

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

LESSON OBJECTIVE: To develop pupils running at speed around the bases.

WARM UP (10 MINS)

Running around in a space, when the teacher blows the whistle pupils have to pretend they are swinging their bat 'hitting' a ball, catching a ball, receiving a high catch, receiving a low catch, sprinting to a base etc.

MAIN LESSON (20 MINS)

Set up the 4 bases. Teachers can set up more than one rounder's pitch if they have the equipment required. Depending on how many pitches are set up, split the class evenly. Pupils are to line up at the batting area. On the teachers command, the first pupil runs as fast as they can all the way to 4th base and stumps it with their bat. The teacher times each pupil and records their score to see who is the fastest.

Develop: Rather than pupils testing their speed and acceleration by getting timed, they can develop the practice by using a ball. Pupils stand on bases and as soon as the batter starts running, the ball is thrown from base to base to see who reaches 4th first. Rounder scored if they reach 4th base first. Change the pupils covering the bases.

GAME/COMPETITION (15 MINS)

Play a modified game of rounder's. Split the class into two teams: fielders and batters. Bowler bowls the ball, pupils attempt to hit it. Introduce the no ball rule. Whether they hit it or not, they run around the bases towards 4th. Fielders have to pick the ball up and throw from 1st to 2nd, 3rd and 4th. See who gets there first. Rounder's are awarded for batters if they are successful. Rules to consider:

- Running around the bases with the bat.
- Contact the 4th bases with the bat, don't just run past it.

EQUIPMENT

- Bases
- Bats
- Balls
- Bibs for the game
- Clip board, paper and pen to keep score

KEYWORDS

- Fast arms
- Look where you are running
- Hands ready to catch

DIFFERENTIATION

LESS ABLE

- Smaller base setting for the less able children.
- Tennis racket can be used in the game if they are batting.
- Allow one bounce when batting.

MORE ABLE

- Larger base setting for the more able children.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform the running skills to a high ability?
	5	Can they perform the running skills with a certain degree of control?
	4	Can they perform running skills, but to a low ability?
Tactics, Rules & Teamwork	6	Works in a team & demonstrates the use of tactics & the understanding of rules.
	5	Can work in a team & understands the rules.
	4	Starts communicating within a team.
Show & Link	6	Can they link: all the skills required to run around the bases a speed?
	5	Can they show and link: all the skills required to run around the bases?
	4	Show the correct technique for running in a circular motion.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why running has health benefits.
	5	Has some knowledge of why running has health benefits.
	4	Has little knowledge of why running has health benefits.