

YEAR 9 PERFORMANCE STUDIES (PE) ROUNDERS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 7, students learned the following skills/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>Additionally, in year 8 they learned transferable skills from cricket which will be useful in year 9 rounders. The skills chosen to learn in year 9 carefully build upon the striking and fielding skills learned in years 7 and 8. Students will build upon basic batting techniques to acquire the back hand. They will also use bowling skills and adapt them to perform spin and donkey drop bowls. The individual fielding skills will also be built upon so students can work on bases and as backstop.</p>	<p>In year 9 rounders, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. Develop specific fielding skills and positioning such as base work and triangle of power. 2. Learn advanced batting skills such as distance hitting and backhand. 3. Learn how advanced bowling techniques such as spin and donkey drop. <p>Firstly, students will learn to play certain positions in the field. For example, they will learn the triangle of power between the bowler, backstop and first base in order to get more players out. They will also learn rules associated with base fielding and where to position themselves effectively. Students will take their batting skills further by learning how to perform a backhand shot. This will create more areas to hit the ball, thus scoring more rounders for the team. The scheme finishes by looking at bowling variations so the pressure can be put on the batsman. They will use spin and donkey drop and apply these to matches.</p>	<ul style="list-style-type: none"> • <i>Backward area</i> – in rounder terminology the backward area gets represented by an area of ground behind the front line of the batting zone. • <i>Backward hit</i> – making a backward hit means the ball got struck directly behind and into the backward area • <i>Batting square</i> – the box shaped zone in which all bats must get taken • <i>No Ball</i> – a no-ball is one of the important terms used in the game of rounders and occurs for any of the following situations: When the bowler's under-arm action is not considered to be continuous. If the bowler does not keep his feet inside the bowling square before releasing the ball. When the bowler directs the ball on to the wrong side of the batter or at the batter's body. If the bowled ball reaches higher than the batter's head or lower than the knee • <i>Obstructions</i> – as a rule, obstructions get classed as either a fielder blocking a batter's hit or run, or a batter deviating from the track. In both situations the obstruction is interfering with a fielder's play.

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all learners. Those that may lack confidence or struggle will be given a scaffolded environment so they can learn the key skills and apply them into games. 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. increasing or decreasing the distance between students when developing fielding skills) 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 key rules and conditions to games to support skill development) 4) Equipment (larger bats for acquiring the backhand hit) <p>Higher achievers can have the area they work in increased to force them to field more accurately over greater distances, whilst lower achievers can initially work on a smaller area. Students can also change the equipment they use, for example, a larger bat to learn the action of a back hand shot whilst still experiencing success. Once acquired, they can switch to a regular bat. In games, the teams are of similar ability and the teacher can use specific rule changes and conditions to support students' development.</p>	<p>Rounders is a minority sport which has suffered from a lack of media coverage and funding in the 21st century. Students will understand the impact a lack of media coverage can decrease the popularity and participation levels of a sport.</p>	<p>Students will develop soft employability skills through team working in rounders. Not only collectively when fielding as a team but also smaller teams within that such as the relationship between players on posts and outer fielders, in addition to the bowler, first base and backstop for the triangle of power. Within fielding, students have to rapidly problem solve and communicate concisely and effectively to reduce rounders scored.</p> <p>Students will be able to further their skills at a weekly rounders club held by the PE department. In addition, they will have the opportunity to take part in Great Yarmouth Schools rounders competitions.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>The PE department plans to create teaching atmospheres and scenarios with opportunities to develop their key values. Rounders is a fantastic team sport which is a great way to do this and also promote etiquette in the following ways:</p> <ul style="list-style-type: none"> • Etiquette – silence when the batsman is in the square and staying inside the posts when fielding 	<p>Students will be required to use area skills to space fielders effectively to create difficult opportunities to score rounders. In bat, students will draw upon angles to find gaps in the field to strike the ball. Scoring is also important in</p>	<p>In rounders, students often feel they have to whack the ball as hard as they can to get further distance. The teachers will coach students to scan for gaps in the field and use follow through and a firm but controlled technique in order to make better contact.</p>

<ul style="list-style-type: none"> • Determination – to restrict the batting team to scoring fewer rounders • Courage - to try a backhand hit or try for a longer shot • Teamwork – to communicate and set up fielding positions effectively • Equality – respecting each player for their own individual ability 	<p>rounders, and students will be encouraged to consider their options in relation to risks taken when chasing down an opposition’s score.</p>	<p>Another misconception is that fielding has very little purpose. However, in year 9, fielding positions and backing up for every batter is focussed on to keep the students active in the field.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, an initial match will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups and teams to work with so they can progress at the correct level. This is usually based on the ability to field and bat. 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 <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
<p>Home learning</p>		
<p>Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:</p> <ul style="list-style-type: none"> • Fielding - https://www.youtube.com/watch?v=WC3kFvO8GRQ • Donkey Drop - https://www.youtube.com/watch?v=VuJLxLHluAc 		
<p>Feedback</p>		
<p>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.</p>		

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:																													