

Foundation Subject Medium Term Planning

Subject: PE	Concept/Theme: Cricket and rounders	Year Group: Year 6	Term: Summer 1
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Vocabulary & Glossary:		End of Unit Milestones:	
fielding	Catching, collecting and returning a ball that has been hit by the batsman.	<ul style="list-style-type: none"> • I can prevent a ball from rolling away using a long or short barrier. • I can catch a ball from height using the correct technique. • I can perform an underarm and overarm bowl with accuracy. • I can use a bat or racket to strike a ball with accuracy. • I can bowl a ball to a partner accurately. • I can stop a ball using a barrier and return it to the bowler. • I understand the rules of box rounders. • I can make a tactical decision when fielding. • I can play a game of box rounders. • I can participate in a game of rounders. • I know where to throw the ball when fielding to catch a batter out. • I can look ahead of myself when batting to make sure I do not get caught out or run any of my team mates out. • I can bowl accurately to a batter. • I can work as a team to catch/bowl batters out. • I can play a game of diamond cricket. • I can bowl accurately to different batters. • I can run to the empty wicket being aware of where my team mates are. 	
precision	Being exact and accurate.		
coach	Special teaching to help someone improve.		
endurance	Working hard without stopping.		
critique	Evaluating in a detailed and analytical way.		
bowling over	6 good bowls delivered to the batsman.		
crease	lines on the field that separate different areas of the field from each other.		
boundary	The perimeter of a playing field.		
wide	A bowl that doesn't reach the bowler as it goes to either side.		
bowled out	The ball hitting the cricket stumps from a bowling motion.		

Prior Learning: Year 5 Kwik Cricket – not planned yet	Future Learning: Year 7 <ul style="list-style-type: none"> • <i>Excel in a broad range of physical activities</i> • <i>Remain physically active for sustained periods of time</i> • <i>Engage and lead competitive sports and activities.</i> • <i>Lead and participate in active and healthy lifestyles.</i>
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Week One	
<p>Objective I can field effectively whilst working on my accurate bowling.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can prevent a ball from rolling away using a long or short barrier. I can catch a ball from height using the correct technique. I can perform an underarm and overarm bowl with accuracy.
<p>Learning And Teaching</p>	
<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>	
<p><u>Warm up</u> Ball tag Two players are assigned as attackers, the goal is to move around the area passing to each other to then touch the ball on another player. When a player is tagged, they then become part of the attacking team to help tag others. Ball is to be touched on players, not thrown.</p> <p><u>Main</u> Chn to be in mixed ability partners. Start close and throw the ball as many times as can in 1 min. Repeat and beat their score. Introduce long and short barriers. Repeat time challenge. Introduce high passes with partners catching and bringing into their chest. Show underarm – aim – up – pull back – release, and over arm bowl. T-pocket-launch. GD faster bowls aiming for section. ARE – aiming for a target. WT aiming for a cone to knock over and partners hands.</p> <p><u>Show and evaluate</u> Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>	<p>Pupils needing extra support: Use bigger target when bowling. Use bigger ball for catching.</p> <p>Pupils working at greater depth: Increase distance for bowling.</p>
Week Two	
<p>Objective I can strike a ball with power using an object.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can use a bat or racket to strike a ball with accuracy. I can bowl a ball to a partner accurately. I can stop a ball using a barrier and return it to the bowler.

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Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Doctors and monsters. When caught, must use hand to bat away ball to get free.</p> <p>Main All chn in same ability 4's. 1 batter, 1 bowler and 2 fielders (to make chain). Chn to play scatter ball rules in groups. GD – add in cones and target for chn to attempt to hit with ball using rounders and cricket bats. ARE – using cricket and softball bat (rounders as challenge) to hit towards a fielder. WT – to use tennis racket, cricket bat and softball bat as challenge.</p> <p>Show and evaluate Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>		<p>Pupils needing extra support: Use tennis racket</p> <p>Pupils working at greater depth: Use rounders bat</p>
Week Three		
Objective I can learn and understand the rules and create tactics for a game of box rounders.	Success Criteria <ul style="list-style-type: none"> ● I understand the rules of box rounders. ● I can make a tactical decision when fielding. ● I can play a game of box rounders. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Teacher gives 5 numbers different actions. Chn to jog around the space perform actions when teacher calls out relevant number. E.g. barrier, catch position, bowl, rounder strike, cricket strike.</p> <p>Main Introduce rounders rules to chn. Set 2 games of 4 mixed ability teams. GD – to lead vocally and help WT to make decisions about running or staying. ARE – to make decisions on passing back to bowler or throwing ball at the bases. Chn to create their own scoring system after 1 round of playing by the original.</p>		<p>Pupils needing extra support: Supported by GD</p> <p>Pupils working at greater depth: Support WT</p>

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<p>Show and evaluate Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>		
<p>Week Four</p>		
<p>Objective I can learn and understand the rules and create tactics for a game of rounders.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • I can participate in a game of rounders. • I know where to throw the ball when fielding to catch a batter out. • I can look ahead of myself when batting to make sure I do not get caught out or run any of my team mates out. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Warm up Pizza tag with balls</p> <p>Main Introduce full rules to chn. Set 2 games of 4 mixed ability teams. Batting GD – to use back hand shots and mislead fielders. Offer a batting order for timed inning of 10 minutes each. ARE – to work on hitting ball accurately into a space. WT – Hitting the ball but when missing the ball attempting to stay in. Fielding GD – control the game vocally and help to place other team mates based on their abilities. ARE – catch balls confidently by getting under it and calling for it before it lands. WT – staying focused and aware of where the ball is showing enthusiasm towards retrieving the ball and getting it to a base. Show can catch on a base and tap out.</p> <p>Show and evaluate Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>		<p>Pupils needing extra support: Use a tennis racket if really struggling. Use tactics to stay in the game even when they have missed the ball.</p> <p>Pupils working at greater depth: Think about how to mislead fielders using a backhand shot.</p>

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Week Five	
<p>Objective I can learn and understand the rules and create tactics for a game of Kwik Cricket.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can participate in a game of Kwik Cricket. I can bowl accurately to a batter. I can work as a team to catch/bowl batters out.
<p>Learning And Teaching</p>	
<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>	
<p>Warm up Pass and move with high balls – in partners.</p> <p>Main Introduce rules to chn. Set 4 games of 4 mixed ability teams. Batting GD – (use blocking shots) Through communication, create as many runs and complete riskier runs through working with WT/ARE chn. ARE – to work with GD chn increasing number of runs and communicating when to stop. Fielding WT – stand closer to wickets to accurately throw someone out. ARE – powerful throws from deep fielding to reach wickets or bowler. GD – strong bowling to hit wicket for out. Fake throws and create a tactic to force batters into running.</p> <p>Show and evaluate Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>	
Week Six	
<p>Objective I can learn and understand the rules and create tactics for a game of Diamond Cricket.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> I can play a game of diamond cricket. I can bowl accurately to different batters. I can run to the empty wicket being aware of where my team mates are.

Pupils needing extra support:
Supported when working with GD team mates.

Pupils working at greater depth:
Support and coach team mates

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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Warm up Teacher gives 5 numbers different actions. Chn to jog around the space perform actions when teacher calls out relevant number. E.g. barrier, catch position, bowl, rounder strike, cricket strike.</p> <p>Main Introduce rules to chn. Set 2 games of 4 mixed ability teams. Batting GD to lead through vocal commands on when to stop or continue running. ARE – strike the ball into a space to avoid getting out. WT – being aware of who is in front or behind and if wickets are left free. Fielding When on wickets, chn to be aware and communicate with rest of fielding team to allow the ball to travel into empty wickets. GD chn to create a tactic to get the ball in as fast as possible. ARE to move and judge where ball is going to land. WT – to accurately and powerfully throw the ball in/at the wickets.</p> <p>Show and evaluate Half demonstrate and half observe. Ask children to evaluate by using 2 ticks and 2 arrows and offer how to improve.</p>	<p>Evidence of ARE and GD in a video and uploaded to Google drive under PE, 2021-2022, Year, Summer 1, evidence.</p> <p>Pupils needing extra support: Look ahead and behind to make sure wickets are not left free</p> <p>Pupils working at greater depth: Communicate clearly with team mates</p>