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| **Striking and Fielding Medium Term Plan Lower KS2****NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect**Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking and action**Key vocabulary;** **In this unit children will have an opportunity to use a range of****words, such as:****• batting****• fielding****• bowler****• wicket****• tee****• base****• boundary****• innings****• rounder****• backstop****• score****Prior learning:** It is helpful if children have:• taken part in throwing and catching activities• practised striking a ball, eg with rackets, sticks• played a range of running games, eg beat the runner (chasing aball passed around bases)• played a range of running and fielding games• played a range of simple striking and fielding games |
| **Core knowledge: Striking and Fielding****ABOUT THE UNIT-** In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored. **WHERE THE UNIT FITS IN**- This unit lays the foundations for future striking and fielding games units, in which children will play a variety of games, eg stoolball, rounders, kwik cricket. They will develop and adapt the games themselves, making up their own rules and choosing which equipment to use. They will also have opportunities to use their skills of throwing, catching, hitting and kicking in invasion and net/wall games units.**EXTENSION AND ENRICHMENT**Out of lessons, at home and in the community, children could beencouraged to:• practise skills at playtime using skills-based cards (the childrencould design and make some of these)• take part in after-school groups• practise some of the skills at home with their parents orguardians• take part in activities run by local providers, ranging from tastersessions to regular junior clubs and competitions**CROSS-CURRICULAR LINKS**This unit could be linked to:• science – developing awareness of pulse and breathing rates• numeracy – scoring (individual and team), timing• PSHE – listening to others, giving and taking feedback, workingas a team |
| **Wider influences- Worth being familiar with** • In every lesson, most of the children’s learning should takeplace through physical activity relating to the core tasks.• Most lessons should start with warm-up activities that help thechildren remember what they did in the last lesson and preparethem for what they will learn next. Skills practices should be used assome of the warm-up activities, especially when they involve somegentle and then more vigorous activities. Most lessons should endwith cool-down activities.• Organise the class so that as many children as possible can play thegames at the same time. It may be helpful to ask some to practiseskills while others play games.• Give the children the opportunity to become confident using oneset of skills before introducing different rules, equipment and skills.Give them time to practise skills in different ways, including ingames, practices and drills. Children could use demonstration andresource cards and databases to get ideas on how to practise andperform skills in different ways.• Make sure the children have opportunities to watch others play ordemonstrate their skills, including on video. Tell them points to lookout for. The children could also use a database of differenttechniques for striking and fielding games.• Give the children opportunities to explain or record the rules forgames. They could set up a record of scores and players on adatabase.• • Give the children specific feedback on their ideas, skills, tactics, useof rules and how to improve. They should demonstrate their workto each other, talk about it and teach it to partners.• The children could use pulse monitors to observe the effects ofactivity on their heart.• The discussion of physical changes arising from this activity mightform the basis of the non-chronological report writing in the literacyhour.Health and safety• Do the children’s footwear and clothing keep them safe and helptheir learning?• Is the space for playing games safe and clear enough to work in?• Have all the children warmed up and cooled down properly?• Is the equipment light enough for all the children to handle? |
| **Enduring understanding**Year 3 End of unit-use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve andthrow it when fielding; use a small range of skills and tactics in games; come up with sensiblesolutions, given time to think about their actions; follow warm ups; recognise what happensto their bodies as they work; carry out practices to improve their work and understand whythey are usefulYear 4 End of unit- use a range of skills, eg throwing, striking, intercepting and stopping a ball, with somecontrol and accuracy; choose and vary skills and tactics to suit the situation in a game; carryout tactics successfully; set up small games; know rules and use them fairly to keep gamesgoing; explain what they need to do to get ready to play games; carry out warm ups withcare and an awareness of what is happening to their bodies; describe what they and othersdo that is successful; suggest what needs practising |
| **Local Links :** * **Local sports clubs**
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