

Striking and fielding games – unit 1

ABOUT THE UNIT

In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.

In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.

WHERE THE UNIT FITS IN

This unit lays the foundations for future striking and fielding games units, in which children will play a variety of games, *eg stoolball, rounders, kwik cricket*. They will develop and adapt the games themselves, making up their own rules and choosing which equipment to use. They will also have opportunities to use their skills of throwing, catching, hitting and kicking in invasion and net/wall games units.

VOCABULARY

In this unit children will have an opportunity to use a range of words, such as:

- batting
- fielding
- bowler
- wicket
- tee
- base
- boundary
- innings
- rounder
- backstop
- score

RESOURCES

- markers
- tees
- a range of bats
- beanbags
- balls
- wickets
- bases and cones
- resource cards with rules and activities

EXPECTATIONS

When carrying out the type of activities and tasks in this unit

most children will be able to:

use a range of skills, *eg throwing, striking, intercepting and stopping a ball*, with some control and accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going; explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising

some children will not have made so much progress. They will be able to:

use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and throw it when fielding; use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions; follow warm ups; recognise what happens to their bodies as they work; carry out practices to improve their work and understand why they are useful

some children will have progressed further. They will be able to:

play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; throw a ball well from a distance; play games well using a variety of skills and equipment; choose and vary a range of tactics; make good tactical decisions quickly, while remaining aware of what is going on around them; explain what happens to their bodies as they work, and how this varies from game to game; identify and describe successful play; identify parts of play that could be improved

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to consolidate and develop the range and consistency of their skills in striking and fielding games
- Ask the children to play games using throwing skills instead of striking skills when they are batting. Then ask the children to play the games using other equipment and skills to bat with, *eg bats, rackets, kicking*.
- Teach the children how to hold different bats or rackets, and how to stand to hit the ball, *eg sideways on a tee, look at the ball, transfer weight from back to front foot*, swing through and hit. Teach them how to hit the ball off a tee and when a ball is bowled to them.
- Teach them how to stand ready as a fielder, *eg get low to the ground behind the oncoming ball, cupped hands on the ground to receive the ball*, and how to get in line with a ball to stop or catch it. Ask them to stop the ball and throw it back to a partner, bowler or wicket-keeper quickly and accurately.

- use a range of skills with increasing control
- strike a ball with intent and throw it more accurately when bowling and/or fielding
- intercept and stop the ball with consistency, and sometimes catch the ball
- return the ball quickly and accurately

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose and use a range of simple tactics and strategies
- to keep, adapt and make rules for striking and fielding games
- Help the children to understand what type of rules are needed to make the game work well. Talk to them about how to involve everyone and to choose rules that make the game fun.
- Help them to understand how to score when they are batting, and how to stop the batter from scoring. Teach the children how to use scoring systems, *eg running around bases, running between markers*. Teach them to look for and find space when they are hitting, so that they score more points. Help them to explore different scoring systems and to evaluate which are the best for them.
- Teach the children how to work as a team when fielding. Talk to them about how the positions they take can make it harder or easier for the batter. Talk to them about how fielders need to change where they stand for different batters, *eg closer or further away, more to one side of the arc, evenly spread out*.

- choose and use batting or throwing skills to make the game hard for their opponents
- judge how far they can run to score points
- choose where to stand as a fielder to make it hard for the batter
- work well as a team to make it hard for the batter
- are familiar with and use the rules set, and keep games going without disputes

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise how specific activities affect their bodies
- to begin to understand the importance of warming up
- Ask the children to compare what their bodies feel like after fielding and after batting. Help them to feel their heart beating. Teach them where else they can find a pulse. Help them to feel their chest working when they breathe. Ask them to describe what happens to their breathing and heart rate while they are playing games and afterwards.
- Teach the children different ways to get ready for games. Teach them how to include skills practices in their warm ups.

- know the demands that specific activities make on their bodies
- know the importance of warming up

EVALUATING AND IMPROVING PERFORMANCE

- to recognise good performance and identify the parts of a performance that need improving
- Teach the children to watch others play and describe what they do. Help them to recognise what is successful.
- Talk to the children about what they need to think about when playing as a batter and as a fielder. Help them to choose things that they and others need to practise. Encourage them to talk during games and to change the way they play to suit the situation in the game.
- Ask the children what they think they need to do to improve their games. Listen to what help they think they need with practising skills. Ask them to identify how others' performances could be improved.

- describe what is successful in their own and others' play
- identify parts of their performance that need improvement, and suggest how to achieve this

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Skills practices should be used as some of the warm-up activities, especially when they involve some gentle and then more vigorous activities. Most lessons should end with cool-down activities.
- Organise the class so that as many children as possible can play the games at the same time. It may be helpful to ask some to practise skills while others play games.
- Give the children the opportunity to become confident using one set of skills before introducing different rules, equipment and skills. Give them time to practise skills in different ways, including in games, practices and drills. Children could use demonstration and resource cards and databases to get ideas on how to practise and perform skills in different ways.
- Make sure the children have opportunities to watch others play or demonstrate their skills, including on video. Tell them points to look out for. The children could also use a database of different techniques for striking and fielding games.
- Give the children opportunities to explain or record the rules for games. They could set up a record of scores and players on a database.
- They could use a concept keyboard to track the ball in games.
- Give the children specific feedback on their ideas, skills, tactics, use of rules and how to improve. They should demonstrate their work to each other, talk about it and teach it to partners.
- The children could use pulse monitors to observe the effects of activity on their heart.
- The discussion of physical changes arising from this activity might form the basis of the non-chronological report writing in the literacy hour.

Health and safety

- Do the children's footwear and clothing keep them safe and help their learning?
- Is the space for playing games safe and clear enough to work in?
- Have all the children warmed up and cooled down properly?
- Is the equipment light enough for all the children to handle?

PRIOR LEARNING

It is helpful if children have:

- taken part in throwing and catching activities
- practised striking a ball, *eg with rackets, sticks*
- played a range of running games, *eg beat the runner (chasing a ball passed around bases)*
- played a range of running and fielding games
- played a range of simple striking and fielding games

CORE TASKS

Following are core tasks the children could be asked to carry out.

Task 1

The aim of the game is for the batter to hit the ball into an arc, and to score points by jumping in and out of a hoop, or by bouncing a ball, as many times as possible before the fielding team have returned the ball to base.

Play the game three against one or four against one. The batter hits the ball off a low tee into the arc (see diagram 1 below). The players field the ball and then pass it to each other. When all the fielders have touched the ball, the batter stops scoring. Change around after four or five strikes. Encourage the children to keep their own scores and to try to beat their last score the next time they bat.

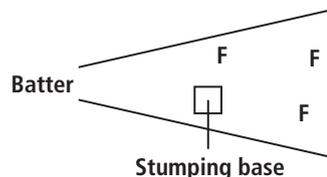


Diagram 1

Adaptations and variations on the task

Ask the children to:

- start by using throwing as the way the 'batter' sends the ball, before moving on to striking skills with a variety of bats and balls. Adapt the game to include other skills, *eg kicking instead of striking*
- use 'markers' valued at different points, that the batter can aim at for bonus points
- use a slightly larger ball (this will make the game easier for the batter)
- play the game with a bowler feeding the ball to the batter (this will make the game harder for the batter – make sure the feeding is good). Players could also feed the ball to themselves by bouncing it or throwing it in the air before hitting
- think of different ways to score points, *eg throwing and catching a ball to a partner, doing star jumps, bouncing a ball on a racket*
- think of different ways that they can all touch the ball when they are fielding, *eg passing it to each other, touching the ball held in one fielder's hand*

Task 2

The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base (see diagram 2 below).

Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four

or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.

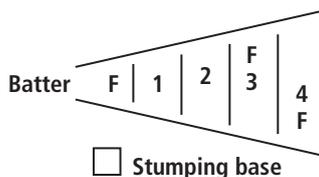


Diagram 2

Adaptations and variations on the task

Ask the children to:

- run around boxes and between different markers when they are batting
- use different skills and equipment for batting
- use throwing or rolling skills and a slightly larger ball (this will make the game easier for the batter)
- use a soft ball and ask a bowler to feed the ball (this will make the game harder for the batter – make sure the feeding is good)
- all take a role, *eg wicket-keeper, bowler, fielder and batter*
- play the game with bonus points, *eg if the ball is hit full toss into a target area*
- use scoring systems that do not involve running, *eg bouncing a ball on a racket, throwing and catching a ball with a partner*
- work in pairs when batting, with one as the hitter and one as the runner. The runner must stop in a zone, then continue running when the ball is hit again. The runner has to get to the last zone and back again for the batter to stay in

Task 3

Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new striking and fielding game, with a scoring system. They should be able to play their game well and teach it to others in the class.

EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- practise skills at playtime using skills-based cards (the children could design and make some of these)
- take part in after-school groups
- practise some of the skills at home with their parents or guardians
- take part in activities run by local providers, ranging from taster sessions to regular junior clubs and competitions

CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – developing awareness of pulse and breathing rates
- numeracy – scoring (individual and team), timing
- PSHE – listening to others, giving and taking feedback, working as a team

