



## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

## Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting



## Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies

## A player is out if:

- **Bowled out:** The bowler bowls a ball that hits the wicket.
- **Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- **Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- **Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- **Hit wicket:** The batter hits their own wicket.
- **LBW:** The ball hits the batter's **L**eg **B**efore the **W**icket when the ball is travelling towards the wicket.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 3 would use Year 3 and Year 4 vocabulary

## Year 3

- Strike
- Runs
- Wicket
- Wicket Keeper
- Fielding
- Batting
- Grip
- Bowl

## Year 4

- Stance
- Retrieve
- Two-handed pick up
- Technique
- Stumped
- 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.

**Runs:** The unit of scoring.

**Bowler:** The player who starts the game by bowling to the batter.

**Wicket Keeper:** The player on the fielding side who stands behind the wicket.

**Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

**Crease:** The lines in front of the wickets that mark positions for the bowler and batter.

# Where this unit sits



## Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can describe how my body feels during exercise.
- I can roll a ball to hit a target.
- I can sometimes hit a ball using a racket.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

## Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I understand the aim of the game and this shows in my performance.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

## Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

## Year 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can use feedback provided to improve my work.
- I can work collaboratively with others to score runs.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.

## Progression of Skills Ladder

Other units that progress into this activity are:

Games  
Ball Skills  
Fundamentals  
Striking and Fielding  
Sending and Receiving

<p><b>Striking</b> Explore defensive and driving hitting techniques and directional batting.</p>	<p><b>Fielding</b> Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p>	<p><b>Year 5</b></p>	<p><b>Throwing</b> Demonstrate clear technique when using a variety of throws under pressure.</p>	<p><b>Catching</b> Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
<p><b>Striking</b> Develop batting technique consistent with the rules of the game.</p>	<p><b>Fielding</b> Develop bowling with some consistency, abiding by the rules of the game.</p>	<p><b>Year 4</b></p>	<p><b>Throwing</b> Use overarm and underarm throwing with increased consistency in game situations.</p>	<p><b>Catching</b> Beginning to catch with one and two hands with some consistency in game situations.</p>
<p><b>Striking</b> Begin to strike a bowled ball using different equipment.</p>	<p><b>Fielding</b> Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p>	<p><b>Year 3</b></p>	<p><b>Throwing</b> Use overarm and underarm throwing in game situations.</p>	<p><b>Catching</b> Catch with some consistency in game situations.</p>
<p><b>Striking</b> Develop striking a ball with their hand and equipment with some consistency.</p>	<p><b>Fielding</b> Understand that there are different roles within a fielding team.</p>	<p><b>Year 2</b></p>	<p><b>Throwing</b> Develop coordination and technique when throwing over and underarm.</p>	<p><b>Catching</b> Catch with two hands with some coordination and technique.</p>



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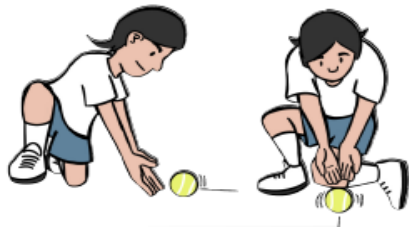
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
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### Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

### Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



## How to score:

### 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**

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 3 would use Year 3 and Year 4 vocabulary

### Year 3

- Strike
- Rounder
- Backstop
- Fielding
- Batting
- Post
- Bowl

### Year 4

- Stance
- Retrieve
- Two-handed pick up
- Technique
- Stumped
- Short Barrier

## Teacher Glossary

**Fielder:** A player on the fielding team, especially one other than the bowler or backstop.

**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:** The player on the fielding side who stands behind the live batter.



# Where this unit sits



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
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- I can roll a ball to hit a target.
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### Year 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them.
- I can provide feedback using key words.
- I can use overarm and underarm throwing and catching skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### Year 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

### Year 5

- I am beginning to strike a ball with a rounders bat.
- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
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