

YEAR 7 PERFORMANCE STUDIES (PE) ROUNDERS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Rounders is a striking and fielding game highlighted in the National Curriculum that can be used to teach students tactics and strategies to overcome opponents in direct competition. It enables students to partake in a competitive games which involves a sustained period of physical activity with many different roles to play. At Key Stage 1, students would have developed simple tactics for attacking and defending and also running, throwing and catching skills. These are all fundamentals for rounders. Moving into Key Stage 2 students would have applied these skills into competitive games of rounders, as this is a sport played widely in the local feeder schools.</p> <p>Year 7 rounders at Acle will enable students develop three key skills/concepts. Firstly, students will develop the ability to bat correctly. This will be fundamentally based around learning the correct batting stance, grip, backswing and follow through in small numbered practices. This to maximise the number of exposure students have to hitting the ball, thus learning faster. A second fundamental part of rounders is fielding skills which will enable the players to reduce the number of rounders scored by the opposition. Many different practice activities will be used to improve throwing, catching, stopping, chasing and returning. The final key skill/concept developed in year 7 rounders is the ability to bowl accurately and in line with the rules. Students need to be aware of bowling rules so they do not give away free half rounders. When playing matches, the bowler will be swapped more frequently than usual to ensure exposure to bowling in competitive</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Learn correct batting technique and associated rules so you can score more rounders 2) Develop fielding skills including throwing, catching, stopping, chasing and returning so you can reduce rounders scored 3) Learn how to bowl correctly in line with the rules <p>These are the three key areas that enable students to play adapted forms of rounders. If students cannot bat, field and bowl effectively they are unable to progress into more technical skills and concepts in year 9 if taken as their striking and fielding option. Development of these skills lay the foundation to move onto learning more skills and game-specific concepts and advanced fielding skills in year 9.</p> <p>Once acquired, these skills feed into years 8 (cricket) and 9 (cricket or rounders) by providing transferable skills that are a necessity for all striking and fielding</p>	<p><i>Stance – the way in which you stand.</i></p> <p><i>Follow through – the generation of power by pushing your bat through the ball (can also be used for direction)</i></p> <p><i>Long Barrier – a fielding technique used to increase body shape and stop misfielding</i></p> <p><i>Misfielding – Letting the ball pass the fielder which slows down the ball's return to a base or bowler</i></p> <p><i>Coordination - Coordination is the ability to use two or more body parts together.</i></p> <p><i>Obstruction on a base - impeding or preventing passage or progress; an obstacle or blockage.</i></p> <p><i>Trajectory - the path followed by a projectile flying or an object moving under the action of given forces.</i></p>

<p>contexts.</p> <p>These key skills and concepts are taught in this order to provide the tools required to perform in rounders matches. It is vital that students can execute these skills to enable a coherent team in the field and the ability to score rounders for their team.</p>	<p>games.</p>	<p><i>Minority Sport – a sport with a low participation rate and popularity</i></p> <p><i>Release point – the moment you release the ball from your grip when bowling or throwing. This changes the trajectory of the ball.</i></p>
<p style="text-align: center;">Challenge and Support:</p>	<p style="text-align: center;">World wide learning/ links to 21st century:</p>	<p style="text-align: center;">Cultural capital/ Industry/ Enrichment:</p>
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted rounders players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of space (e.g. decreasing size of space or increasing to change the complexity of the task. For example, the distance between over arm throws) 2) Ability of opponent (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard) 3) Activity (e.g. adding in new rules to highlight key concepts being taught such as extra half rounder for getting a player out through good fielding skills) <p>The scheme of learning caters for all abilities through the three PE-specific differentiation strategies above. There is a range of abilities in a PE class due to rounders being a skill that requires high levels of speed, coordination, and power in the arms for throwing distances and batting, and this scheme of learning is ambitious for all abilities. Higher achievers can have the distances to throw or hit to increased or targets made smaller whilst this can be the opposite for lower achievers. All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students,</p>	<p>Social Issues</p> <p>There are often misconceptions that rounders is a sport for females only, but it could be argued that this is embedded through historical stereotyping. All students will take part in rounders at Acle and these ideologies are consistently broken down in lessons.</p> <p>Rounders is an exciting game that requires skill and power, which will benefit both males and females. It also teaches transferable skills for other games such as cricket, tennis and lacrosse.</p> <p>Discussions on the neglect of rounders will take place after it was removed from the GCSE PE specification. It is still, however, a sport competed at nationally and internationally.</p>	<p>Students will have the opportunity to further their skills at the weekly rounders club which is provided free of charge by the PE department during the summer term.</p> <p>Students can also play for the school rounders team in year 7 as we enter in the Great Yarmouth Schools competitions.</p>

<p>regardless of SEND requirement, to be ambitious about their own rounders abilities. We also have different bat sizes and ball colours to facilitate students with particular SEND needs.</p> <p>Key rounders rules sheets and scoring charts will be used to help students when umpiring games.</p>	<p>Wider world learning</p> <p>Discussions on the historical nature of rounders will take place. This is a traditional English game and has been played for many decades in this country.</p>	
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>Fair play is vital in rounders as it is sometimes unclear if a player was out of not, and we highlight the importance of players being honest. Students always shake hands at the end of matches and thank students for officiating. Students are taught to be honest about decisions if they have been given incorrectly and this is something noticeable when Acle students travel to play other schools in fixtures.</p> <p>In rounders it is vital that every team member works hard and ensures that they are performing well. It is also a very social sport and students are encouraged to work with students they would not necessarily work with. They then develop the ability to work in a team with a range of people, preparing them for later education and life.</p> <p>In addition to the above, the performance studies values are key in rounders, for example:</p> <ul style="list-style-type: none"> • Inspiration: Awareness that rounders is an underrepresented sports and is therefore potentially easier to perform at higher levels than sports like football and netball. • Excellence: Rounders club/fixture opportunities for high ability players. House competition rounders for all abilities. • Respect: Fair play and Sportsmanship during informal and formal competitive games. • Determination: Setting a classroom ethos of pushing oneself to learn each of the key skills taught. 	<p>Scoring is often completed by the students.</p> <p>Release point and trajectory of throwing and bowling are vital to getting the ball to be more accurate or have more power/distance. These are consistently discussed and drawn upon in lessons to help students become better rounders fielders.</p>	<p>Students often come to Acle with misconceptions on key rules which may have been adapted in many different ways in primary school.</p> <p>An example of this is scoring for getting round the posts in multiple goes. This is addressed in year 7 by teaching the correct scoring format from the offset and applying these in each game. To increase students' understanding, they take ownership of refereeing to apply their knowledge and understanding.</p>

Assessment timeline:

At the beginning of the scheme of learning, an initial 'pairs' match will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. This is usually based on the key skills such as batting, bowling, throwing and catching. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a head and hands level for the skills and concepts. The heart level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.

Home learning

- Watching an England rounders match on YouTube – <https://www.youtube.com/watch?v=EGcimxQM0v0>
- Basic skills - <https://www.youtube.com/watch?v=19wngOIElu4>
- Fielding skills - <https://www.youtube.com/watch?v=5E2GWsLoivc>
- Bowling - <https://www.youtube.com/watch?v=VuJLxLHluAc>
- Reading of a set of fundamental rounders rules provided by the teacher will be a home learning task
- Mini whiteboard test will be used to assess students' knowledge of rules

Feedback

Feedback from the teacher in rounders will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. **The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.**

Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students will also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													