

# LESSON PLAN: **ROUNDERS**: YEAR 6: WEEK 5

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

## **WARM UP (10 MINS)**

Pupils in pairs leading their own warm up's and stretches.

## **MAIN LESSON (20 MINS)**

Explain to pupils about the no ball rule in rounders and how therefore, it's important that the bowlers underarm throwing skills are accurate and that pupils can aim. In groups of 4, pupils are given different targets to try and throw a bean bag/ball to score points. E.g. taking it in turns, pupils could throw a ball into a bucket to score 10 points. Other targets could include a large cone/hoops/wall target etc. See who wins the most points in the group.

**Develop:** Pupils to now attempt bowling the ball to a batter (the batter does now have a bat) with a third person holding a hoop up as the bowlers target to make sure they don't throw a 'no ball'. 4th person acts as backstop. This can be developed further by demonstrating how to put a spin on the ball when bowling making it difficult for the batter to hit the ball.

## **GAME/COMPETITION (15 MINS)**

Play 8v8. Half rounders scored for getting to 2nd base without being caught out or stumped out. 5 minute innings. Every pupil is to swap round attempting the role of the bowler.

## **EQUIPMENT**

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

## **KEYWORDS**

- Concentration
- Aiming
- Eye contact

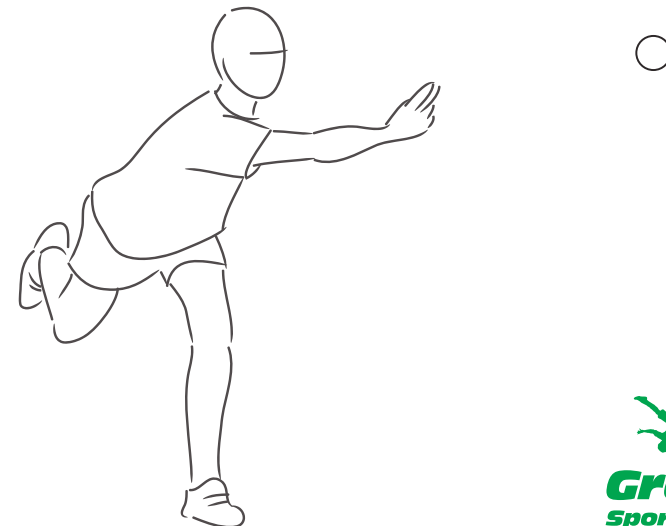
## **DIFFERENTIATION**

### **LESS ABLE**

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

### **MORE ABLE**

- Smaller targets and hoops  
for more able students.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform their underarm and overarm fielding skills to a high ability?
	7	Can they perform their underarm and overarm fielding skills with a certain degree of control?
	6	Can they perform underarm and overarm fielding skills, but to a low ability?
Tactics, Rules & Teamwork	8	Works in a team & demonstrates the use of tactics & the understanding of rules.
	7	Can work in a team & understands the rules
	6	Starts communicating within a team telling each other where to stand to catch the ball.
Show & Link	8	Can they link: running, scooping, throwing and catching together in a game situation?
	7	Can they show and link running, scooping and throwing skills together?
	6	Show running and scooping up the ball together.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.