

## Curriculum Overview: Rounders

| Term /<br>Length of<br>Unit                                             | Outline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment                                                                                                                                                                                                                                                                                                                                                  | Resources                                                                                                                  | Knowledge/Skills End Points                                                                                                                                                                                                                               |                                                                                                             | Assessment End<br>Point                                                                                                                                                                                                           | Reading and<br>Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Year 7</b><br/>(8-10<br/>lessons)</p> | <p>Pupils will develop the ability to outwit opponents using strategies and tactics. They will learn a range of basting, bowling and fielding techniques. Students will learn the basic principles of play and develop the skills necessary to compete in competitive games. Students should be able to recognise the importance of responding to changing situations and develop tactical awareness. They will also make effective evaluations of strengths and weaknesses in performance.</p> | <p>Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block.<br/><b>Maximum score of 15* in year 7.</b><br/><b>*Exceptional students may exceed this mark after consultation with other department members.</b></p> | <p>Rounders bats<br/>Rounders balls<br/>Bases<br/>Cones<br/>Posts<br/>Hitting post<br/>Tennis balls<br/>Tennis rackets</p> | <p><b>Knowledge</b><br/>Understand how to throw and catch.<br/>Understand how to bowl.<br/>Understand where to stand when fielding to outwit opponents.<br/>Be able to make contact with the ball and begin to understand the need to place the ball.</p> | <p><b>Skills</b><br/>Underarm throw<br/>Overarm throw<br/>Catching<br/>Bowling<br/>Fielding<br/>Batting</p> | <p>To demonstrate the core skills of throwing, catching, batting and bowling and replicate these under pressure. To develop understanding of rules, tactics and strategies for both fielding and batting in a game situation.</p> | <p><b>Subject Specific Words:</b></p> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Batting</li> <li>- Long Barrier</li> <li>- Fielding</li> <li>- Stance</li> <li>- Grip</li> </ul> <p><b>Academic vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Technique</li> <li>- Control</li> <li>- Decision Making</li> </ul> <p><b>Reading Strategy:</b></p> <ul style="list-style-type: none"> <li>- Visual Demonstration</li> <li>- Extended Questioning</li> <li>- Detailed Explanations</li> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> </ul> |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                             | - Manual and Mechanical Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Year 8</b><br>(8-10 lessons) | Pupils will identify different areas of the field and be able to place the ball using a variety of techniques. Students will gain a more detailed understanding of terminology, rules and umpire calls during competitive games. Students will develop the fundamental principles when replicating core skills and be encouraged to devise new strategies to beat and outwit opponents. Students will further develop the concept of making effective evaluations of strengths and weaknesses in performance. | Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block.<br><b>Maximum score of 20* in year 8.</b><br><b>*Exceptional students may exceed this mark after consultation with other department members.</b> | Rounders bats<br>Rounders balls<br>Bases<br>Cones<br>Posts<br>Hitting post<br>Tennis balls<br>Tennis rackets | <b>Knowledge</b><br>Principles of attack in a competitive game.<br>Variations of batting and fielding skills.<br>Rules/advanced terminology.<br>How to referee/umpire matches and apply rules. | <b>Skills</b><br>Throwing and catching with control and accuracy.<br>Bowling with speed and control.<br>Fielding for a purpose – tactical awareness.<br>Batting into space. | To refine techniques of the core skills of batting, bowling and fielding and demonstrate their accurate replication under pressure in games situations. To apply a variety of fielding strategies in addition to developing the ability to place the ball in a target area with intention to outwit opponents. To demonstrate sound understanding of the rules and confidently demonstrate ability to score rounders games. | <b>Subject Specific Words:</b> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Batting</li> <li>- Short Barrier</li> <li>- Fielding</li> <li>- Stance</li> <li>- Grip</li> </ul> <b>Academic vocabulary:</b> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Technique</li> <li>- Control</li> <li>- Decision Making</li> <li>- Tactics</li> </ul> <b>Reading Strategy:</b> <ul style="list-style-type: none"> <li>- Visual Demonstration</li> <li>- Extended Questioning</li> <li>- Detailed Explanations</li> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> </ul> |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             | - Manual and Mechanical Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Year 9</b><br>(8-10 lessons) | Pupils will further develop an understanding of how to outwit opponents using strategies and tactics. Students will replicate shots with accuracy and control. Bowling, batting and fielding action will be further developed in both game play and controlled situations. Pupils are encouraged to continue to devise new strategies to beat and outwit opponents and begin to use a range of bowling delivery to outwit opponents. Effective evaluations will be made to help develop self and peer performance. | Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block.<br><b>Maximum score of 25* in year 9.</b><br><b>*Exceptional students may exceed this mark after consultation with other department members.</b> | Rounders bats<br>Rounders balls<br>Bases<br>Cones<br>Posts<br>Hitting post<br>Hoops | <b>Knowledge</b><br>Competitive games – how to play, officiate and evaluate.<br>Critically evaluate the use of tactics.<br>Analyse own and opponent's play with technical knowledge. | <b>Skills</b><br>Tactical bowling.<br>Batting with direction.<br>Spin bowls.<br>Overarm throws (accurate and directed). | To refine techniques of the core skills of batting, bowling and fielding and demonstrate their accurate replication under pressure in games situations. To apply a variety of fielding strategies in addition to developing the ability to place the ball in a target area with intention to outwit opponents. To demonstrate sound understanding of the rules and confidently demonstrate ability to score rounders games. | <b>Subject Specific Words:</b> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Batting</li> <li>- Short Barrier</li> <li>- Fielding</li> <li>- Stance</li> <li>- Grip</li> </ul> <b>Academic vocabulary:</b> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Technique</li> <li>- Control</li> <li>- Decision Making</li> <li>- Tactics</li> </ul> <b>Reading Strategy:</b> <ul style="list-style-type: none"> <li>- Visual Demonstration</li> <li>- Extended Questioning</li> <li>- Detailed Explanations</li> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             | - Manual and Mechanical Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 10 | Pupils will further develop an understanding of how to outwit opponents using strategies and tactics. Students will replicate shots with accuracy and control. Bowling, batting and fielding action will be further developed in both game play and controlled situations. Pupils are encouraged to continue to devise new strategies to beat and outwit opponents and begin to use a range of bowling delivery to outwit opponents. Effective evaluations will be made to help develop self and peer performance. | Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block. | Rounders bats<br>Rounders balls<br>Bases<br>Cones<br>Posts<br>Hitting post<br>Hoops | <b>Knowledge</b><br>Competitive games – how to play, officiate and evaluate.<br>Critically evaluate the use of tactics.<br>Analyse own and opponent's play with technical knowledge. | <b>Skills</b><br>Tactical bowling.<br>Batting with direction.<br>Spin bowls.<br>Overarm throws (accurate and directed). | To refine techniques of the core skills of batting, bowling and fielding and demonstrate their accurate replication under pressure in games situations. To apply a variety of fielding strategies in addition to developing the ability to place the ball in a target area with intention to outwit opponents. To demonstrate sound understanding of the rules and confidently demonstrate ability to score rounders games. | <b>Subject Specific Words:</b> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Batting</li> <li>- Long Barrier</li> <li>- Fielding</li> <li>- Stance</li> <li>- Grip</li> </ul> <b>Academic vocabulary:</b> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Technique</li> <li>- Control</li> <li>- Decision Making</li> </ul> <b>Reading Strategy:</b> <ul style="list-style-type: none"> <li>- Visual Demonstration</li> <li>- Extended Questioning</li> <li>- Detailed Explanations</li> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             | - Manual and Mechanical Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 11 | Pupils will further develop an understanding of how to outwit opponents using strategies and tactics. Students will replicate shots with accuracy and control. Bowling, batting and fielding action will be further developed in both game play and controlled situations. Pupils are encouraged to continue to devise new strategies to beat and outwit opponents and begin to use a range of bowling delivery to outwit opponents. Effective evaluations will be made to help develop self and peer performance. | Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block. | Rounders bats<br>Rounders balls<br>Bases<br>Cones<br>Posts<br>Hitting post<br>Hoops | <b>Knowledge</b><br>Competitive games – how to play, officiate and evaluate.<br>Critically evaluate the use of tactics.<br>Analyse own and opponent's play with technical knowledge. | <b>Skills</b><br>Tactical bowling.<br>Batting with direction.<br>Spin bowls.<br>Overarm throws (accurate and directed). | To refine techniques of the core skills of batting, bowling and fielding and demonstrate their accurate replication under pressure in games situations. To apply a variety of fielding strategies in addition to developing the ability to place the ball in a target area with intention to outwit opponents. To demonstrate sound understanding of the rules and confidently demonstrate ability to score rounders games. | <b>Subject Specific Words:</b> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Batting</li> <li>- Long Barrier</li> <li>- Fielding</li> <li>- Stance</li> <li>- Grip</li> </ul> <b>Academic vocabulary:</b> <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Technique</li> <li>- Control</li> <li>- Decision Making</li> </ul> <b>Reading Strategy:</b> <ul style="list-style-type: none"> <li>- Visual Demonstration</li> <li>- Extended Questioning</li> <li>- Detailed Explanations</li> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> </ul> |

|  |  |  |  |  |  |  |                                        |
|--|--|--|--|--|--|--|----------------------------------------|
|  |  |  |  |  |  |  | - Manual and<br>Mechanical<br>Guidance |
|--|--|--|--|--|--|--|----------------------------------------|