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| **Striking and Fielding Medium Term Plan Upper 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  Building Resilience  Personal challenge  Critical thinking and Action  **Key vocabulary:**  In this unit children will have an opportunity to use a range of  words, such as:  • stance  • the crease or batting point  • non-striker  • leg-side  • offside  • home base  • pitch  • over  • innings  **Prior learning:**  It is helpful if children have:  • developed basic fielding and batting skills  • cooperated in small group games  • learned what a striking and fielding game is and the type of  tactics they have to use to play well  • learned about rules and how to apply and adapt them |
| **Core knowledge: Striking and Fielding**  ABOUT THE UNIT-  In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. 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-  In future units children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team. They will develop warmup routines and skills practices that will improve their play, showing a greater awareness of the type of fitness they need and how to prepare for striking and fielding games. In other physical education units children will use throwing and catching skills and striking skills for different games. They will focus on ways of warming up and how to work in teams to plan tactics  **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, working  as a team  **EXTENSION AND ENRICHMENT**  Out of lessons, at home and in the community, children could be  encouraged to:  • practise skills at playtime using skills-based cards (the children  could design and make some of these)  • take part in after-school groups and clubs  • practise some of the skills at home, with parents or guardians  • take part in activities run by local providers, ranging from taster  sessions to regular junior clubs and competitions |
| **Wider influences- Worth being familiar with**  • In every lesson, most of the children’s learning should take  place through physical activity relating to the core tasks.  • Most lessons should start with short warm-up activities that help  the children remember what they did in the last lesson and prepare  them for what they will learn next. Skills practices should be used as  some of the warm-up activities, especially when they involve some  gentle and then more vigorous running. Most lessons should end  with cool-down activities.  • Give the children the opportunity to become confident using  particular equipment and skills before these are changed. Give them  enough time to practise their skills, both in drills and in games.  Make sure batters and bowlers have enough turns to allow them to  practise.  • Give the children opportunities to talk to each other, so that they  can plan how to play as a team, evaluate what they do, and decide  what they need to practise. Planning, modifying and identifying  next steps.  • Make sure the children have opportunities to watch others play or  demonstrate skills. Ask them to look for specific things.  • Give the children opportunities to record what they have done, and  the rules and tactics used for games.  • Children could use:  – a video camera to record their performances and compare their  techniques with professional players’  – the internet to research the rules of mini-games  • They could also design their own recording system for scoring, which could be used to organise a competition.  Health and safety  • Do the children’s footwear and clothing keep them safe and help  their 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 5 End of unit-  play the games, but may need extra support; hit a ball bowled sympathetically to them; play  a range of roles in a fielding team, but with varying degrees of success; know the basic rules;  understand the need for different tactics; recognise that it is important to warm up and carry  out exercises safely and carefully; recognise why some practices help to improve their play  Year 6 End of unit- strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling,  intercepting, with growing control and consistency; work collaboratively in pairs, group  activities and small-sided games; use and apply the basic rules consistently and fairly;  understand and implement a range of tactics in games; recognise the activities and exercises  that need including in a warm up; identify their own strengths and suggest practices to help  them improve |
| **Local Links :**   * **Local sports clubs** |