

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 	Create a poster indicating the dimensions of a rounder pitch	<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> 	<i>and the backstop crouched position</i>	• 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> 	Components of fitness: <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 	On the poster they created write down the fielding positions	Through the activities in this unit pupils will be given the opportunities to develop: <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 	Components of fitness: <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 	What is your current grade? What is your target grade? What can you do to improve?	Through the activities in this unit pupils will be given the opportunities to develop: <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>	