

Striking and Fielding (introduction), Cricket, Rounders

	Year Group	Overview	Sequence of learning (small steps)	Whole Child Objectives (SET)	End of Unit Outcomes	Vocabulary
Striking and Fielding (introduction),	Year 1	<p><b>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</b></p> <p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p>	<ul style="list-style-type: none"> <li>To develop underarm throwing and catching.</li> <li>To develop overarm throwing.</li> <li>To develop hitting a ball.</li> <li>To develop collecting a ball.</li> <li>To learn how to get a batter out.</li> <li>To play games and understand how to score points.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm throw, overarm throw, catch, track, bat</li> <li><b>Social:</b> communication, collaboration, support and encourage others, kindness</li> <li><b>Emotional:</b> manage emotions, honesty, perseverance</li> <li><b>Thinking:</b> comprehension, use tactics, select and apply, decision making</li> </ul>	<ul style="list-style-type: none"> <li>I can catch a beanbag and a medium-sized ball.</li> <li>I can hit a ball using my hand.</li> <li>I can roll a ball towards a target.</li> <li>I can track a ball that is coming towards me.</li> <li>I know how to score points.</li> <li>I understand the rules and I am beginning to use these to play honestly and fairly.</li> <li>I understand when I am successful.</li> </ul>	<ul style="list-style-type: none"> <li><b>Batter</b></li> <li><b>Batting</b></li> <li><b>Bowl</b></li> <li><b>Bowler</b></li> <li><b>Fielder</b></li> <li><b>Fielding</b></li> <li><b>Hit</b></li> <li><b>Out</b></li> <li><b>Overarm</b></li> <li><b>Ready position</b></li> <li><b>Track</b></li> <li><b>Underarm</b></li> </ul>
	Year 2	<p><b>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</b></p> <p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p>	<ul style="list-style-type: none"> <li>To track a rolling ball and collect it.</li> <li>To develop underarm throwing and catching to field a ball.</li> <li>To develop overarm throwing to limit a batter's score.</li> <li>To develop hitting for distance to score more points.</li> <li>To be able to get a batter out.</li> <li>To understand the rules of the game and use these to play fairly.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm throw, overarm throw, catch, track, bowl, bat</li> <li><b>Social:</b> communication, encourage others, collaboration</li> <li><b>Emotional:</b> honesty, perseverance, determination, acceptance</li> <li><b>Thinking:</b> use tactics, comprehension, select and apply, decision making</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to provide feedback using key words.</li> <li>I am developing underarm and overarm throwing skills.</li> <li>I can hit a ball using equipment with some consistency.</li> <li>I can track a ball and collect it.</li> <li>I can use simple tactics.</li> <li>I know how to score points and can remember the score.</li> <li>I understand the rules of the game and can use these to play fairly in a small group.</li> </ul>	<ul style="list-style-type: none"> <li><b>Backstop</b></li> <li><b>Batter</b></li> <li><b>Batting</b></li> <li><b>Bowling</b></li> <li><b>Collect</b></li> <li><b>Fielder</b></li> <li><b>Fielding</b></li> <li><b>Hit</b></li> <li><b>Out rules</b></li> <li><b>Run</b></li> <li><b>Stump</b></li> <li><b>Tactics</b></li> <li><b>Teammate</b></li> <li><b>Track</b></li> </ul>

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Cricket	Year 3	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To develop overarm and underarm throwing and apply these to a striking and fielding game.</li> <li>To develop bowling technique and learn the rules of the skill within this game.</li> <li>To develop batting technique and understand where to hit the ball.</li> <li>To develop fielding techniques and apply them to game situations.</li> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier</li> <li><b>Social:</b> collaboration and communication, respect</li> <li><b>Emotional:</b> perseverance, honesty, determination</li> <li><b>Thinking:</b> observing and providing feedback, applying strategies</li> </ul>	<ul style="list-style-type: none"> <li>I am able to bowl a ball towards a target.</li> <li>I am beginning to strike a bowled ball after a bounce.</li> <li>I am developing an understanding of tactics and I am beginning to use them in game situations.</li> <li>I am learning the rules of the game and I am beginning to use them honestly.</li> <li>I can persevere when learning a new skill.</li> <li>I can provide feedback using key words.</li> <li>I can use overarm and underarm throwing, and catching skills.</li> <li>I work co-operatively with my group to self-manage games.</li> </ul>	<ul style="list-style-type: none"> <li><b>Accuracy</b></li> <li>Bowled out</li> <li><b>Caught out</b></li> <li>Cushion</li> <li>Decision</li> <li><b>Grip</b></li> <li>Momentum</li> <li><b>No ball</b></li> <li>Opposition</li> <li>Pressure</li> <li>Retrieve</li> <li><b>Run out</b></li> <li><b>Short barrier</b></li> <li>Tactic</li> <li><b>Technique</b></li> <li><b>Tournament</b></li> <li>Two handed pickup</li> <li><b>Wicket</b></li> </ul>
	Year 5	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>To strike a bowled ball with increasing consistency.</li> <li>To develop fielding techniques and select the appropriate action for the situation.</li> <li>To understand and apply tactics in a game.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<ul style="list-style-type: none"> <li>Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</li> <li>Social: collaboration, communication, respect</li> <li>Emotional: honesty, perseverance</li> <li>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</li> </ul>	<ul style="list-style-type: none"> <li>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can strike a bowled ball with increasing consistency.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to use this.</li> </ul>	<ul style="list-style-type: none"> <li>Abide</li> <li>Assess</li> <li>Collaborate</li> <li><b>Close catch</b></li> <li>Consistently</li> <li><b>Deep catch</b></li> <li><b>Long barrier</b></li> <li>Momentum</li> <li>Short barrier</li> <li><b>Situation</b></li> <li><b>Stance</b></li> <li>Tactic</li> <li>Tournament</li> <li>Track</li> </ul>

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Rounders	Year 4	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<ul style="list-style-type: none"> <li>To develop overarm and underarm throwing and catching and apply these to a striking and fielding game.</li> <li>To develop bowling and learn the rules of the skill within this game.</li> <li>To develop batting technique and understand where to hit the ball.</li> <li>To develop fielding techniques and apply them to game situations.</li> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat</li> <li><b>Social:</b> collaboration, communication, co-operate, support and encourage others</li> <li><b>Emotional:</b> honesty, fair play, confidence, determination</li> <li><b>Thinking:</b> comprehension, select and apply skills, tactics, make decisions</li> </ul>	<ul style="list-style-type: none"> <li>I am able to bowl a ball with some accuracy, and consistency.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</li> <li>I can use overarm and underarm throwing and catching skills with increasing accuracy.</li> <li>I share ideas and work with others to manage our game.</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Batter</li> <li><b>Compete</b></li> <li><b>Cushion</b></li> <li><b>Decision</b></li> <li><b>Limit</b></li> <li>No ball</li> <li><b>Pressure</b></li> <li><b>Retrieve</b></li> <li>Short barrier</li> <li>Strike</li> <li>Stumped out</li> <li>Tactics</li> <li>Technique</li> <li>Tournament</li> <li>Two-handed pickup</li> <li>Umpire</li> </ul>
	Year 6	<p><b>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</b></p> <p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>	<ul style="list-style-type: none"> <li>To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>To strike a bowled ball with increasing consistency.</li> <li>To develop fielding techniques and select the appropriate action for the situation.</li> <li>To understand and apply tactics in a game.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical:</b> throw, catch, bowl, bat, field</li> <li><b>Social:</b> communication, collaboration, respect, co-operation</li> <li><b>Emotional:</b> honesty, self regulation, sportsmanship</li> <li><b>Thinking:</b> select and apply skills, reflection, assess, tactics</li> </ul>	<ul style="list-style-type: none"> <li>I can strike a bowled ball with increasing consistency.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use the rules of the game consistently to play fairly.</li> <li>I can work collaboratively with others to get batters out.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> </ul>	<ul style="list-style-type: none"> <li><b>Abide</b></li> <li><b>Appropriate</b></li> <li><b>Assess</b></li> <li>Back up</li> <li>Close catch</li> <li><b>Collaborate</b></li> <li><b>Consecutive</b></li> <li><b>Consistently</b></li> <li>Deep catch</li> <li>Long barrier</li> <li>Momentum</li> <li>Short barrier</li> <li>Situation</li> <li>Stance</li> <li>Tactic</li> <li>Tournament</li> <li>Track</li> <li>Umpire</li> </ul>