

## P.E- Lower Key Stage two - Rounders Yr3 and Yr4

Pupils should be taught to:	How we do this in Y3	How we do this in Y4	Resources	Vocabulary	Notes
<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p>Continue to embed vocabulary already taught from KS1. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Introduce new key vocabulary and recap the layout of a rounders field</li> <li>- When bowling, children should be shown how to hold the ball correctly, use underarm and some control over speed, force and direction should begin to be developed</li> <li>- Modelling of the appropriate stance for</li> </ul>	<p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Recap on key vocabulary used in year 3 and the layout of a rounders field</li> <li>- Observe a partner and give feedback on their stance and grip</li> <li>- Take on board feedback from partners about their stance and grip, and take measures to improve these</li> <li>- Control, direction,</li> </ul>	<p><b>Yr3</b> Balls, rounders bat, cones/stumps</p> <p><b>Year 4</b> Balls, rounders bat, cones/stumps</p>	<p><b>Vocabulary Yr3</b> Rounders, base, bowler, batter, stance, grip, fielder, drop, feed, backstop, parallel, bowl, aim, strike, field, intercept, throwing, accuracy, speed, control, force</p> <p><b>Vocabulary Yr4</b> Rounders, base, bowler, batter, stance, grip, fielder, drop, feed, backstop, parallel, bowl, aim, strike, field, intercept, throwing, accuracy, speed, control, force, long barrier, backing up</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p style="color: red;">Please note pupils should be active a minimum of 80% of the session</p>

<p>principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>the bowler should occur and children should have sufficient time to practise this themselves</p> <ul style="list-style-type: none"> <li>- Children should spend time establishing a good batter stance: feet slightly apart, knees bent, standing side on</li> <li>- Good grip of the bat should be modelled, reviewed and replicated by the children</li> <li>- When batting, some control and direction should be beginning to be developed</li> <li>- Children should become more confident when hitting a ball bowled to them by another person</li> <li>- When participating in group games, fielders should begin to understand their role</li> </ul>	<p>speed and force should be shown more regularly when batting and bowling</p> <ul style="list-style-type: none"> <li>- Children should be increasingly more confident when hitting a ball bowled to them by another person</li> <li>- When acting as a bowler, children should be seen to be making a conscious effort to use a correct stance, hold the ball correctly and aim more accurately</li> <li>- When participating in group games, fielders should begin to show an understanding of their role by moving into free spaces</li> <li>- 'Long barrier' stops and 'backing up' should be introduced to the children as</li> </ul>			
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	<ul style="list-style-type: none"> <li>- When retrieving the ball, fielders should begin to think more about the most appropriate person based on distance from the ball</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can show control of a range of different throws / passes e.g. Over arm, underarm, chest pass.</li> <li>- he/she can pass a ball accurately when moving around during a game.</li> <li>- he/she can hit a ball with a range of different bats/racquets.</li> <li>- he/she can find space to move into within a game.</li> </ul>	<p>techniques for fielders to use</p> <ul style="list-style-type: none"> <li>- Take part in group games, making a conscious effort to independently use the skills taught</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can move to catch a ball within a game, maintaining eye contact with the ball.</li> <li>- he/she can pass a ball accurately when moving around during a game.</li> <li>- he/she can hit a ball with a range of different bats/racquets.</li> </ul>			
Compare their performances	Children will be given regular opportunities to review own	Children will be given regular opportunities to review own			

<p>with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Build on sequence using advice given</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>	<p>work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate performance and suggest improvements using key language</li> <li>- Compare sequences and how ideas can be used to develop a sequence</li> <li>- Record performance and set individual targets to improve</li> <li>- Explain how performance has developed/ improved</li> <li>-</li> </ul>			
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