

Scheme of Work

Subject: PE

Year Group: Year 8

Specification: Rounders

Express/Mainstream

Lesson No	Topic and Objectives	Key Activities and Specialist Terminology	Big Think Qs and Stretch	Assessment <i>(Include relevant GCSE Q stem)</i>	Homework	Lit/Num SMSC Codes
1	Re-cap Rounders – over-arm catching and throwing skills	<ul style="list-style-type: none"> • over-arm throwing - throw the ball quickly and accurately over a medium distance • catching – practicing above waist technique based on the height of the ball • develop an understanding of when/where an over-arm throw could be used and to which players 	<p><i>Why do we warm up?</i></p> <p><i>When should you use an underarm throw?</i></p>	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets • teacher-pupil question and answer 		<p>Students will be given the opportunity to develop their social skills in activities involving:</p> <ul style="list-style-type: none"> • co-operation • collaboration • responsibility • teamwork
2	Fielding positions	<ul style="list-style-type: none"> • understand and state the importance of warming up • fielding positions – name of positions and where the players should stand when the ball is bowled • knowledge and understanding of fielding team knowing where to throw the ball in relation to batters hit • adjusting the field positions for a left-handed batter 	<p>Methods of training:</p> <ul style="list-style-type: none"> • <i>interval training</i> • <i>how this can be linked to the fielding team</i> 	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets • teacher-pupil question and answer 	<p>Create a poster indicating the dimensions of a rounder pitch</p>	<p>Students will be given the opportunity to develop their social skills in activities involving:</p> <ul style="list-style-type: none"> • co-operation • collaboration • responsibility • teamwork
3	Bowling and backstop technique	<ul style="list-style-type: none"> • demonstrate the ‘perfect mode’ of the bowling technique • explain the correct ‘drop’ bowling technique: <ul style="list-style-type: none"> → <i>between shoulders and knee</i> → <i>stepping into bowl</i> 	<p>Components of fitness:</p> <ul style="list-style-type: none"> • <i>importance of muscular endurance</i> • <i>how this can be linked to bowling</i> 	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets 		<p>Students will be given the opportunity to develop a sense of fair play based on the rules of the game:</p> <ul style="list-style-type: none"> • positive sporting behaviour

		<ul style="list-style-type: none"> → <i>high arc through the air</i> → <i>ball suddenly drop in the middle of the batting box</i> • demonstrate and explain correct body position for backstop: <ul style="list-style-type: none"> → <i>staying low</i> → <i>hand position</i> → <i>quick reactions</i> → <i>signalling where the bowler should attempt to place the ball</i> 	<p><i>and the backstop crouched position</i></p>	<ul style="list-style-type: none"> • teacher-pupil question and answer 		<ul style="list-style-type: none"> • how to conduct themselves in competitions • accept authority
4	Batting technique	<ul style="list-style-type: none"> • demonstrate the correct hand and body position when batting • demonstrate and explain the batting technique: <ul style="list-style-type: none"> → <i>strike the ball firmly</i> → <i>transferring weight onto the front foot</i> → <i>leaning into the ball</i> → <i>stance at the top corner of the box</i> • in groups of 3 practice and develop batting: <ul style="list-style-type: none"> → <i>1 bowler – 1 batter – 1 fielder</i> 	<p>Components of fitness:</p> <ul style="list-style-type: none"> • <i>importance of muscular strength</i> • <i>how this can be linked to batting and the distance the ball can be hit</i> 	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets • teacher-pupil question and answer 	<p>On the poster they created write down the fielding positions</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> • counting skills for organising themselves into groups • understanding the basic scoring in Rounders
5	Running and fielding	<ul style="list-style-type: none"> • develop the concepts of pitch dimensions, positional play and post fielding • short barrier technique: <ul style="list-style-type: none"> → <i>you drop down so your heel of your foot is touching your butt</i> → <i>your knee is on the grass</i> → <i>little fingers together with other fingers with palm facing upwards</i> → <i>fingers touching the ground</i> • discuss the different areas of fitness involved in Rounders 	<p>Components of fitness:</p> <ul style="list-style-type: none"> • <i>importance of cardiovascular fitness</i> • <i>how this can be linked to fielding and running around the posts</i> 	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets • teacher-pupil question and answer • peer analysis, evaluation and feedback 	<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> • counting skills for organising themselves into groups • understanding the basic scoring in Rounders

6	Developing of tactics and skills	<ul style="list-style-type: none"> • development of reaction times • catching and throwing activities – leading to reaction time drills • understand the concepts of fielding games and make sound evaluations of strengths and areas for development, using peer assessment • relate as much as possible to Rounders situations 	<i>What are the PoF?</i>	<ul style="list-style-type: none"> • on-going teacher assessment with feedback • pupil self-check, including the use of reciprocal sheets • teacher-pupil question and answer • peer analysis, evaluation and feedback 		<p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Rounders:</p> <ul style="list-style-type: none"> • warm-up and cool-down • catching and throwing • batting and running • fielding and fielding positions • teamwork and fair play
7	Match-play and leadership: <ul style="list-style-type: none"> • <i>divided into small groups pupil-led warm up and peer feedback</i> • <i>students working together as part of a team (teamwork/cooperation)</i> • <i>match play – students begin to apply skills in a game situation focusing on positioning and rounders rules</i> 	<ul style="list-style-type: none"> • develop the attributes which make a good leader • apply rounder's skills to a game situation 	<i>Explain the qualities needed to become a good sports leader</i>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	
8	Tournament/Assessment: <ul style="list-style-type: none"> • <i>teacher assessment</i> • <i>peer evaluation</i> • <i>Q&A</i> • <i>rounders self evaluation for homework</i> 	<ul style="list-style-type: none"> • students to apply skills in a game situation • analysis their Rounder's game 	<i>Demonstrate the qualities that make a good sports leader</i>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	