

Maghull High School - Year 7 Scheme of Work - Rounders

Prior Learning: Most students will have some, little or no Rounders experience from KS2

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Pupils will develop a repertoire of skills such as:

- Throwing
- Catching
- Batting
- Bowling
- Fielding techniques

Catching – describing how to catch the ball and showing successful catching during a game

Throwing

- Under arm throw with accuracy
- Over arm throw with accuracy

Batting – understanding and demonstrating the correct stance during a game of Rounders

Rules, Tactics and Strategies

Develop knowledge of

- Rules
 - 3 rules associated with batting
 - Scoring in rounders and explain when full rounders are scored
 - Rules of bowling – identifying a ‘no ball’

Umpiring a game of Rounders

- Tactics
- Positions
- Batting principles
- Fielding principles
- Teaching points

Develop

- Peer coaching
- Constructive feedback
- Performance analysis

Healthy Participation

The Rounders module is delivered in conjunction with one of the following Healthy Participation modules:

Warm-up and cool-down
Physical, emotional and social benefits of exercise
Components of fitness
Ethics
Diet
Muscular System
Cardiovascular System
Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

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| Assessment / Feedback Opportunities | <p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements | <p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment |
| Key Vocabulary | <p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Equipment & Roles: bat, bowler/pitcher, batter, fielder, backstop, umpire</p> <p>Actions and Skills: batting stance, bowling, catch, throw, run</p> <p>Rules and Scoring- Bases/ posts batting square, no ball, full rounder, half rounder, out</p> <p>Tactics and strategies- strategy, tactics, backing up, attacking the ball, sportsmanship</p> | |
| Literacy/Reading opportunities | <ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson- expands vocab • Pupils reading success criteria • Reading and following instructions • Teacher reading success criteria and modelling language • Task cards • Reading and following rules- using key rules sheets/ scoring charts where necessary • Communication skills- discussing tactics, giving feedback on performance. Leadership roles such as umpire/ coach for non-participants • Scoring and officiating- record scores in game situations • Analysis and evaluation- self and peer assessment articulate strengths weaknesses | |
| Cross Curricular Themes | <p>Literacy: Learning and using specific rounders keywords and terminology (e.g., backstop, deep fielder, tactics, sportsmanship, no ball), developing communication skills and teamwork through verbal interaction during game play and strategy discussions.</p> <p>Maths: Scoring runs and half-rounders, requiring addition and record-keeping.</p> <p>Science: Discussing the bodily functions and a healthy, active lifestyle related to exercise. Exploring the physics of motion, force, and accuracy when throwing, batting, and catching (e.g., how to add power or disguise to a bowl).</p> | |
| Personal Development (Including British Values, RSE, Citizenship) | <ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use student-led decisions for choosing team names, determining batting orders, or voting on rule modifications for "conditioned" games. • Rule of Law - Respecting the rules of rounders and understanding the importance of fair play mirrors wider societal laws. Emphasize that the rules of rounders are there to ensure safety and fair play. Students can take ownership of refereeing to apply and respect these laws. • Individual Liberty - Encourage students to make their own tactical choices, such as placement of the ball or deciding when to run between bases. • Mutual Respect - Foster an environment where teammates and opponents are valued regardless of their ability level. This includes respecting the official's decisions even when they are unfavourable • Personal development – Teamwork and Communication - work collectively in fielding and batting, requiring concise and effective communication to problem-solve quickly and reduce opposition scores. take on roles such as team leader, coach, or umpire. This develops decision-making skills and a respectful understanding of rules and fair play (sportsmanship). Pupils are encouraged to analyse their own and their peers' performance, build resilience and courage, strategically solve problems. | |
| Career Opportunities | <p>rounders coach or general sports coach, PE teacher, Sports management and business, officiating and umpiring, sports science and medicine, physiotherapist, nutritionist, sports psychologists, biomechanics, sports journalists</p> | |

Maghull High School - Year 8 Scheme of Work - Rounders

Prior Learning: Most students will have experienced Rounders as part of the Year 7 Curriculum

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop

3 Pillars of Progress

| Motor Competence | Rules, Tactics and Strategies | Healthy Participation |
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| <p>Pupils will develop a repertoire of skills such as:</p> <ul style="list-style-type: none"> • Throwing • Catching • Batting • Bowling • Fielding techniques <p>Bowling technique – describing technique and performing the technique in a game.</p> <p>Catching the ball – catching at a variety of heights.</p> <p>Back stop position – explain the position and make the correct decisions when playing back stop.</p> <p>Long barrier technique – apply this technique in a game</p> | <p>Listen to guidance and act accordingly to improve Give basic feedback to others and receive feedback from others in order to improve own performance</p> <p><i>Develop knowledge of</i></p> <ul style="list-style-type: none"> • Rules <ul style="list-style-type: none"> - 3 rules associated with bowling - Rules of 'running around the track' • Tactics • Positions – naming 4 different fielding positions and performing in them • Batting principles • Fielding principles • Teaching points <p><i>Develop</i></p> <ul style="list-style-type: none"> • Peer coaching • Constructive feedback • Performance analysis | <p>The Rounders module is delivered in conjunction with one of the following Healthy Participation modules:</p> <p>Warm-up and cool-down Physical, emotional and social benefits of exercise Components of fitness Ethics Diet Muscular System Cardiovascular System Respiratory System</p> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p> |

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| Assessment / Feedback Opportunities | <p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements | <p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment |
| Key Vocabulary | <p>In addition to the key words and terms documented within the 3 Pillars of Progress. Equipment & Roles: bat, bowler/pitcher, batter, fielder, backstop, umpire Actions and Skills: batting stance, bowling, catch, throw, run Rules and Scoring- Bases/ posts batting square, no ball, full rounder, half rounder, out Tactics and strategies- strategy, tactics, backing up, attacking the ball, sportsmanship</p> | |
| Literacy/Reading opportunities | <ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson- expands vocab • Pupils reading success criteria • Reading and following instructions • Teacher reading success criteria and modelling language • Task cards • Reading and following rules- using key rules sheets/ scoring charts where necessary • Communication skills- discussing tactics, giving feedback on performance. Leadership roles such as umpire/ coach for non-participants • Scoring and officiating- record scores in game situations • Analysis and evaluation- self and peer assessment articulate strengths weaknesses | |
| Cross Curricular Themes | <p>Literacy: Learning and using specific rounders keywords and terminology (e.g., backstop, deep fielder, tactics, sportsmanship, no ball), developing communication skills and teamwork through verbal interaction during game play and strategy discussions. Maths: Scoring runs and half-rounders, requiring addition and record-keeping. Science: Discussing the bodily functions and a healthy, active lifestyle related to exercise. Exploring the physics of motion, force, and accuracy when throwing, batting, and catching (e.g., how to add power or disguise to a bowl).</p> | |
| Personal Development (Including British Values, RSE, Citizenship) | <ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use student-led decisions for choosing team names, determining batting orders, or voting on rule modifications for "conditioned" games. • Rule of Law - Respecting the rules of rounders and understanding the importance of fair play mirrors wider societal laws. Emphasize that the rules of rounders are there to ensure safety and fair play. Students can take ownership of refereeing to apply and respect these laws. • Individual Liberty - Encourage students to make their own tactical choices, such as placement of the ball or deciding when to run between bases. • Mutual Respect - Foster an environment where teammates and opponents are valued regardless of their ability level. This includes respecting the official's decisions even when they are unfavourable • Personal development – Teamwork and Communication - work collectively in fielding and batting, requiring concise and effective communication to problem-solve quickly and reduce opposition scores. take on roles such as team leader, coach, or umpire. This develops decision-making skills and a respectful understanding of rules and fair play (sportsmanship). Pupils are encouraged to analyse their own and their peers' performance, build resilience and courage, strategically solve problems. | |
| Career Opportunities | <p>rounders coach or general sports coach, PE teacher, Sports management and business, officiating and umpiring, sports science and medicine, physiotherapist, nutritionist, sports psychologists, biomechanics, sports journalists</p> | |

Maghull High School - Year 9 Scheme of Work - Rounders

Prior Learning

Most pupils will have Rounders experience from years 7 & 8.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop

3 Pillars of Progress

| Motor Competence | Rules, Tactics and Strategies | Healthy Participation |
|--|--|---|
| <p>Pupils will develop a repertoire of skills such as:</p> <ul style="list-style-type: none"> • Throwing • Catching • Batting – Forehand & Backhand • Bowling - variety of spins, speed & height • Fielding techniques <p>Bowling – Spin and speed on the ball when bowling</p> <p>Fielding – covering on the field and communicating when and where</p> <p>Batting – Directing the ball in a variety of directions</p> <p>Fielding positions – Playing a number of positions on the field and communicating with my team</p> | <p>Listen to guidance and act accordingly to improve. Give basic feedback to others and receive feedback from others in order to improve own performance.</p> <p><i>Develop knowledge of</i></p> <ul style="list-style-type: none"> • Rules <ul style="list-style-type: none"> - Differentiating when full rounders and half rounders are given - Explaining what ‘obstruction’ means and identifying when this has been given in a game - Backwards hit rule – understanding the tactics required if this occurs • Tactics • Positions • Batting principles • Fielding principles • Teaching points <p><i>Develop</i></p> <ul style="list-style-type: none"> • Peer coaching • Constructive feedback • Performance analysis • Umpiring skills | <p>The Rounders module is delivered in conjunction with one of the following Healthy Participation modules:</p> <p>Warm-up and cool-down Physical, emotional and social benefits of exercise Components of fitness Ethics Diet Muscular System Cardiovascular System Respiratory System</p> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p> |

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| Assessment / Feedback Opportunities | <p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements | <p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment |
| Key Vocabulary | <p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Equipment & Roles: bat, bowler/pitcher, batter, fielder, backstop, umpire</p> <p>Actions and Skills: batting stance, bowling, catch, throw, run</p> <p>Rules and Scoring- Bases/ posts batting square, no ball, full rounder, half rounder, out</p> <p>Tactics and strategies- strategy, tactics, backing up, attacking the ball, sportsmanship</p> | |
| Literacy/Reading opportunities | <ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson- expands vocab • Pupils reading success criteria • Reading and following instructions • Teacher reading success criteria and modelling language • Task cards • Reading and following rules- using key rules sheets/ scoring charts where necessary • Communication skills- discussing tactics, giving feedback on performance. Leadership roles such as umpire/ coach for non-participants • Scoring and officiating- record scores in game situations • Analysis and evaluation- self and peer assessment articulate strengths weaknesses | |
| Cross Curricular Themes | <p>Literacy: Learning and using specific rounders keywords and terminology (e.g., backstop, deep fielder, tactics, sportsmanship, no ball), developing communication skills and teamwork through verbal interaction during game play and strategy discussions.</p> <p>Maths: Scoring runs and half-rounders, requiring addition and record-keeping.</p> <p>Science: Discussing the bodily functions and a healthy, active lifestyle related to exercise. Exploring the physics of motion, force, and accuracy when throwing, batting, and catching (e.g., how to add power or disguise to a bowl).</p> | |
| Personal Development (Including British Values, RSE, Citizenship) | <ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use student-led decisions for choosing team names, determining batting orders, or voting on rule modifications for "conditioned" games. • Rule of Law - Respecting the rules of rounders and understanding the importance of fair play mirrors wider societal laws. Emphasize that the rules of rounders are there to ensure safety and fair play. Students can take ownership of refereeing to apply and respect these laws. • Individual Liberty - Encourage students to make their own tactical choices, such as placement of the ball or deciding when to run between bases. • Mutual Respect - Foster an environment where teammates and opponents are valued regardless of their ability level. This includes respecting the official's decisions even when they are unfavourable • Personal development – Teamwork and Communication - work collectively in fielding and batting, requiring concise and effective communication to problem-solve quickly and reduce opposition scores. take on roles such as team leader, coach, or umpire. This develops decision-making skills and a respectful understanding of rules and fair play (sportsmanship). Pupils are encouraged to analyse their own and their peers' performance, build resilience and courage, strategically solve problems. | |
| Career Opportunities | <p>rounders coach or general sports coach, PE teacher, Sports management and business, officiating and umpiring, sports science and medicine, physiotherapist, nutritionist, sports psychologists, biomechanics, sports journalists</p> | |

Maghull High School - Year 10/11 Scheme of Work - Rounders

Prior Learning

Most pupils will have Rounders experience from years 7, 8 & 9.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop

3 Pillars of Progress

| Motor Competence | Rules, Tactics and Strategies | Healthy Participation |
|--|--|---|
| <p>Pupils will develop a repertoire of skills such as:</p> <ul style="list-style-type: none"> • Throwing – identifying and performing the correct throw when necessary in a game • Catching • Batting – Forehand & Backhand <ul style="list-style-type: none"> - Placing power on the ball when batting - Thinking about the placement of the shot when batting - • Bowling - variety of spins, speed & height • Fielding techniques <p>Decision making – Why is it important to make quick decisions? Can students demonstrate this in a game and communicate with their team mates?</p> | <p>Listen to guidance and act accordingly to improve. Give basic feedback to others and receive feedback from others in order to improve own performance.</p> <p><i>Develop knowledge of</i></p> <ul style="list-style-type: none"> • Rules <ul style="list-style-type: none"> - 3 rules for the batter when running around the track • Tactics <ul style="list-style-type: none"> – outwitting opponents during a game • Positions <ul style="list-style-type: none"> - Name and perform in 4 different fielding positions • Scoring system <ul style="list-style-type: none"> - Umpiring a game and scoring successfully. • Batting principles • Fielding principles • Teaching points <p>Develop</p> <ul style="list-style-type: none"> • Peer coaching • Constructive feedback • Performance analysis • Umpiring skills | <p>The Rounders module is delivered in conjunction with one of the following Healthy Participation modules:</p> <p>Warm-up and cool-down Physical, emotional and social benefits of exercise Components of fitness Ethics Diet Muscular System Cardiovascular System Respiratory System</p> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p> |

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| Career Opportunities | <p>rounders coach or general sports coach, PE teacher, Sports management and business, officiating and umpiring, sports science and medicine, physiotherapist, nutritionist, sports psychologists, biomechanics, sports journalists</p> | |