

Rounders Knowledge Organiser

Year: 6				
Term: Summer 1				
Background information for teachers and pupils				
<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>				
Key Knowledge				
<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Be able to engage in competitive (both against self and others) physical activities. • Be taught to master basic movements including running, jumping, throwing as well as developing balance agility and coordination. 				
Key Knowledge				
Progression of skills				
	Striking	Fielding	Throwing	Catching
Year 6	Strike a bowled ball with increasing accuracy and consistency.	Consistently select and apply the appropriate fielding action for the situation.	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.
Year 5	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.	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.
Year 4	Develop batting technique consistent with the rules of the game.	Develop bowling with some consistency, abiding by the rules of the game.	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.
Year 3	Begin to strike a bowled ball using different equipment.	Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.	Use overarm and underarm throwing in game situations.	Catch with some consistency in game situations.
Year 2	Develop striking a ball with their hand and equipment with some consistency.	Understand that there are different roles within a fielding team.	Develop coordination and technique when throwing over and underarm.	Catch with two hands with some coordination and technique.
Year 1	Explore striking a ball with their hand and equipment.	Develop tracking and retrieving a ball from their team.	Explore technique when throwing over and underarm.	Develop coordination and technique when catching.
EYFS	Explore sending a ball to a partner.	Explore tracking and stopping a rolling ball.	Throwing and Catching Explore rolling, throwing and catching using a variety of equipment.	

Whole child Skills			
Physical	Social	Emotional	Thinking
<ul style="list-style-type: none"> • Throwing and catching • Bowling • Tracking, fielding and retrieving a ball • Batting 	<ul style="list-style-type: none"> • Organising and self-managing a game • Respect • Supporting and encouraging others • Communicating ideas and reflecting with others 	<ul style="list-style-type: none"> • Honesty and fair play • Confident to take risks • Managing emotions 	<ul style="list-style-type: none"> • Identifying how to improve • Using tactics • Decision making • Selecting skills
<u>Links to other National Curriculum subjects</u>			
<u>English</u>			
<ul style="list-style-type: none"> • Learning of key vocabulary -fielders, continuous, striking, tracking, bowling, outwitting • Understand and follow instructions • Understand rules and apply them to game situations • Discussing tactics and communicating ideas with a partner or team 			
<u>Maths</u>			
<ul style="list-style-type: none"> • Estimating distances between bases • Keeping the score using half and full rounders 			
Key Vocabulary			
Prior vocabulary – overtake, pressure, tracking, backing up, outwit, support, tactics			
New vocabulary – consecutive, obstruction, consistently, continuous, co-operatively, drive hit, defensive hit			
Teacher Glossary			
Fielder	A player on the fielding team, especially one other than the bowler or backstop/ wicket keeper.		
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	Stands behind the live batter. Is part of the fielding team.		
<u>How to score...</u>			
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.			
<u>Health and safety</u>			
Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.			
Remind children to:			
<ul style="list-style-type: none"> • Remove any jewellery before the lesson. • Tie long hair back. 			
Wear suitable clothing for PE to school.			

GetSet4PE Gymnastics Scheme Overview
Year 5/6

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To develop the bowling action and understand the role of the bowler.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Point your hand at your target as you release the ball. The bowled ball must be an underarm throw. The bowled ball must be below the top of the head and above the knee of the batter. 	<p>Social: To respect towards the umpire.</p> <p>Emotional: To be confident to make decisions.</p> <p>Thinking: To understand the rules of bowling.</p>	<p>Cones x 35 Hoops x 5 Rounders bats x10 Tennis balls x30</p> <p>Download bowling video</p>
2	<p>LO: To develop batting technique.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Keep your eyes on the ball. Stand sideways on to the bowler. Strike through the ball. 	<p>Social: To collaborate with others to self-manage our game.</p> <p>Emotional: To show honesty when calling 'no ball'.</p> <p>Thinking: To identify what I need to do to improve my batting.</p>	<p>Cones x 42 Hoops x 6 Tennis balls x 24 Rounder bats x 15</p> <p>Download batting video. Optional: batting tees Tennis rackets</p>
3	<p>LO: To make decisions about where and when to send the ball to stump a batter out.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Look at where the batter is and make quick decisions. Stump the base the batter is running towards. 	<p>Social: To communicate with my teammates to help each other to make the right decision and reflect on the decisions we make.</p> <p>Emotional: To try my best.</p> <p>Thinking: To make quick and informed decisions about what to do with the ball when fielding.</p>	<p>Cones x 60 Hoops x 3 Rounders bats x 15 Tennis balls x 7</p> <p>Download Stretches for games document. Optional: Tennis rackets</p>
4	<p>LO: To develop a variety of fielding techniques and when to use them in a game.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> •Consider where you are in relation to the ball before choosing which technique to use. •Move your feet to track and retrieve the ball. •Scoop the ball to your chest. 	<p>Social: To work with others to set up and manage our game.</p> <p>Emotional: To play games honestly and within the rules.</p> <p>Thinking: To understand when to use each of the different fielding techniques.</p>	<p>Cones x 36 Rounders bats x 15 Hoops x 7 Tennis balls x 15</p> <p>Download stretches for games document Optional: Tennis rackets</p>
5	<p>LO: To develop long and short barriers in fielding and understand when to use them.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> •Move your feet to get in line with the ball. •Scoop the ball with two hands. 	<p>Social: To work with others to set up and manage our game.</p> <p>Emotional: To try my best.</p> <p>Thinking: To select the appropriate skill for the situation.</p>	<p>Cones x 36 Rounders bats x15 Tennis balls x 15</p> <p>Download long and short barrier videos Optional: Tennis rackets</p>
6	<p>LO: To apply the rules and skills you have learnt to play in a rounders tournament.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Be honest and play to the rules. In between matches, discuss with your team how to improve for your next match. 	<p>Social: To reflect with my teammates on our performance and discuss together what we can do to improve.</p> <p>Emotional: To show good sportsmanship, playing honestly and within the rules.</p> <p>Thinking: To think tactically about the decisions I make.</p>	<p>Cones x 36 Rounders bats x 15 Tennis balls x 3</p> <p>Download rounders rules, stretches for games and score sheets Optional: Tennis rackets</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/rounders?years=1004,1005>