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| PE-Striking and Fielding at St Mary’s  A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | | | | | | |
| National Curriculum KS1:  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as   developing balance, agility and co-ordination, and begin to apply these in a range of activities   * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | National Curriculum KS2:  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  They should enjoy communicating, collaborating and competing with each other. They  should develop an understanding of how to improve in different physical activities and  sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Concept | Invasion Games | | | | | |
| Vocabulary | Bowl  Fielding  Post  No ball  Speed  Base  Overarm  Underarm | Bowl  Fielding  Post  No ball  Speed  Base  Overarm  Underarm | Batter  Bowler  Fielder Bowl Underarm Bowl Run(s) Out/Dismissed Over  Innings  Rounder | Batter  Bowler  Fielder Bowl Underarm Bowl Run(s) Out/Dismissed Over  Innings  Rounder | Running lines  Short barrier  Umpire  No ball  Wide  Wicket Keeper  Boundary | Running lines  Short barrier  Umpire  No ball  Wide  Wicket Keeper  Boundary |
| Knowledge | | | | | | |
| Striking and hitting a ball | Use hitting skills in a game.  Practise basic striking, sending and receiving.  The use of a rounders bat could be changed for a tennis racquet at this age | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball.  The use of a rounders bat could be changed for a tennis racquet at this age | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance. | Use a bat to hit a ball with accuracy and control.  Use hand-eye coordination to strike a moving ball. | Identify and apply techniques for hitting to gain points. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting. |
| Throwing and Catching | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used. | Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a |
| Fielding | Stop the ball with hands from a rolling ball | Stop the ball with hands and feet from a rolling ball | To catch the ball from a longer distance and pass to a team member | Increased accuracy when fielding to gain points | Passing the ball quickly and accurately in a game to gain points | To position fielders in the best place for an effective game. |
| **Non-negotiables** | | | | | | |
| Rolling, stopping and catching | **Ready Position**  The ready position is a key starting point when fielding. It provides you with the best opportunity to catch and/or stop the ball and allows you to move into position quickly. This is done by being on your toes with your body weight slightly towards where the ball is coming from with hands ready.  **Short Barrier**  The short barrier is a way of stopping and picking up a ball. It can be done with either one or two hands. The palm of your hands need to be able to ‘see the ball’ with fingers pointing towards the ground. You can also put your foot behind your hands in line with the ball as a back-up in case you miss the ball with your hands.  **Releasing the ball**  This is a vital skill for throwing control for both distance and aim. Where you release the ball from your hand will determine whether the ball goes high, low, to the side or at the tar-get. Think Spiderman!  **Hand Position**  This is used for catching and stopping (see short barrier) the ball. When catching with two hands your hands need to be together with no big gaps– if there is a gap the ball may go through your hands. This needs to be maintained until the catch is complete. | | | | | |
| Striking the ball | **Body position/stance**  Batter needs to be sideways on to the ball (if right handed—left foot and shoulder should be closer to the direction of the ball).  Weight slightly leaning forward to the ball.  Eyes watching the ball at all times  **Cricket bat**  Using both hands—if right handed—right hand needs to be lower down the grip below left  Using preferred hand—head of the bat to be pointing up.  **Rounders**  Stand sideways on to the bowler  Keep your batting arm at a right angle  As you take your weight onto your back leg, bend your back knee straightening your front leg  Keep your eye on the ball at all times  As you bring your arm forwards to contact the ball transfer your body weight onto the front leg  Direct the ball and follow through where you want the ball to go  **Batting in Cricket**  When a team is batting only two members of that team are active. This means that the rest of the team have to wait their turn. The batter ‘on strike’ may attempt to hit the ball to score runs, whist the ‘non striker’ cannot hit the ball, they may still need to run. Both of the active batters can out individually during a delivery, even the batter not on strike. In school/junior cricket players bat in pairs and if they are out then the team loses runs instead of not being allowed to bat any longer (as in adult cricket). All players usually bat. | | | | | |
| Throwing | **Overarm throw**  Bring the arm back behind the head and extend forwards, releasing the ball with power  **Underarm throw**  Bring the arm back behind the hip and swing it forwards. Release the ball with power and at the angle you want it to move in  **Rounders Bowling**  An underarm action is needed from box to box. The ball must NOT bounce between bowler and batter. You can step into the bowl (as long as you stay in the box) to generate more power. The ball must reach the front of the batting square above the batters knees but below their head. | | | | | |
| Fielding in cricket | When it is a team’s turn to field the whole team at the same time become fielders. Fielders can use any part of their body to field, with hands being the best option. A fielder will need to use their skills to prevent the batting side from scoring runs. Remember the ball will move faster than you! | | | | | |
| Runs in cricket | Usually the team with the most runs wins. Runs are scored in many ways: by running, hitting boundaries or extras.  **Running:** during a delivery, when the two batters change ends without being out. Do this once (single), twice (two) etc.  **Boundaries:** running is not necessary if the ball hits the marked boundary. If the ball does this having made contact with the ground, four runs are scored. If the ball does not bounce before hitting or going over the boundary, six runs are added.  **Extras:** runs that are not scored by the batter or added to the batters individual score and only added to the teams total. Examples of extras are wides, no-balls, byes, leg byes and penalty runs. | | | | | |
| Points in rounders | If the ball is hit....  Reach 2nd base = half rounder  Reach 4th base = full rounder  If the ball is not hit…  Reach 4th base = half rounder  You must run even if you miss the ball  The umpires will call “no ball” is the bowl is too high or too low  To get the runner out, the fielders will stump the ball on the base they are running to  A batter can be caught out | | | | | |
| Longitudinal study | * to gain proficiency in ball control (throwing and catching using hands and feet). Understand rules of a game. Understand what tactics are and why they are needed. To work cooperatively in a team. To have an understanding of the difference between attacking and defending in a game situation. * Show respect to fellow competitors at the end of the race/competition by shaking hands | | | | | |
| Pupil Offer | Partnership competitions  School clubs – extra-curricular provision  Intra school competitions | | | | | |