

Rounders Knowledge Organiser

Year: 4				
Term: Summer 1				
Background information for teachers and pupils				
<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</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"> • Underarm and overarm throwing • Catching • Tracking a ball • Fielding and retrieving a ball • Batting 	<ul style="list-style-type: none"> • Collaboration and Communication • Respect • Supporting and encouraging others 	<ul style="list-style-type: none"> • Honesty and fair play • Confident to take risks • Managing emotions 	<ul style="list-style-type: none"> • Observing and providing feedback • Using tactics • Decision making
<u>Links to other National Curriculum subjects</u>			
<u>English</u>			
<ul style="list-style-type: none"> • Learning of key vocabulary -fielders, batters, striking, bowling, consecutive • Understand and follow instructions • Understand rules and apply them to game situations • Communicating ideas and discussing what made them successful 			
<u>Maths</u>			
<ul style="list-style-type: none"> • Keeping the score using full and half rounders • Estimating distances 			
Key Vocabulary			
Prior vocabulary – strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding.			
New vocabulary – stance, retrieve, opposition, stumped, two-handed pick up, technique, short barrier			
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 3/4**

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To play different roles in a game and begin to think tactically about each role. Success criteria:</p> <ul style="list-style-type: none"> Be aware of where other pupils are before making a decision about what to do. Use an overarm throw for long distances. 	<p>Social: To work with others to organise our equipment and group. Emotional: To be confident to take risks. Thinking: To make decisions to help me to score or stop others from scoring.</p>	<p>Cones x 30 Hoops x 7 Tennis balls x 7</p> <p>Download overarm throw video</p>
2	<p>LO: To develop the bowling action and learn the rules of bowling. Success criteria:</p> <ul style="list-style-type: none"> Point your hand at your target after you have thrown the ball. Step forward with the opposite foot to throwing arm. 	<p>Social: To respect the umpire's decisions, even if I don't agree with them. Emotional: To be confident to make decisions. Thinking: To understand how to use the rules to umpire.</p>	<p>Cones x 30 Hoops x 5 Tennis balls x 10 Tennis Rackets x 10</p> <p>Download bowling video.</p>
3	<p>LO: To run around the outside of the bases and make decisions about when to stop and when to run. Success criteria:</p> <ul style="list-style-type: none"> Keep the bases on your left hand side. Watch where the ball is to help you to decide when to stop running. 	<p>Social: To work with my group to organise our equipment. Emotional: To show honesty when playing competitively. Thinking: To make quick decisions about where to send the ball.</p>	<p>Cones x 35 Hoops x 7 Tennis balls x 7 Tennis rackets x 10</p> <p>Download Stretches for games document.</p>
4	<p>LO: To field a ball using a two handed pick up and a short barrier. Success criteria:</p> <ul style="list-style-type: none"> Move your feet to stay in line with the ball as it comes towards you. 	<p>Social: To work co-operatively with my group, using the rules of the game to play fairly. Emotional: To try my best. Thinking: To identify who fielded well and why.</p>	<p>Cones x 60 Hoops x 7 Tennis balls x 15</p> <p>Download short barrier video Optional: Playground ball Tennis rackets</p>
5	<p>LO: To develop batting technique and an understanding of where to hit the ball. Success criteria:</p> <ul style="list-style-type: none"> Stand sideways on to the bowler. Watch the ball as it comes towards you. 	<p>Social: To work with my group to manage our game. Emotional: To play games fairly using the rules. Thinking: To understand that hitting the ball away from the fielders will help me to score.</p>	<p>Cones x 49 Hoops x 7 Tennis balls x 15 Tennis rackets x15</p> <p>Download batting video and stretches for games document. Optional: Batting tees Rounders bats</p>
6	<p>LO: To apply skills and rules learnt to play rounders. Success criteria:</p> <ul style="list-style-type: none"> Play honestly and fairly. Show respect towards others. Use the rules to help to manage your game. 	<p>Social: To be respectful of others and show good sportsmanship. Emotional: To play games fairly and honestly. Thinking: To identify others who contribute well to the game and say why.</p>	<p>Cones x 24 Hoops x 3 Rounders bats x 15 Tennis balls x 3 Tennis rackets x15</p> <p>Download rounders rules and score sheets Optional: Batting tees</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/rounders?years=1002,1003>