

LESSON PLAN: **ROUNDERS:** YEAR 2: WEEK 4

LESSON OBJECTIVE: Learn how to run at speed around bases.

WARM UP (10 MINS)

Traffic Lights: The teacher uses **Red**, **Yellow** and **Green** cones for this activity. When a red cone is displayed, children stop, yellow cone children jog, and green cone they run as fast as they can. This is to encourage children to demonstrate how they can change the speed at which they run at.

MAIN LESSON (20 MINS)

Explain to children that in rounder's, the faster we run, the more points we can potentially score. Put children into small teams of 5 and place a cone approximately 5 metres in front of each team. Give the first person in each team a rounders bat. They have to run to the cone, hit it with their rounders bat, and run back to the next person and pass them the bat. Repeat this until everyone in the team has had a go. See which team finishes first. Emphasise reaching out towards the cone with the bat.

Develop: Increase the distance they have to run. Repeat the above practice but these times, the team that finish last are out. Repeat the races again until you have two teams that are in a final race to determine a winning team.

GAME/COMPETITION (15 MINS)

Split the class into two teams, the batters and the fielders. Set up the bases. Modified game of beat the ball- teacher bowls the ball to the batter, they attempt to hit it. They then have to run around the bases. The fielders have to underarm throw the ball back to 1st base, 2nd base, 3rd base and then 4th base. If batter reaches 4th base before the ball, they score 5 points.

EQUIPMENT

- Floor markers/spots
- Clip board, paper and pen to keep score
- Bibs for the game

KEYWORDS

- Fast arms
- Spatial awareness
- Hands ready to catch

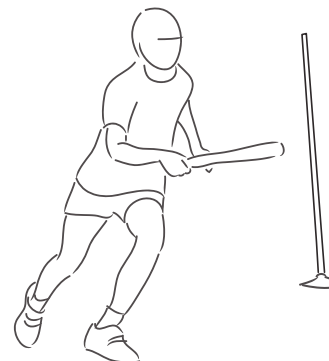
DIFFERENTIATION

LESS ABLE

- Shorter distance to run.
- Tennis racket can be used in the game if they are batting.
- Pupils can bounce the ball in front of themselves to hit the ball rather than get bowled to.

MORE ABLE

- Larger distance to run to.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they perform the running/chasing skills to a high ability?
	3	Can they perform the running/ chasing skills with a certain degree of control?
	2	Can they perform running/chasing skills, but to a low ability?
Tactics, Rules & Teamwork	4	Works in a team & demonstrates the use of tactics & the understanding of rules.
	3	Can work in a team & understands the rules.
	2	Starts communicating within a team.
Show & Link	4	Can they link the skills: running at speed and acceleration in a circular direction to a high ability?
	3	Can they show and link: running at speed and acceleration to a good ability?
	2	Show how to run at speed.
Describe Ways to Improve	4	Are able to describe and improve performance.
	3	Are able to describe performance.
	2	Are able to see differences in performance against a simple model.
Fitness & Health	4	Shows a solid understanding of why running has health benefits.
	3	Has some knowledge of why running has health benefits.
	2	Has little knowledge of why running has health benefits.