

LESSON PLAN: **ROUNDERS**: YEAR 5: WEEK 5

LESSON OBJECTIVE: To develop the bowling technique and to learn the rules associated with it.

WARM UP (10 MINS)

Pupils are to stand in pairs facing each other about 4m apart. They throw the ball to their partner then swap places. They then throw it twice and swap places then three times, four times etc. It is the first team to ten.

MAIN LESSON (20 MINS)

Explain to pupils about the no ball rule in rounders and therefore, it's important that the bowler's underarm throwing skills are accurate. Repeat the warm up over a slightly longer bowling distance.

In groups of 6, pupils need to be focusing on the accuracy of bowling. In each group there is one bowler, one batter, and one back stop, one fielder on first base and two fielders. The batter stands in a marked area and faces 10 deliveries. Each bowler gets a point for a good accurate bowl. No points for a no ball.

GAME/COMPETITION (15 MINS)

The batters face a delivery and if it is a good ball or if they hit it they have to run. Every no bowl they get a point and do not have to run. Each time they run to first base and back to their marked area they get a point. If they do not make it back before the fielders get the ball to the bowler who bowls a good ball to the back stop they are out. If they c

EQUIPMENT

- Cones/markers
- Sponge balls / tennis balls / targets
- Bats / tennis racket

KEYWORDS

- Concentration
- Aiming
- Eye contact

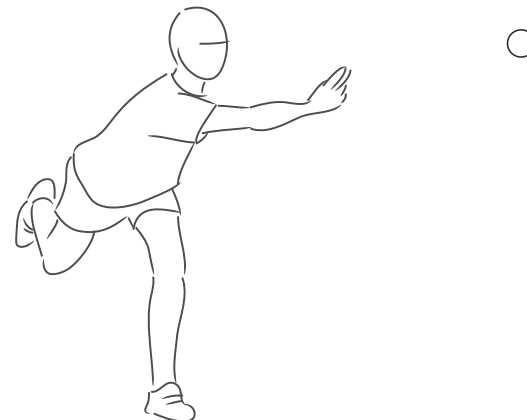
DIFFERENTIATION

LESS ABLE

- Stand closer to their partner. Use different size ball or bat.

MORE ABLE

- Longer distances to bowl the ball.
- Increase the distance to first base.
- Can they put spin on the ball?



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the bowling skills to a high ability?
	6	Can they perform the bowling skills with a degree of control?
	5	Can they show an understanding of the bowling skills?
Tactics, Rules & Teamwork	7	Works with their partner & demonstrates knowledge & understanding of the task.
	6	Can work with a partner & understands the directions.
	5	Starts communicating with a partner.
Show & Link	7	Can they link: bowling accurately with consistency?
	6	Can they show and link: bowling with some accuracy?
	5	Show they can bowl.
Describe Ways to Improve	7	Are able to describe and improve performance.
	6	Are able to describe performance.
	5	Are able to see differences in performance against a simple model.
Fitness & Health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.