

P.E- Upper Key Stage two - Rounders Yr5 and Yr6

Pupils should be taught to:	How we do this in Y5	How we do this in Y6	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 years 3 and 4. 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"> - Recap key vocabulary and how to set up a rounders field - Continue assessing others on their stance and grip, but also show an awareness of their own technique and where to improve - When acting as the bowler, children should be using the correct grip and using appropriate force when aiming at a 	<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"> - Recap key vocabulary and how to set up a rounders field – children can take responsibility for setting up the field themselves - Children should be self-aware in their techniques with stance and grip and adjust accordingly - Children’s control, aim, force and speed should be consistently 	<p>Year 5 Bats, balls, stumps/cones</p> <p>Year 6 Bats, balls, stumps/cones</p>	<p>Vocabulary Yr5 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>Vocabulary Yr6 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"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <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>target</p> <ul style="list-style-type: none"> - Control, direction, speed and force should be shown regularly when batting and bowling - Children should be confident when hitting a ball bowled to them by another person and should be able to send the ball in the direction of free space - Children who are bowling the ball should be adopting effective techniques for holding the ball, stance and aiming accurately - In group games, fielders should be spread out effectively and long barrier stops and 'backing up' should be occurring regularly - In group games, 	<p>appropriate when bowling</p> <ul style="list-style-type: none"> - When batting, children should consistently be using appropriate control, direction, speed and force and showing good hand-eye coordination. They should be able to send the ball in the direction of free space to give them more time to complete a run - Effective bowling techniques should be used, and children should be able to choose an appropriate bowler from their team - When acting as a fielder, the position of team mates should be well thought out with the skills of the batter in mind. This can be assessed and adjusted 			
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	<p>children should be confident in showing their knowledge of the skills taught for each role</p> <ul style="list-style-type: none"> - Children should be able to self and peer assess based on technique and offer ways to improve as a team <p>CRM</p> <ul style="list-style-type: none"> - he/she can call out for a catch in a game showing they know they are in the best place. - he/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. - he/she can hit a ball into space to help increase his/her score within a game. 	<p>throughout the game</p> <ul style="list-style-type: none"> - Fielders should be effectively using long barrier stops and backing up to make it difficult for the opposing team to score points - Children should be able to self-assess their techniques at critical points during a game and adjust accordingly - Teams should be able to amicably discuss strengths and improvements of their performance within each game <p>CRM</p> <ul style="list-style-type: none"> - he/she can call out for a catch in a game showing they know they are in the best place. 			
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	<ul style="list-style-type: none"> - he/she can help other members of his/her team to find space within a team game. 	<ul style="list-style-type: none"> - he/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. - he/she can hit a ball into space to help increase his/her score within a game. - he/she can use a range of attacking and defending skills when playing a team game. 			
<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Evaluate performance and suggest improvements using key language - Build on sequence using advice given - Record performance and set individual targets to improve - Explain how performance has developed/ improved 	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Evaluate performance and suggest improvements using key language - Compare sequences and how ideas can be used to develop a sequence - Record performance and set individual targets to improve - Explain how 			

	-	- performance has developed/ improved		
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