

Year 5 Term 4  
**PHYSICAL EDUCATION**  
**Rounders**



**National Curriculum Links:**

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Essential Prior Learning:**

Mastered basic movements including running and catching, and as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  
 Participate in team games, developing simple tactics for attacking and defending.

**Progression in Skill:**

When batting, weight should be on the back foot, ready to transfer onto the front foot when swinging at the ball. When throwing overarm, use the non-throwing arm to aim where the ball should go; use a fast, whipping action to release the ball.  
 Catch a ball adapting body, arm and hands positions to make different catches.  
 Rounders requires pupils to read their environment and make appropriate decisions.  
 A batter is out when the ball is caught, the next post is stumped or a previous batter is overtaken.

You can only have one batter at a post.  
 Batters make decisions about how far they can run without being out.  
 A batter can only run to first base if they hit the ball behind.  
 Katie Rilett-Young: Former competitive para swimmer; competed in world dwarf games in a variety of different sports; has scored a rounder competitively but isn't the best runner so hasn't scored since.

**Long-term Memory Knowledge:**

Demonstrate correct batting technique, transferring weight from back foot to front foot as you swing the bat at the ball.  
 Demonstrate good overarm throwing technique: use your non-throwing arm as a guide for the direction you want the ball to go in and use a fast, whipping action to release the ball.  
 Demonstrate being ready to catch a ball, moving if necessary.  
 Explain why rounders players, whether fielding or batting need to be constantly aware of what is happening around them.  
 List the ways in which a batter can be out.  
 Know that you can only have one batter at a post.  
 Know that a batter can only run to first base if they hit the ball behind.  
 Name some of Katie Rilett-Young's achievements.

**Key Vocabulary**

<b>batter</b>	a player on the batting team
<b>bowler</b>	he player who delivers the ball to the batter
<b>backstop</b>	the fielder positioned behind the batter
<b>fielder</b>	any player on the fielding team, including the bowler, backstop, base players, and deep fielders
<b>base player</b>	a fielder assigned to one of the four bases

<b>rounder</b>	point scored by a batter who successfully runs around all four bases
<b>half-rounder</b>	a point scored if a batter reaches the second or third base in one hit, or if they make it to the fourth base without hitting the ball
<b>no-ball</b>	an illegal delivery from the bowler, such as a ball that is too high, too low, or bounces on its way to the batter
<b>stumping</b>	getting a batter out by hitting the post with the ball before the batter reaches it

**Progression in Resources:**

rounders bat, rounders ball, T stand

**Relevance**

<b>Now</b>	Children have enjoyment of sport and being part of a team – they are developing skills that can be used in multiple sports which enables them to get more enjoyment out of team games; children develop their resilience in coping with loss and disappointment on the field.
<b>Future</b>	Children participate in team games in secondary school and beyond, appreciating that they can develop their personal and teamwork skills.
<b>Aspiration</b>	Pursue a career in professional sport as an athlete, coach, referee or strength and conditioning support. Be able to clearly explain the benefits of physical activity to their children.