

Area of Learning: Physical Education, Health and Well-being
Scheme of Work: Striking and Fielding

Key Stage: 1	Year: 2	Duration: 6 Lessons
<p>Intent: To experience working with a variety of equipment and to develop individual skills leading to co-operative play. To develop core skills relevant to striking and fielding games, including sending, receiving, batting and bowling & chasing. To begin to make use of space and start to think about outwitting an opponent. To watch and describe others' performances, as well as their own. To understand feelings during exercise and link to activity intensity. To develop the ability follow instructions and activity rules fully.</p>		
<p>Knowledge</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to striking and fielding activities:</p> <ul style="list-style-type: none"> Decision making relating to hitting or sending a ball away from an opposition. Awareness of equipment and common game purposes – hitting to a target area. Maintenance of basic rules for games activities. 	<p>Skills</p> <ul style="list-style-type: none"> Tracking Sending Receiving Striking Hitting Feeding 	<p>Sequencing</p> <p>Learning should:</p> <ul style="list-style-type: none"> Build on co-operative play ideas. Involve some simple sending and receiving of a ball. Watched others performing and applauded. Maintained a set of boundaries or adapted rules.
<p>Curriculum Key Concepts and Processes:</p>		
<p>Outwitting an opponent</p> <p>To be able to choose and perform basic striking and fielding game skills using a variety of bats, sticks and rackets. To experience handling, hitting and kicking skills. Understand ways of using space and 'tricking' opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p>	<p>Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. To develop mental capacity when scoring and keeping run totals.</p>	<p>Developing Accurate Replication of Skills/Performances/Actions</p> <p>Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through modified small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p>Decision Making and Problem Solving</p> <p>Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (<i>i.e. what a team is, how it is made up and the different roles in it</i>).</p>	<p>Personal Development</p> <p>To understand the importance of listening and supporting each other. Encourage resilience to failure and use set tasks to contribute to character education. Discuss the benefits of exercise and establish an awareness of the relationship between movement and well-being. Promote enrichment opportunities within the school timetable and beyond.</p>	<p>Evaluating and Improving</p> <p>Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and throwing style looks like. Use pupil demonstration to highlight good work (<i>i.e. what is happening, what others are doing and copy how others act and work</i>).</p>
<p>Cross Curricular Links: Literacy (key words), Numeracy (scoring)</p> <p>Assessment opportunities: Q & A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p>		
<p>Impact:</p>		
<p>Beginning:</p> <ul style="list-style-type: none"> Will replicate a catching motion with some success. Can send a ball in the direction of a partner over a short distance. Will understand how to score in a game situation and adhere to a set of rules. 	<p>Developing:</p> <ul style="list-style-type: none"> Will send and receive accurately whilst on the move towards a set target. Will take part in conditioned games while understanding simple tactics relating to placement of an object in a set are. 	<p>Exceeding:</p> <ul style="list-style-type: none"> Will catch and throw objects while under pressure using hands independently. Can execute a range of skills at speed in an opposed situation. Will show an understanding of basic game tactics relating to the best ways to beat opposition.

Implementation:		
Week	Learning objectives	Task examples
1	<p>Tracking and Fielding</p> <p>To replicate throwing and catching techniques while maintaining control over the ball. To apply sending and receiving skills to a competitive environment. To track and field the ball rolled to them.</p>	<p>Warm up - Discuss why we do them? Throw tennis: in 2's: mark an area with a barrier across the middle. Throw ball to land on other side of barrier for partner to catch. Set a target for the number of times you can throw and catch in 30 seconds. Try again – can you beat your target? Pairs - repeat and improve large ball handling skills (rolling, bowling & bouncing) in different positions (sitting, standing, squat down) Practice this individually and in couples/ small groups. Experience a kicking and fielding game ('kick ball' – See task card). Groups of 6-8. 1 player is the batter. The rest field. The ball is rolled to batter who kicks the ball and runs around cones and returns. 5 rolls each then swap roles.</p>
2	<p>Catching and Fielding</p> <p>To explore the use throwing and catching skills when under pressure in a competitive environment. To experience running, starting and stopping and learning to change direction through striking and field games. To use and maintain game rules fairly amongst a small group.</p>	<p>Q&A - work covered last lesson. Warm up – fielding. 6 pupils in a small grid. 3 beanbags. Pupils to move around throwing and catching. Count number of consecutive catches. Develop in pairs - throwing and catching in different ways. Introduce throw and catch whilst moving. Throw and catch ball at different levels. Throw and catch with a partner - varying distance. T.P's: Look for hands, eyes on the ball, 1 hand, 2 hands, alternate. Recap rules for 'kick ball' game. Variations-use a large ball. Batter catches the ball and throws it into play.</p>
3	<p>Catching and racket familiarisation</p> <p>To accurately replicate catching technique. To develop the ability to adjust the body in order to strike the ball. To begin to aim at a target in order to score points.</p>	<p>Warm up – Tennis ball per pupil. Can you bounce the ball with either hand? How high can you throw the ball then catch it? Can you throw and catch off the wall? How many in a row without dropping it? Can you balance the ball on the bat? How many times can you bounce the ball on the bat? Can you hit the ball along a short line try using different size balls? Racket relays. Balancing and bouncing the ball out and back to partner. 2 vs 2. Mark out small grid with hoops on the floor. Ball must land in the hoop. Opponents to stop it.</p>
4	<p>Striking</p> <p>To accurately replicate the basic sending action. To understand the importance of movement and timing in preparation to strike the ball. To develop the ability to hit the ball towards an intended target.</p>	<p>Warm up – Long ball chase. 3 throwers and 6 fielders. A large supply of beanbags. Throwers have 1 minute to throw the beanbags out into the field. Fielders to retrieve back to hoop. only allow to throw one at a time. Swap roles. In 5's. Exploring throwing, catching, rolling, bouncing fielding and striking skills with soft tennis balls. 1 feeder, striker, goalkeepers x 2 and collector. Set up two goals. Drop feed ball to the striker or use a tee. Each player has 10 turns to try to hit the ball through one of the goals. Kwik cricket game. (See task card)</p>
5	<p>Striking</p> <p>To perform and replicate a combination of striking skills in a competitive situation. To apply basic rules accurately and fairly. To explore different ways of using these skills with a team.</p>	<p>Warm up – 'snooker – clear the table' (see task card). Group stretches. In 2's: feeder and striker. Mark out the area with hoop and three cones. Feeder throws the ball from closest position and striker hits it back. After three successful strikes feeder moves back to next position. Change after ten strikes.</p>
6	<p>Competitive situations/assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of striking and fielding rules through competition.</p>	<p>Warm up- Exploring various ways of throwing, rolling and retrieving, jumping, running and hopping with the hoop. 'tennis knock out' - Any number of players. On signal to start, players balance ball on racket and move around area. While moving around try to know other players' ball off their rackets (by gently tapping or nudging with elbow or non-playing hand) without losing control of your own ball. Any balls knocked off can be collected by stopping with racket before ball rolls out of play area. – If ball goes out of area collect carefully and rejoin group. Play for 60 seconds – did you keep your ball the whole time? Mini competition of 'kick ball' – See task card. Pupil progress to be assessed.</p>