

Striking and Fielding Exemplification

| National Curriculum Objective | Throwing | Batting | Fielding | Game Understanding | Evaluation |
|---|----------|---------|----------|--------------------|------------|
| Become increasingly confident and competent | X | X | X | X | X |
| Compete Against themselves | X | X | X | X | X |
| Compete against others | X | X | X | X | X |
| Master Basic movements: | | | | | |
| Running | | | X | | X |
| Jumping | | | | | |
| Throwing | X | | X | | X |
| Catching | | | X | | X |
| Develop: | | | | | |
| Agility | X | X | X | X | X |
| Balance | X | X | X | X | X |
| Coordination | X | X | X | X | X |
| Participate in Team Games | X | X | X | X | X |
| Develop simple tactics for attacking and defending. | | | | | |
| Perform Dances | | | | | |
| Learn simple dance movements | | | | | |
| National Curriculum Objective | Throwing | Batting | Fielding | Game Understanding | Evaluation |
| Communicate, collaborate and Compete against others | X | X | X | X | X |
| Pupils should be taught to use in combination and isolation: | | | | | |
| Running | | | X | | X |
| Jumping | | | | | |
| Throwing | X | | X | X | X |
| Catching | | | X | X | X |

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|---|---|---|---|---|---|
| Plat competitive games such as: | | | | | |
| Basketball, Cricket, Football, Hockey, Netball, Rounder's and Tennis | X | X | X | X | X |
| Apply Basic Techniques for Attacking and Defending | | | | | |
| Develop Flexibility, Strength, Control and Balance | X | X | X | X | X |
| Perform Dance Using a Range of Movement Patterns | | | | | |
| Take Part in Outdoor and Adventurous Activity Challenges: | | | | | |
| Individually | | | | | |
| As Part of a Team | | | | | |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | X | X | X | X | X |

Key stage 1

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.

Key stage 2

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.

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---|--|---|---|--|--|---|
| Throwing | Roll equipment along the floor | Explore using power to reach static targets at different lengths | Throw with accuracy at targets at different heights and distances | Show increasing accuracy and power when throwing underarm and overarm | Perform an over arm throw for distance by twisting core and using a side on stance | Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight) | Perform an over arm throw for distance by using a wrist extension technique |
| | Understand the arm is used to throw objects | Can throw an object underarm at a static target | Can throw an object over arm to a static target | Can throw underarm and over arm to a moving target | Can select the most appropriate throw to get a ball to a target | Can bowl underarm at a static target | Can bowl underarm with accuracy and speed |

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|-------------------------------|--|---|---|---|--|--|---|
| Batt ing | Can balance a ball on a tennis racquet | Can bounce a ball on a tennis racquet | Can use a forehand tennis swing | Can use a blocking technique to block a moving ball using a bat | Can use a forehand swing hit using a bat | Can move the body around a ball to hit it where there is space | Can use a 2 handed batting action |
| Fiel ding | Can follow the path of a rolling ball | Can track a ball by running next to it and bring it back | Can track and stop a moving ball by using hands only | Can track a rolling ball, create a long barrier base to stop the ball | Can track a rolling ball by anticipating trajectory and create a long barrier base | Can track a rolling ball by anticipating trajectory, creating a long barrier base and throw the ball accurately to a team mate | Can track a rolling ball by anticipating trajectory, create a long barrier base then throw the ball accurately to a team mate who is most likely to get a player out. |
| | Can throw a ball up to themselves and catch it | Can catch a small ball using a cupped hand grip | Can position the body so a ball is always travelling directly to them when performing catches | Can catch a ball travelling above the head | Can use a low stance to increase agility when catching | Can catch using a single cupped hand technique | Can use hands independently to catch on either side of the body |
| Ga me und erst andi ng | Can use and share equipment safely around others | Understands the importance of throwing accurately and with correct power to a partner | Understands that an underarm throw is used for distance and under arm for accuracy | Can understand the roles of the postmen, batter, bowler and the fielder | Can understand how to score and deny points in the 4 roles | Understands the role of the backstop | Understands all roles and responsibilities in striking and fielding games. |
| | | | | | | Knows when it is best to run and when to stay when scoring points | They understand how fielding positions can affect the success rate of the batters. |
| Eval uati on | Talk about what they did well | Begin to say how they could improve | Can suggest how a partner could improve | Can describe how their performance has improved | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. | Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |

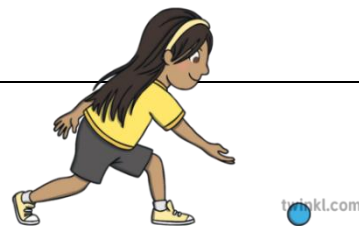
Most useful and appropriate knowledge to be passed onto the next year group

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--------------------------------|---|---|--|--|--|---|
| Thr ow ing | Roll equipment along the floor | Can throw an object underarm at a static target | Can throw an object over arm to a static target | Can throw underarm and over arm to a moving target | Perform an over arm throw for distance by twisting core and using a side on stance | Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight) | Perform an over arm throw for distance by using a wrist extension technique |

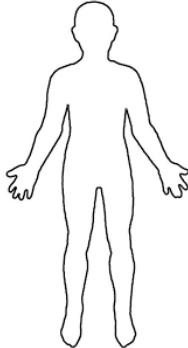



Striking and Fielding Exemplification

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|---------------------------|--|---|--|---|--|--|--|
| Batting | Can balance a ball on a tennis racquet | Can bounce a ball on a tennis racquet | Can use a forehand tennis swing | Can use a blocking technique to block a moving ball using a bat | Can use a forehand swing hit using a bat | Can move the body around a ball to hit it where there is space | Can use a 2 handed batting action |
| Fielding | Can follow the path of a rolling ball | Can catch a small ball using a webbed hand grip | Can track and stop a moving ball by using hands only | Can catch a ball travelling above the head | Can track a rolling ball by anticipating trajectory and create a long barrier base | Can hands bilaterally to catch on either side of the body | Can track a rolling ball by anticipating trajectory, creating a long barrier base and throw the ball accurately to a team mate who is most likely to get a player out. |
| | | Can track a ball by running next to it and bring it back | | Can track a rolling ball, create a long barrier base to stop the ball | Can use a low stance to increase agility when catching | | Can anticipate trajectory of a ball to correctly set their low stance and bilateral co-ordination |
| Game understanding | Can use and share equipment safely around others | Understands the importance of throwing accurately and with correct power to a partner | Understands that an underarm throw is used for distance and under arm for accuracy | Can understand the roles of the postmen, batter, bowler and the fielder | Can understand how to score and deny points in the 4 roles | Understands the role of the backstop | Understands all roles and responsibilities in multiple striking and fielding games. They understand how fielding positions can affect the success rate of the batters. |
| | | | | | | Knows when it is best to run and when to stay when scoring points | |
| Evaluation | Talk about what they did well | Begin to say how they could improve | Can suggest how a partner could improve | Can describe how their performance has improved | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. | Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |

| FS2 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
|-----------------|---------------------------------------|--------------|--------------|---|
| Throwing | WALT | Step Forward | Roll | <p>Children need to be able to roll a ball along the floor to practice the action of the underarm throw.</p> <ol style="list-style-type: none"> 1. Hold the ball in 1 hand, taking a step forward and bending the hips to get nearer to the floor. 2. Holding the ball underneath, extend the arm straight to the floor so the ball rolls instead of bounces. |
| | <i>Roll equipment along the floor</i> | | | |
| | Prior Knowledge | | | |
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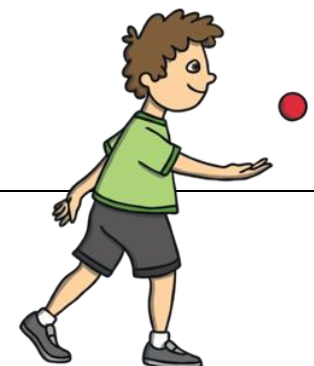
Striking and Fielding Exemplification

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|------------------------------|---|---------------|--|--|---|
| | How Knowledge is progressive | | | <div>Children to play bowling Games to practice rolling.</div> | |
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| | WALT | | | | |
| | Understand the arm is used to throw objects | | | | |
| | Prior Knowledge | | | | |
| | | | | | |
| How Knowledge is progressive | Arms Hands | Roll Throw | <div></div> <div>Show children a blank body, can they identify which part of the body is used when rolling or throwing an object?</div> | | |
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| Bat tin g | WALT | | Balance Tennis Racquet Palm Correct Grip | <div>Children are learning to hold a racquet and develop hand eye coordination.</div> <div>1. First teach children how to shake hands with a partner. Play a running game, when the teacher blows whistle, children find a partner and shake hands.</div> <div>2. Next teach children to correctly hold the handle of a racquet. Offer children the handle of the racquet and ask them to shake hands with it, but to close the hand around the handle. Keep elbow tucked into the body. Play a running game, when teacher blows a whistle find a tennis racquet on the floor.</div> <div>3. Then ask children to stand still holding a racquet with the palm facing upwards. Begin by balancing a bean bag and progress to balancing a tennis ball. Play a game who can balance the ball the longest?</div> <div>Challenge - can children walk and balance the ball at the same time https://www.youtube.com/watch?v=bk9A0UBUy5A</div> |  |
| | Balance a ball on a tennis racquet | | | | |
| | Prior Knowledge | | | | |
| | | | | | |
| | How Knowledge is progressive | | | | |
| | | | | | |
| Fiel din g | WALT | | Tracking Partner Roll | <div>Teach children the word tracking. Tracking means we are going to follow the path of something</div> <div>1. Tell children to work with a partner. Partner A is going to track partner B's path. Walk, Run Jump etc.</div> <div>2. Next tell children they are going to track a rolling ball. Partner A rolls the ball, Partner B needs to track the ball running behind it until it swaps. Wherever it stops, partner B rolls the ball for partner A.</div> <div></div> | |
| | Follow the path of a rolling ball | | | | |
| | Prior Knowledge | | | | |
| | | | | | |
| | How Knowledge is progressive | | | | |
| | | | | | |
| | WALT | | Catch | <div>This is developing children's hand eye coordination.</div> <div>Can children hold a ball in 2 hands and throw it gently upwards no higher than their head.</div> <div>Children to keep hands still so the ball falls back into their hands.</div> |  |
| | Throw a ball up to themselves and catch it | | | | |
| | Prior Knowledge | | | | |
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| | How Knowledge is progressive | | | | |
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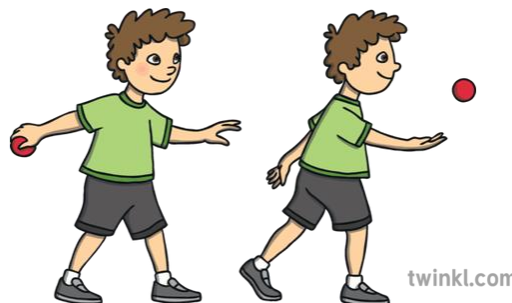


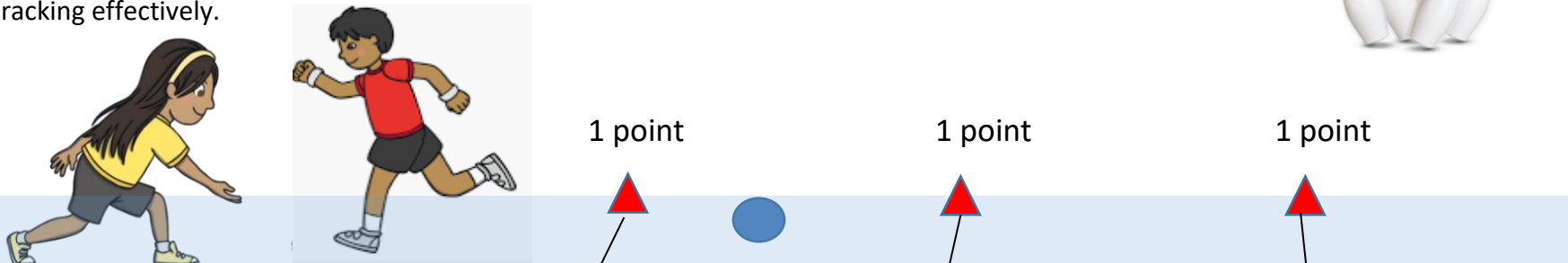




Striking and Fielding Exemplification

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| Game Understanding | WALT | | Safety Injury Wasit | Children to be aware of the dangers of equipment they are using. Teach children not to swing racquets around otherwise they may potentially cause an injury. Children should not hold the racquest above waist height |
| | Use and share equipment safely around others | | | |
| | Prior Knowledge | | | |
| | | | | |
| | How Knowledge is progressive | | | |
| Evaluation | WALT | Good Well | Successful | Children to discuss ideas, what did they do well in the session? Ideas – keep going even though they were tired, followed the rules, stayed in the correct space |
| | Talk about what they did well | | | |
| | Prior Knowledge | | | |
| | | | | |
| | How Knowledge is progressive | | | |

| Year 1 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
|----------|---|--------------|---|---|
| Throwing | WALT | Step | Opposite Underneath Throw Underarm | <ol style="list-style-type: none"> 1. Hold the ball in 1 hand, taking a step forward with the opposite foot. 2. Holding the ball underneath, raise the arm to throw the ball. |
| | Can throw an object underarm at a static target | | | |
| | Prior Knowledge | | | |
| | Roll equipment along the floor | | | |



Striking and Fielding Exemplification

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|--|--|----------------|---|--|
| | How Knowledge is progressive | | | |
| | Children have are developing the rolling action into an underarm throw using the same lunging technique. | | | |
| | WALT | Step Backwards | Opposite Underneath Throw Underarm Stretch | Using the above underarm throw- Develop power by pulling the arm backwards as you take the step forward. Develop balance by holding the non-throwing arm in front of the body. Develop accuracy by pointing the hand at the target at the end of the action. |
| | Explore using power to reach static targets at different lengths | | | |
| | Prior Knowledge | | | |
| | Children have learned to throw a ball | | | |
| How Knowledge is progressive | | | | |
| Children are developing their controlled use of power while throwing. | | | | |
| Batting | WALT | | Correct Grip Bounce Racquet Handle Under hand grip Waist height | Check can children remember how to hold onto a tennis racquet handle using an underhand grip? An underhand grip is where the palm points upward. Children to hold the racquet at waist height and to bounce the ball, no higher than their head. 1. Teach the action. 2. Who can perform the most bounces? 3. Play a running game – moving between racquets and balls on the floor. When teacher says – last person to find a racquet and start bouncing the ball. |
| | Bounce a ball on a tennis racquet | | | |
| | Prior Knowledge | | | |
| | Children have learned to balance a ball on a racquet | | | |
| | How Knowledge is progressive | | | |
| Children are learning to bounce a ball on their racquet developing hand eye coordination and balance | | | | |
| | WALT | Partner | Track Roll Return | Children are learning to track the path of a ball that is moving away from them. They need to catch up with the ball, pick it up and return it to their partner. Game 1 - Partner A rolls the ball to the pins, Partner B has to track the ball and pick it up to deny the ball knocking over as many pins. Game 2 – This game is like curling. Set up lanes with markers. Partner A rolls the ball down the lane. Partner B has to track the ball and pick it up as quickly as possible. Each lane marker the ball rolls past is worth a point. Partner A wants to score as many as possible points, Partner B wants to deny points by tracking effectively. |
| | Track a ball by running next to it and bring it back | | | |
| | Prior Knowledge | | | |
| | Children have learned to follow the path of a rolling ball | | | |
| | How Knowledge is progressive | | | |
| | Children are learning to track a ball until they catch up with it and bring it back to a starting point | | | |
| | WALT | | Palm Cupped hands Net Spread fingers | 1. Children should begin with bent knees. 2. Demonstrate cupped hands technique (fingers spread like a net, side of palms touching). 3. Watch the path of the ball carefully and guide the hands so the ball travels into the ‘net’. 4. Close the fingers around the ball to prevent it bouncing out when it hits the palms. |
| | Can catch a small ball using a webbed hand grip | | | |
| | Prior Knowledge | | | |
| | Children have thrown a ball up to themselves to catch with 2 hands | | | |
| | How Knowledge is progressive | | | |
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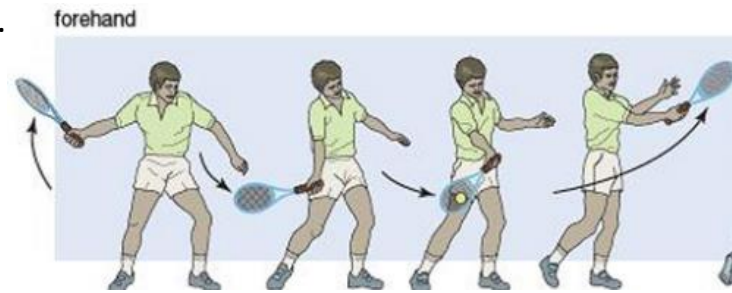
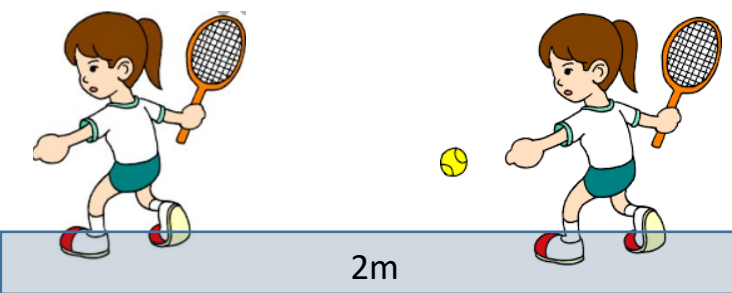
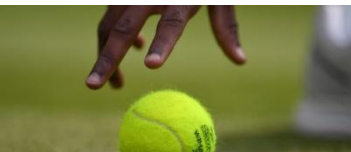
Striking and Fielding Exemplification

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|----------------------|--|--|--|---|
| | Children are learning the cupped hand technique used to catch a smaller ball | | | |
| Game Understanding | WALT | | Safety Injury Wasit Considerate | Teach children not to swing racquets around otherwise they may potentially cause an injury. Children should not hold the racquet above waist height. Teach children to be considerate when throwing. They should not be throwing the ball as hard as they can and not at head height. |
| | Understand the importance of throwing accurately and with correct power to a partner | | | |
| | Prior Knowledge | | | |
| | Children have played throwing, rolling and catching games with others. They have used equipment safely. | | | |
| | How Knowledge is progressive | | | |
| | This is teaching children to throw safely so they don't hurt people. They are also learning what is catchable and what isn't | | | |
| Evaluation Awareness | WALT | | Improve Performance | Children can understand that sometimes we don't do things perfectly. Therefore they can begin to identify what went well and what wrong to be able to correct it next time. For example <div>+ Used a cupped technique to catch Next time – I am going to close my fingers around the ball so I don't drop ++</div> <div>+ Threw a ball underarm with a lunge. Next time – I am going to throw it more accurately by pointing my hand at the target at the end of the action.it.</div> |
| | Begin to say how they could improve | | | |
| | Prior Knowledge | | | |
| | Children can say what they did well | | | |
| | How Knowledge is progressive | | | |
| | Children are learning to talk about what they can do to improve their performances | | | |

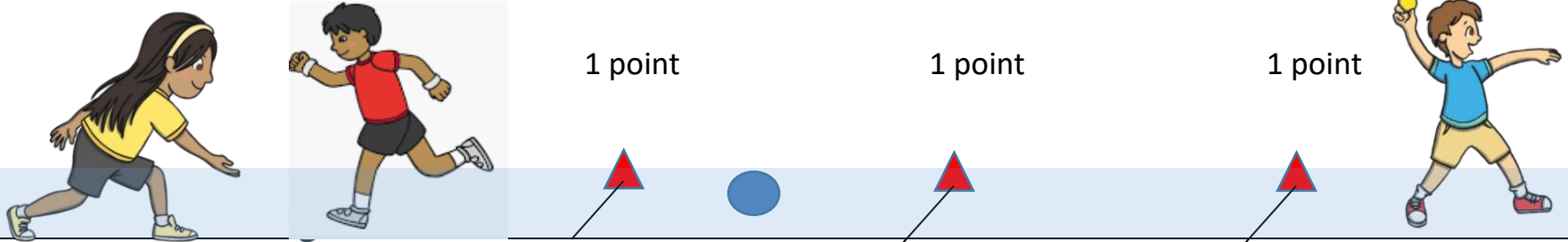
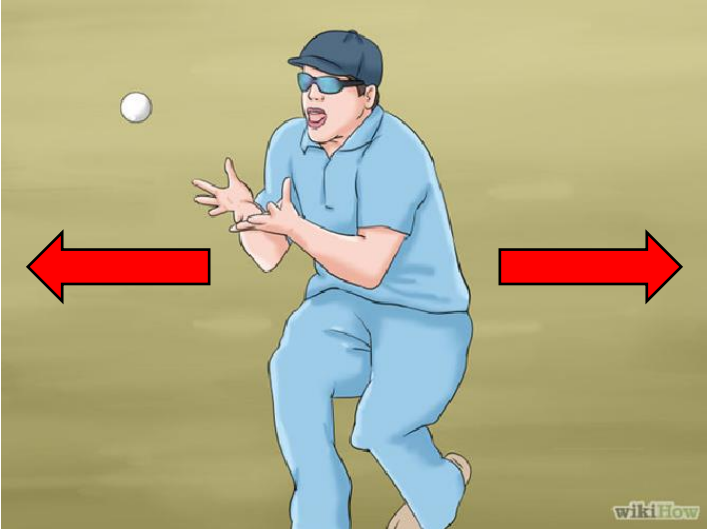
| Year 2 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
|--------|---|--------------|------------------------|--|
| Throw | WALT | Throw | Side Stance Overarm | 1. Identify throwing arm 2. Start in the side stance position – throwing arm and leg on same side behind. |
| | Can throw an object over arm to a static target | | | |



Striking and Fielding Exemplification

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|-----------------|---|---|---------------------------------------|---|---|
| wi ng | Prior Knowledge | | Release Arc | 3. Point front foot at the target. 4. Hold ball to ear with throwing hand and raise non-throwing out in front, pointing at object. 5. Thrust throwing arm forward in an arc shape passing over the head. 6. Finish with throwing hand pointing at the target for accuracy. | |
| | <i>Children have learned to roll a ball and the underarm throw.</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning the overarm throw to be able to throw objects at a variety of ranges.</i> | | | | |
| | WALT | Distance Height | Target Over arm Under arm | Set up Hoops or nets at different ranges and heights. Children to practice using both underarm and overarm throw to hit target. Children to work individually/pairs/ in house teams - who can score the most points? |  |
| | <i>Throw with accuracy at targets at different heights and distances</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned the underarm and over arm throw</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Practising their accuracy and power of both techniques.</i> | | | | |
| Ba tti ng | WALT | Bent knees Side Stance Waist height | Correct Grip Racquet face rally | 1. Children to start by standing in a side stance – knees slightly bent. 2. Hold the racquet correctly by 'shaking hands' technique  3. At waist height, draw the arm backwards. 4. Keeping the face of the racquet facing forward, sweep the arm in a downwards arc. 5. Gently swing the racquet through the upwards part of the curve.  After children have practised the action, they need to work with a partner to use the forearm hit to rally the ball between them.  | Children rallying 2m apart, getting progressively further apart. |
| | <i>Use a forehand tennis swing</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned to balance and bounce a ball on a racquet</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are developing their control of hand held racket and bats. They have learned a vertical action and are learning to use a horizontal action.</i> | | | | |
| Fi el | WALT | Throw Target Partner | Track Roll | Children are learning to track the path of a ball rolling away from them. They need to catch up with it and, using their hands only, stop the ball from rolling further away. Children are then to throw the ball back to a target. |  |
| | <i>Track and stop a moving ball by using hands only</i> | | | | |
| | Prior Knowledge | | | | |

Striking and Fielding Exemplification


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|---|--|--------------------|--|---|
| di ng | Children have learned to track a ball and return it | | | <p>Game 1 - Partner A rolls the ball to the pins, Partner B has to track the ball and pick it up to deny the ball knocking over as many pins.</p> <p>Game 2 – This game is like curling. Set up lanes with markers. Partner A rolls the ball down the lane. Partner B has to track the ball and pick it up as quickly as possible. Each lane marker the ball rolls past is worth a point. Partner A wants to score as many as possible points, Partner B wants to deny points by tracking effectively.</p>  |
| | How Knowledge is progressive | | | |
| | Children are learning to track the ball but to only use their hands to stop it when they catch up with it instead of a mix of hands and feet. | | | |
| | WALT | Bent Knees | Cupped hands Net Side Step Anticipate Path | |
| | Position the body so a ball is always travelling directly to them when performing catches | | | |
| | Prior Knowledge | | | |
| Ga me Un de rst an din g | Children have learned to catch a ball using the cupped hand technique | | | <p>Children are continuing to practise their catching skills, and developing them by moving side to side.</p> <ol style="list-style-type: none"> 1. Ensure knees are slightly bent – this helps push off using the legs to move to the side. 2. Keep hands cupped 3. Watch the path of the ball carefully to anticipate which direction to move in. <p>Warm up – practice standing with bent knees and hand out, can children step to either side when told by adult/ partner.</p> <p>Introduce a ball – children work with a partner to throw the ball to them or just to the side so children have to practise the side step.</p>  |
| | How Knowledge is progressive | | | |
| | Children are learning to move their body to either side to match the path of a ball. This ensures they can catch a ball using the cupped hand technique by making sure it is always travelling towards them. | | | |
| | WALT | Target Distance | Roll Overarm Underarm Accurate Power | |
| | Understand that an underarm throw is used for distance and under arm for accuracy | | | |
| | Prior Knowledge | | | |
| Ev alu | Children have learned a selection of different throws | | | <p>Children have learned to perform a roll, an underarm throw and a basic over arm throw. They need to understand that we use these for specific reasons.</p> <p>Roll – when we want the ball to move along the ground and not in the air.</p> <p>Under arm throw – For throwing to a target that is close to us because it is more accurate and doesn't have much power.</p> <p>Over arm throw – We use this when we want the ball to travel a long distance as when can use more power.</p> |
| | How Knowledge is progressive | | | |
| | Children are learning when each skill is best utilised | | | |
| | WALT | Partner | Observe Perform Successful | |
| | Can suggest how a partner could improve | | | |
| | Prior Knowledge | | | |

Striking and Fielding Exemplification

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| ati on | Children have been taught to look for space large enough to perform | | | For Example: | <div>Q - Was your partner's over arm throw good? What could they do to improve?</div> <div>A - Their stance was good, but they the throw wasn't on target because they didn't point with their other hand.</div> |
| | How Knowledge is progressive | | | | |
| | Children are learning how to maximise the use of space around others. | | | | |

| Year 3 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
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| | WALT | | | |

Striking and Fielding Exemplification





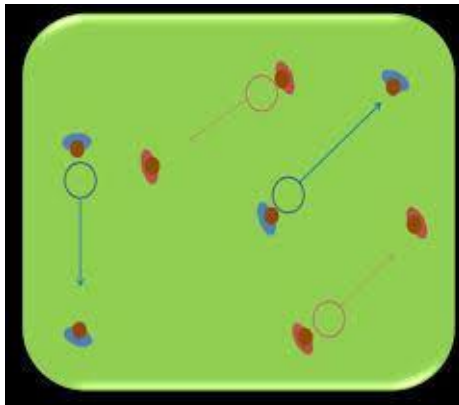


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| Th ro wi ng | Show increasing accuracy and power when throwing underarm and overarm | Accuracy Power Distance | Over Arm Under Arm Hole Tee Golf | Children to play a version of golf by throwing a ball/ bean bag. |  |
| | Prior Knowledge | | | Adult to set up a 15 hole course using numbered throw downs as ‘tees’ and numbered hoops as ‘holes’. | |
| | Children have learned the over and under arm throws | | |  | |
| | How Knowledge is progressive | | | Children to work in pairs to complete the course in the lowest score possible. | |
| | Children are developing their accuracy and power of these throws | Target | Over Arm Under Arm Moving Static | Pairs competing against each other and as a pair against other pairs. |  |
| | WALT | | | Each throw is 1 point and the aim is to throw the ball/bean bag in the ‘hole’ in the fewest throws. | |
| | Throw underarm and over arm to a moving target | | | Children to decide whether they need to use power (over arm throw) or accuracy (under arm throw) to match their distance from the ‘hole’. | |
| | Prior Knowledge | | | Teach children that when throwing at a static target – you had to aim where it was. | |
| | Children have learned to perform under and overarm throws to a static target | | | When throwing at a moving target - you need to throw where the target is going to be or the ball will miss. | |
| | How Knowledge is progressive | | | Practice playing games where children need to throw soft balls moving objects. For example (Mini Dodgeball). | |
| | Children are learning to throw to a moving target | | | Children start in the safe zone, the have to run to the opposite safe zone. The throwers ● at the sides have to throw soft mini balls at the runners. If hit you become a thrower. | |
| Ba tti ng | WALT | | Blocking Bat Correct Grip Forehand swing Side Stance Striking | The blocking technique is used to stop a ball travelling through the air, not a traditional hitting action. |  |
| | Use a blocking technique to block a moving ball using a bat | | | To do this hold the bat by ‘shaking hands’ with the handle. | |
| | Prior Knowledge | | | Stand in a side stance action with bent knees. | |
| | Children have learned how to perform a fore hand tennis swing | | | Move the legs left or right if need to ensure the ball is travelling straight towards the bat. | |
| | How Knowledge is progressive | | | Use the bat as a barrier, try to stop the ball from travelling by simply blocking its path. | |
| | Children are using this tennis swing action to stop a ball using a bat | | | (This builds hand eye coordination, leading to a traditional swing in future years.) | |
| Fi el di ng | WALT | | Long barrier Track Anticipate | During a game a hit is fine but start by practicing the blocking technique to build hand eye coordination. |  |
| | Can track a rolling ball, create a long barrier base to stop the ball | | | The blocking technique is used to stop a ball travelling through the air, not a traditional hitting action. | |
| | Prior Knowledge | | | To do this hold the bat by ‘shaking hands’ with the handle. | |
| | Children have learned to track a ball and throw it back to a target | | | Stand in a side stance action with bent knees. | |
| | How Knowledge is progressive | | | Move the legs left or right if need to ensure the ball is travelling straight towards the bat. | |
| | Children are learning the long barrier to prevent mishandling the ball | | | Use the bat as a barrier, try to stop the ball from travelling by simply blocking its path. | |
| | WALT | Bent knees Palms | Cupped hands | (This builds hand eye coordination, leading to a traditional swing in future years.) |  |
| | Can catch a ball travelling above the head | | | During a game a hit is fine but start by practicing the blocking technique to build hand eye coordination. | |
| | | | | Children are learning the long barrier. The long barrier ensures the ball is stopped by the fielder even if they mishandle the ball trying to pick it up. Instead the ball will be stopped by the fielder’s legs or body to stop it travelling further. | |
| | | | | Bend one knee so the lower part of the leg creates a long barrier. The torso helps to step a ball bouncing up and over the leg. | |
| | | | | Children need to anticipate the path of the ball to set their long barrier in its path. | |
| | | | | | |
| | WALT | | | Using the cupped hands technique used before hold your hands together with your palms facing away from your body. |  |
| | | | | | |

Striking and Fielding Exemplification



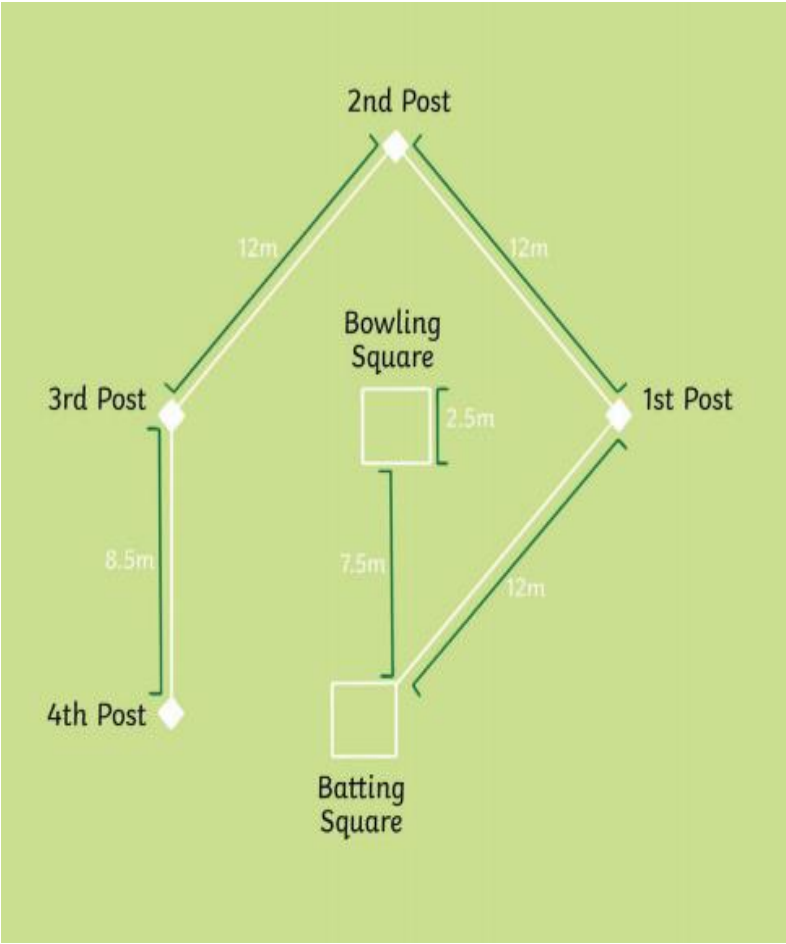
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|---------------------------------------|--|----------|--|--|--|
| | Prior Knowledge | | Net Interlocking | <p>Interlock your thumbs so your hands form a net, this stops the ball going through.</p> <p>As a high ball approaches, raise your hands and position them to catch the ball as close to eye level as possible. If you have time, step back, if not raise the arms to the height of the ball.</p> | |
| | <i>Children have learned to move their stance when catching using cupped hand technique</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to catch balls travelling above their head using the cupped hand technique</i> | | | | |
| | WALT | | Postmen Batter Bowler Fielder | <p>Children are learning to lay rounder's for the first time.</p> <p>Batter – The person who is about to strike the ball from in the batting square. Their aim is to get round as many posts as possible after hitting the ball.</p> <p>Bowler – The person who is going to throw the ball underarm at the batter between the waist and the shoulder.</p> <p>Fielder - Someone in the field that aims to catch the ball to get out the batter. They also try to deny points by throwing the ball to the bowler or a postmen.</p> <p>Postmen – Stands on a post, a fielder will throw the ball to them. The postmen must touch the ball to the post to get the batter out.</p> <p><u>Rules</u></p> <ul style="list-style-type: none"> -Running past all 4 posts after hitting the ball is a rounder -Running past the second post after hitting the ball is ½ a rounder -No hit or ball goes behind the batter – 1st base only. -If there are 2 batters on a post, the first one there is run out. -If the ball is returned to the bowler, who holds it in the air. All batters must stop running. -Team with the most rounder's wins, 3 outs and fielders/batters swap |  |
| | <i>Understand the roles of the postmen, batter, bowler and the fielder</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned how to use equipment safely around others, how to throw considerably to a partner and which type of throw to use for accuracy or distance</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning the basic team roles of rounder's. They need to use the equipment safely, throw considerably to team mates, accounting for different distances understanding when to use an underarm or over arm throw.</i> | | | | |
| Ev al ua tio n | WALT | Improved | Resilience Hard Word Independence Team Work | <p>Children can talk about how they managed to get better at performing actions.</p> <p>What did they do:</p> <ul style="list-style-type: none"> -Improve their long barrier technique by getting their leg closer to the ground. -Concentrate on the path of a ball better. <p>Through doing this children are developing an understanding of resilience and hardwork to improve sporting performance.</p> | |
| | <i>Can describe how their performance has improved</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children can say what they did well</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to discuss what they did well and how they improved</i> | | | | |

| Year 4 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
|-----------|-----------|--------------|--------------|---------|
|-----------|-----------|--------------|--------------|---------|

Striking and Fielding Exemplification

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|----------------------|---|-------------------------------|---|---|---|
| Th ro wi ng | WALT | Power Twist Balance | Core | <p>Stand with 1 foot in front of the other to create a strong balance.</p> <p>Twist the hips and the torso tightening the core towards the back foot to generate coiled energy.</p> <p>Use the core to generate power through the over arm throwing action.</p> |   |
| | <i>Perform an over arm throw for distance by twisting core and side on stance</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned the over arm throw</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>To develop their power in the over arm throw, children will learn to use their core</i> | | | | |
| Th ro wi ng | WALT | Accuracy Power Distance | Over Arm Under Arm Hole Tee Golf | <p>Children to play a version of golf by throwing a ball/ bean bag.</p> <p>Adult to set up a 15 hole course using numbered throw downs as ‘tees’ and numbered hoops as ‘holes’.</p> <div></div> <p>Children to work in pairs to complete the course in the lowest score possible. Pairs competing against each other and as a pair against other pairs. Each throw is 1 point and the aim is to throw the ball/bean bag in the ‘hole’ in the fewest throws. Children to decide whether they need to use power (over arm throw) or accuracy (under arm throw) to match their distance from the ‘hole’.</p> |  |
| | <i>Select the most appropriate throw to get a ball to a target</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned the over and under arm throws</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to select which throw to use for accuracy and power</i> | | | | |
| Ba tti ng | WALT | | Bat Correct grip Forehand swing Side Stance Striking | <p>Children are performing a traditional hit.</p> <ol style="list-style-type: none">1. Start by holding the bat by ‘shaking hands’ with the handle.2. Stand in a side stance action with bent knees so the striking arm is behind the body.3. Move the legs left or right if need to ensure the ball is travelling straight towards the bat.4. Bring the bat behind the body and sweep in a forehand swing to strike the ball <p><u>Warm Up</u></p> <p>Partner A gently throws the ball to partner B, Partner B practices the forehand batting swing. Trying to gently return the ball to Partner A.</p> |  |
| | <i>Perform a handstand</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned the T-lever, scissor kick and headstand</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are putting all the actions learned together to perform the full handstand.</i> | | | | |
| | WALT | | |  | |

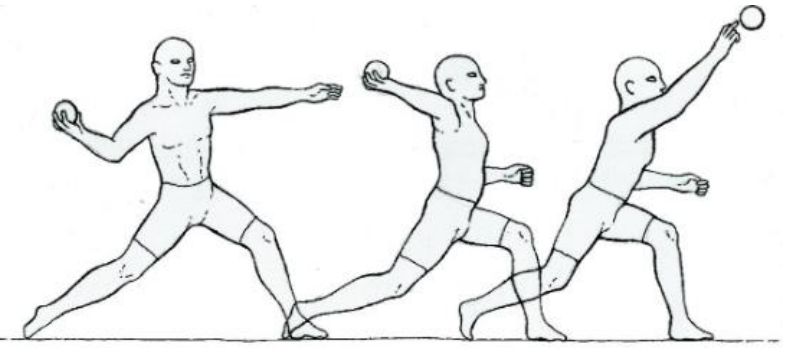



Striking and Fielding Exemplification

| | | | | | |
|--------------------|--|--|--|---|--|
| Fielding | Track a rolling ball by anticipating trajectory and create a long barrier base | | Long barrier Track Anticipate | Children are learning the long barrier. The long barrier ensures the ball is stopped by the fielder even if they mishandle the ball trying to pick it up. Instead the ball will be stopped by the fielder's legs or body to stop it travelling further. |  |
| | Prior Knowledge Children have learned the long barrier | | | Bend one knee so the lower part of the leg creates a long barrier. The torso helps to step a ball bouncing up and over the leg. | |
| | How Knowledge is progressive Children are learning to anticipate the trajectory of a ball by moving their body into its path before setting their long barrier. | | | Children need to anticipate the path of the ball to set their long barrier in its path. | |
| | Children are learning to anticipate the trajectory of a ball by moving their body into its path before setting their long barrier. | | | Children need to practise tracking a ball moving towards them. Children need to practice tracking the path of a ball moving their body into the path of the ball before setting their long barrier. | |
| | WALT Use a low stance to increase agility when catching | | Low Stance Agility | When catching, by standing in the low stance position with knees bent, it is easier to move forwards/ backwards or side to side to move towards a ball. |  |
| | Prior Knowledge Children have learned the cupped hand technique | | | This also helps to generate power if you need to jump up to catch high ball or forwards to catch a dropping ball. | |
| Game Understanding | How Knowledge is progressive Children are learning to set a low stance to increase their agility when catching | | | | |
| | WALT Understand how to score and deny points in the 4 roles | | Postmen Batter Bowler Fielder | Children are learning to lay rounder's for the first time. |  |
| | Prior Knowledge Children have learned the 4 basic roles of rounder's | | | Batter – Running past all 4 posts after hitting the ball is a rounder. Running past the second post after hitting the ball is ½ a rounder. Can choose to stay on a post if they feel they will be run out attempting to get to the next post. | |
| | How Knowledge is progressive Children are learning how each role can deny points or get an opposition player out | | | Bowler – If the ball is returned to the bowler, who holds it in the air. All batters must stop running. | |
| | | | | Fielder - Catching the ball before it makes contact with the ground means the batter is caught out. | |
| | | | | Postmen – Stands on a post, a fielder will throw the ball to them. The postmen must touch the ball to the post to get the batter out. | |
| | | | | <u>Rules</u> -No hit or ball goes behind the batter – 1 st base only. -If there are 2 batters on a post, the first one there is run out. -Team with the most rounder's wins, 3 outs and fielders/batters swap | |


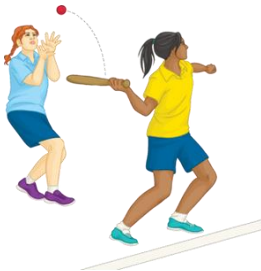
Striking and Fielding Exemplification

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|------------|---|-------------|----------------------|--|
| Evaluation | WALT | Improvement | Evaluate Performance | Children are to watch a performance of an athletic action. |
| | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements | | | Using the teaching points and the WALTs outlined, can they comment on the correct parts of the technique, the incorrect techniques and how the performer could change their action to improve. |
| | Prior Knowledge | | | When suggesting improvements can children use the correct language and use visual demonstrations. |
| | Children have described what they did well and how they have improved | | | |
| | How Knowledge is progressive | | | |
| | Children are learning how to effectively evaluate performances and suggest improvements | | | |


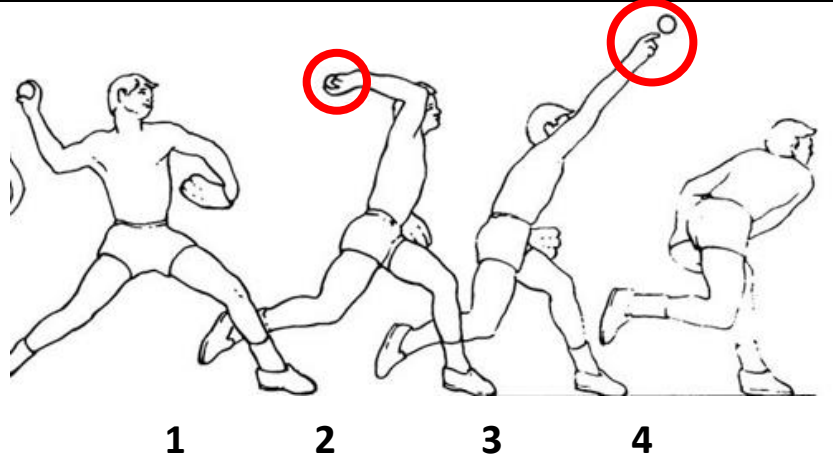
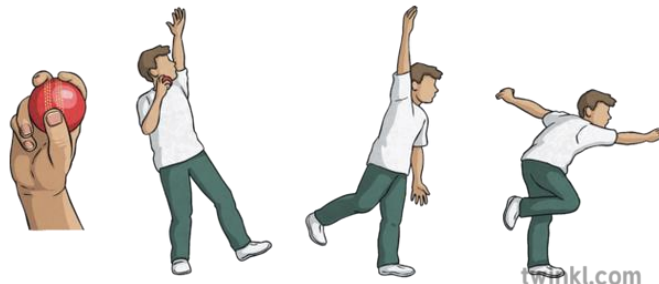
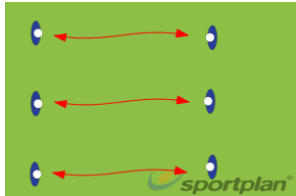

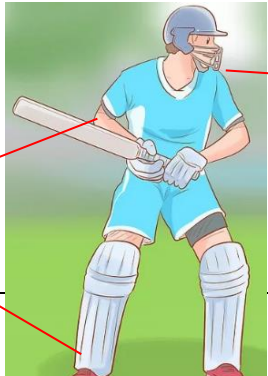
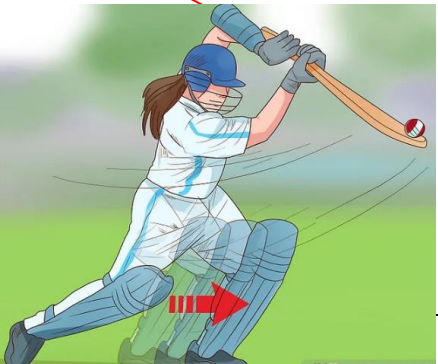
Striking and Fielding Exemplification

| Year 5 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example |
|----------|---|--|--|---|
| Throwing | WALT | twisting accuracy power big toe target | side stance transfer weight back foot front foot | <p>The aim of this technique is improve power and accuracy by:</p> <ul style="list-style-type: none"> -Pointing the front foot forward so the big toe faces the target. -Transferring weight from the back foot to the front foot to generate power <p>For even longer distance throws when the weight is on the back foot you can add a slight bend at the knee to gain more power in the action by involving the legs.</p>  |
| | <i>Can use correct footwork to increase power and accuracy of throwing</i> | | | |
| | Prior Knowledge | | | |
| | <i>Children have learned the over arm throw with a side stance and twisting motion</i> | | | |
| | How Knowledge is progressive | | | |
| | <i>Children are using the transfer of weight from back foot to front foot whilst twisting to create even more power. Pointing the front foot at the target aids the accuracy of the release during this movement.</i> | | | |
| | WALT | | Underarm Bowl Bowling Square | <p>Children are learning to bowl correct inside the bowling square (2mx2m)</p> <p>Start at the back of the square take 1 step forward and bring the arm backwards. Take a second step forward bring the bowling arm forwards. Keep opposite arm pointed forward for balance.</p> <p>The ball must be bowled between the knee and shoulder of the batter The bowler must not leave the bowling square or a no ball is called.</p> <p>Children to practice this action in pairs, each in a 2mx2m square, bowling and catching a ball to each other.</p>  |
| | <i>Bowl underarm at a static target</i> | | | |
| | Prior Knowledge | | | |
| | <i>Children have learned to throw underarm for accuracy</i> | | | |
| | How Knowledge is progressive | | | |
| | <i>Children are learning to use this technique to bowl with power underarm</i> | | | |
| Battling | WALT | | Forehand swing Aim | <p>Children are learning to aim their hit away from fielders reducing the chance of being caught out and maximising the distance their hit will go without being fielded.</p> <p>Children to learn to follow through with their swing so the bat is pointing in the direction they are aiming at the end of the action.</p> <p>Children to move their feet so their chest aims in the direction they want the ball to travel.</p>  |
| | <i>Move the body around a ball to hit it where there is space</i> | | | |
| | Prior Knowledge | | | |
| | <i>Children have learned the traditional forehand bat swing</i> | | | |
| | How Knowledge is progressive | | | |
| | <i>Children are learning to hit the ball in a zone of no fielders.</i> | | | |
| Fielding | WALT | Power | Long barrier Track Anticipate | <p>Children are learning the long barrier. The long barrier ensures the ball is stopped by the fielder even if they mishandle the ball trying to pick it up. Instead the ball will be stopped by the fielder's legs or body to stop it travelling further.</p> <p>Bend one knee so the lower part of the leg creates a long barrier. The torso helps to step a ball bouncing up and over the leg.</p> <p>Children need to practice tracking the path of a ball moving their body into the path of the ball before setting their long barrier.</p> <p>Children to practice using the crouched position to generate power to throw a ball back to a team mate.</p>  |
| | <i>Create a long barrier and throw the ball accurately to a team mate</i> | | | |
| | Prior Knowledge | | | |
| | <i>Children have learned the long barrier</i> | | | |
| | How Knowledge is progressive | | | |
| | <i>Children are learning to throw a ball back to a team mate after tracking and setting a long barrier</i> | | | |


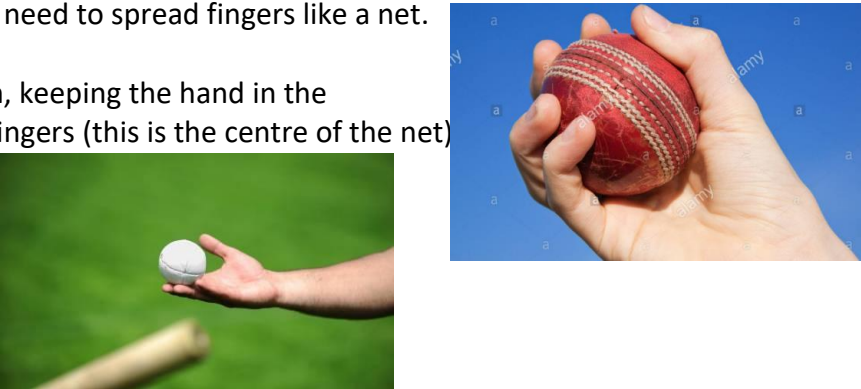


Striking and Fielding Exemplification

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|--------------------|---|---|--|--|---|
| | | | Single Hand Cupped Hand Impact Cushion | <p>Teach children to make a cupped shape using just one hand. They still need to spread fingers like a net.</p> <p>Start but getting children to throw ball softly to each other under arm, keeping the hand in the cupped shape. They need to try and guide the ball to the base of the fingers (this is the centre of the net) not the palm.</p> <p>Encourage children to cushion the impact of the catch, drawing the hand back to prevent the ball bouncing out of the hand.</p> |  |
| | WALT | | | | |
| | <i>Catch using a single hand cupped technique</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned to perform a 2 handed cupped hand catch</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to catch using 1 hand on either side of the body</i> | | | | |
| Game Understanding | WALT | | Backstop | <p>The backstop stands behind the batter to catch a hit.</p> <p>The backstop also can help deny runs by gathering the ball and throwing it to a team mate as quick as possible.</p> |  |
| | <i>Understands the role of the backstop</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children know the 4 basic roles</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning the role of the backstop</i> | | | | |
| | WALT | Scoring | Run out Post | <p>Children are learning when to run so they don't run a team mate out</p> <p>-They need to be aware which posts have batters on and where they can run to without being on the same post.</p> <p>-Children are beginning to learn how many posts they think they can get round after a hit to prevent getting run out.</p> <p>-Children are learning that they can run to the next post as soon as the ball has left the bowler's hand.</p> | |
| | <i>Know when it is best to run and when to stay when scoring points</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children know how to score rounder's</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to work as a team</i> | | | | |
| Evaluation | WALT | Resilience Independence Evaluate Performance | Personal Best | <p>This is challenging children to be able to articulate all the cumulative learning they have had in a particular area to describe their performance.</p> <p>For example:</p> <div data-bbox="1377 1306 2534 1633"><p>"I recorded a personal best distance for throwing. I know this because I measured it. This is because I used my core and transferred my weight when throwing."</p></div> | |
| | <i>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned to evaluate performance they have seen</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to be more independent when evaluating their own improvements and targets to improve</i> | | | | |


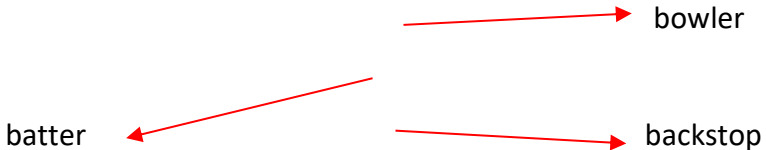
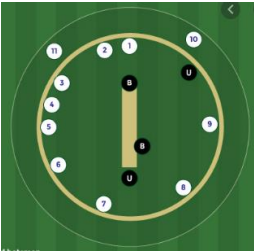


Striking and Fielding Exemplification

| Year 6 | Objective | Tier 2 Vocab | Tier 3 Vocab | Example | | |
|----------|---|------------------------------------|--|--|---|--|
| Throwing | WALT | Spring | Side stance Weight transfer Twist Loaded | <ol style="list-style-type: none"> 1. Begin in a side stance with arm behind the head. 2. Transfer weight from back leg to front leg twisting the core. Before throwing the wrist in in extension like a loaded spring. 3. The wrist unloads the energy stored by quickly firing into flexion. <p>Note – Children do not need to know the terms flexion and extension</p>   | | |
| | <i>Perform an over arm throw for distance by using wrist extension technique</i> | | | | | |
| | Prior Knowledge | | | | | |
| | <i>Children have learned the side stance, to twist the core and to transfer weight to increase power.</i> | | | | | |
| | How Knowledge is progressive | | | | | |
| | <i>Children are learning to use a wrist extension at the point of release to increase power.</i> | | | | | |
| | WALT | Straight Circle | Overarm Bowl Front Leg | <p>Children are learning an overarm bowl – this technique is used as a ‘cricket bowl’.</p> <ol style="list-style-type: none"> 1. Stand in a side stance looking over the shoulder, and pointing the front foot at the target. 2. Keep the bowling arm straight down and the non-bowling arm straight up Like a clock reading half past 12 (Hands at 12 and 6) 3. Take a step forward with the front leg whilst moving the arms in a half circle. 4. Keep the arms moving through the action to generate power. Release the ball when the ball is in eyesight. <p>https://www.youtube.com/watch?v=VHTzqkFuljs</p> <p>Practice bowling to a partner to practice action – increase distance bowled over as children are confident and successful.</p> <p>To make this more challenging for higher ability – place a hoop as a target.</p> <p>Children to bowl the ball aiming to bounce it in the hoop.</p>   | | |
| | <i>Perform an overarm bowl</i> | | | | | |
| | Prior Knowledge | | | | | |
| | <i>Children have learned to bowl underarm</i> | | | | | |
| | How Knowledge is progressive | | | | | |
| | <i>Children are learning to use an overarm bowling action</i> | | | | | |
| Batting | WALT | Shoulder Width Power Balance | 2 handed grip Side stance Dominant Non-dominant | Grip | Stance | Swing |
| | <i>Use a 2 handed batting action</i> | | | -Make a 'V' shape defined by the thumb and forefinger of both hands. -Hold your hands in front of you, palms down. -Wrap the fingers around the handle. | -Stand in a side stance, feet shoulder width apart where the dominant arm and foot are at the back. -Look over the shoulder of the non-dominant arm. -Have a slight bend in the knees | -Keep your eye on the ball and take a step forward to generate power and balance. -Keeping your non dominant arm bent at 90°, drive both arms forwards and upwards. |
| | Prior Knowledge | | |  |  |  |
| | <i>Children have learned to use the single forehand batting technique</i> | | | | | |
| | How Knowledge is progressive | | | | | |
| | <i>Children are learning to use a 2-handed batting technique</i> | | | | | |

Striking and Fielding Exemplification

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|--------------------|---|--|---|--|--|
| | | | | back. | https://www.youtube.com/watch?v=DxCZs5SGM0w |
| Fielding | WALT <i>Track a rolling ball by anticipating trajectory, create a long barrier base then throw the ball accurately to a team mate who is most likely to get a player out.</i> | | | Children are learning the long barrier. The long barrier ensures the ball is stopped by the fielder even if they mishandle the ball trying to pick it up. Instead the ball will be stopped by the fielder's legs or body to stop it travelling further. |  |
| | Prior Knowledge <i>Children have learned how to deny points and to field effectively using a long barrier and throwing a ball to a team mate.</i> | | | Bend one knee so the lower part of the leg creates a long barrier. The torso helps to step a ball bouncing up and over the leg. | |
| | How Knowledge is progressive <i>Children are learning to field with pace and throw the ball to the team mate most likely to run out a batter.</i> | | | Children need to practice tracking the path of a ball moving their body into the path of the ball before setting their long barrier. | |
| | WALT <i>Use hands independently to catch on either side of the body</i> | | | Children to be watching the post to see where the batters are so they are aware which team mate to throw the ball back to. | |
| | Prior Knowledge <i>Children have learned to catch using the single hand cupped technique</i> | | | | |
| | How Knowledge is progressive <i>Children are learning to catch a ball using the single hand cupped technique on either side of the body</i> | | | | |
| | | | Single Hand Cupped Hand Impact Cushion | Teach children to make a cupped shape using just one hand. They still need to spread fingers like a net. |  |
| | | | | Start but getting children to throw ball softly to each other under arm, keeping the hand in the cupped shape. They need to try and guide the ball to the base of the fingers (this is the centre of the net) not the palm. | |
| | | | | Encourage children to cushion the impact of the catch, drawing the hand back to prevent the ball bouncing out of the hand. | |
| | | | | | |
| Game Understanding | WALT Understand all roles and responsibilities in striking and fielding games. | | Batter Bowler Fielder Wicket Keeper Postman Backstop | <u>Cricket</u> Batter – Aims to hit the ball and score runs by running between the wickets. Bowler – Aims to bowl out the batters. Fielder - Aims to catch a batter's hit without touching the ground to get them out and deny runs by quickly returning the ball. Wicket Keeper – Aims to stop the ball travelling too far away when bowled by the bowler and catch miss hit shots. Also aims to get out the batter if they are running by hitting the ball on the stumps. | <u>Rounder's</u> Batter – Aims to hit the ball and score rounder's by running around the posts. Postman – Aims to get a batter out by tapping the ball to the post. Bowler – Aims to bowl out the batters. Fielder - Aims to catch a batter's hit without touching the ground to get them out and deny runs by quickly returning the ball. Back Stop – Aims to stop the ball travelling too far away when bowled by the bowler and to catch miss hit shots. |
| | Prior Knowledge <i>Children have learned the roles of rounder's</i> | | | | |
| | How Knowledge is progressive <i>Children are learning the roles of cricket</i> | | | | |
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Striking and Fielding Exemplification

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| | | | | <p>Can children label picture?</p>  |  |
| | WALT | | Attacking fielding Defensive fielding | <p><u>Defensive Fielding</u></p> <p>Defensive fielding is where the fielders spread out because the batter can hit the ball far and in many directions. This denies the batter runs.</p>  | <p><u>Attacking Fielding</u></p> <p>Attacking fielding is where the fielders group together because they anticipate the ball going in a certain space and they try to catch the batter out.</p>  |
| | <i>Understand how fielding positions can affect the success rate of the batters.</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned how to run to score points</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning how to change a fielding shape to deny runs</i> | | | | |
| Evaluation | WALT | | Evaluate Compare Contrast Coach | <p>Children can critically discuss and compare performances talking about what was successful and what could be improved.</p> <p>This can look like a mini coaching session helping a partner improve their performance by modelling and correcting movement patterns.</p> <p>https://www.youtube.com/watch?v=DxCZs5SGM0w</p> <p>Children could create their own teaching video to demonstrate skills</p> |  |
| | <i>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</i> | | | | |
| | Prior Knowledge | | | | |
| | <i>Children have learned to evaluate their performance and other's performances</i> | | | | |
| | How Knowledge is progressive | | | | |
| | <i>Children are learning to compare and coach each other to improve performances</i> | | | | |