding.</p>	<p style="text-align: center;">Year 7</p> <p>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. Conditioned game. 2 teams. Recap rules. How do you score ½ a rounder + full rounder. Non-participants to shadow umpire. Cricket bowling drill. Students to work in lanes taking turns to bowl at a set of stumps- after a few attempts extra stumps to be added in some lanes and distance to be increased in others to provide challenge – every wicket hit a student gets 10 points.</p> <p style="text-align: center;">Year 8</p> <p style="text-align: center;">As above however students</p> <p style="text-align: center;">Year 9</p> <p style="text-align: center;">As above</p>	<p>Bronze- Can tell others the key points of bowling.</p> <p>Silver- Shows good bowling technique in isolation.</p> <p>Gold- Can adapt technique when bowling to regularly outwit opponent.</p> <p>Platinum- Shows varied bowling technique depending on opponents weaknesses.</p>

4	<p>Batting TBAT: Demonstrate correct batting technique. Y7-Acquire Y8-Develop Y9- Refine</p> <p>MYPB: To show ability to motivate and influence others.</p>	<p>Year 7 Warm up- Batting drill- in 4s or 5s students are to work with 1 student as a batter, 1 as a bowler and the other 2/3 as fielders stood behind the batter. Student 1 is bowled 2 balls which they hit, on hitting the 2nd ball they start to run continuously to a base 10m and back whilst the other members of the group field the ball into the bowler. Cricket drill- students to work in lanes – each lane has a batsman who starts on 10 points everytime they hit the ball they score 3 points , every time they get out they lose 5- students each to bat for 2 minutes (no balls and wide balls earn the batsman 2 points)</p> <p>Year 8 As above but develop open stance hit and switch hit through. Open stance hit /switch stance. In 4's 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. Cricket drill</p> <p>Year 9 As above</p>	<p>Bronze- Can tell others the correct technique of batting. Silver- Can hit the ball showing correct technique Gold- Hits the ball consistently using correct technique. Platinum- Shows exceptional technique, consistently outwits the opponent</p>
5	<p>½ way assessment point. TBAT: To evaluate your progress in rounders so far</p> <p>MYPB: To be able to self evaluate</p>	<p>Warm up. Multiball fielding game- In 4s one bowler, one 'batter' 2 fielders. The bowler bowls it in to the 'batter' who catches the ball and then throws it as far as they can x3, fielders cannot move until the 3rd ball is thrown. 'batter' then has to run to a from 1st base as many times as possible before all balls have returned to the bowlers box. Recap rules, recap assessment criteria- allow students to assess own performance. Rounders game.</p>	<p>Bronze- Can tell others the key points of bowling, fielding, catching and throwing. Silver- Can perform techniques in isolation with some inconsistency. Can pick out their own strengths Gold- Performs techniques with consistency and fluency. Can highlight strengths and areas for improvement. Platinum- Performs techniques to an exceptional standard. Provides accurate critique and suggests for improvement to self and others.</p>
6	<p>Misconceptions and corrections lesson. TBAT: Evaluate your own performance and re-assess your progress this unit.</p> <p>MYPB: demonstrate the ability to be independent and self manage performance.</p>	<p>Warm up- Student led pulse raiser +stretches. Review techniques and assessment criteria. – Game of endball- in teams of 5 students will play a ladder tournament against one another. When in possession of the ball you cannot run with it, to score a member of your team has to catch the ball in the opposition end zone. If the ball is dropped at any point possession changes hands.</p>	<p>Bronze- Can tell others the key points of bowling, fielding, catching and throwing. Silver- Can perform techniques in isolation with some inconsistency Gold- Performs techniques with consistency and fluency. Platinum- Performs techniques to an exceptional standard</p>

7	<p>Fielding tactics/roles TBAT: Understand the different tactics that can benefit team performance in rounders</p> <p>Y7-Acquire Y8-Develop Y9- Refine</p> <p>MYPB: Develop teamwork and communication skills</p>	<p style="text-align: center;">Year 7</p> <p>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. Conditioned game. 2 teams – 5 minute innings. Pupils recap rules. Anticipate batters movement between bases. Important to stop scoring at 2nd/4th base.</p> <p style="text-align: center;">Year 8</p> <p>Warm up – Student led. 3 vs 3 keep ball. Throwing & catching in small grid. In 5’s 1 batter, bowler, backstop, base and fielder. Set up 2 posts. Batter to hit + run to base and back as many times as possible. Discuss judgment when running. 5 bats each, how many points. Swap roles. Rounders game. 2 teams- recap rules. No balls, communication between bases, no overtaking. Out through–caught, bowled, run out</p> <p style="text-align: center;">Year 9</p> <p>Warm up – Student led pulse raiser + stretches. Pairs-agility test with coned course. Timed. In 5’s 1 batter, bowler, backstop, base and fielder. Set up 2 posts. Explore ways to outwit 4 fielders. How were pupils successful? Highlight hitting into space, timing + accuracy. Rounders game. 2 teams – 5 minute innings. Discuss, refine and implement tactics after 1st innings</p>	<p>Bronze- Understands the role of the fielder Silver- Understand fielding tactics and roles Gold- understand fielding tactics and roles and influence how their team deploys them Platinum- designs and creates tactics for their teams influencing their direction within a game situation.</p>
8	<p>Assessment TBAT: Perform to the best of your ability</p> <p>MYPB: Evaluate performance</p>	<p>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. Conditioned game. 2 teams – 5 minute innings. Pupils recap rules. Pupils to help umpire. Discuss, refine and implement tactics after 1st innings. Teacher grades against Steps to success.</p>	<p>Bronze- Can discuss techniques and shows a basic understanding of rules. Silver- Performs techniques well with some inconsistencies- understands the rules and can follow some strategies. Gold- Performs techniques with consistency, has a clear understanding of the rules and develops tactics and strategies that improve team performance. Platinum- Performs techniques with fluidity, has an in-depth knowledge of rules and strategies that direct team performance.</p>