

## Striking and fielding games – unit 2

### ABOUT THE UNIT

In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.

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

In future units children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team. They will develop warm-up routines and skills practices that will improve their play, showing a greater awareness of the type of fitness they need and how to prepare for striking and fielding games.

In other physical education units children will use throwing and catching skills and striking skills for different games. They will focus on ways of warming up and how to work in teams to plan tactics.

### VOCABULARY

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

- stance
- the crease or batting point
- non-striker
- leg-side
- offside
- home base
- pitch
- over
- innings

### RESOURCES

- a range of bats
- balls
- beanbags
- markers
- posts
- wickets
- cones
- resource cards with rules and skills practices

### EXPECTATIONS

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

*most children will be able to:*

strike a bowled ball; use a range of fielding skills, eg *catching, throwing, bowling, intercepting*, with growing control and consistency; work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games; recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve

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

play the games, but may need extra support; hit a ball bowled sympathetically to them; play a range of roles in a fielding team, but with varying degrees of success; know the basic rules; understand the need for different tactics; recognise that it is important to warm up and carry out exercises safely and carefully; recognise why some practices help to improve their play

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

play games effectively, reading situations and responding quickly; bat, bowl and field with control; use a range of tactics for attacking and defending as batters, bowlers and fielders; identify the main types of fitness needed for these games and use them in warm-up routines; identify their own and others' strengths and devise practices that lead to improvement

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### ACQUIRING AND DEVELOPING SKILLS

- to develop the range and consistency of their skills, especially in specific striking and fielding games
- Ask the children to play games using familiar equipment. Listen to their views on which equipment they like best.
- Teach them different ways of hitting the ball. Help them to hit the ball accurately into spaces, and to different parts of the field, when playing games. Teach them how to position their bodies and their feet to hit the ball accurately.
- Help the children to bowl accurately to help a partner and, later, to get an opponent out. Teach them to bowl with underarm and overarm actions. Teach them how to place their feet and position their bodies. Teach them how to grip the ball to control it. Help them to bowl at different speeds.
- Help the children to retrieve, intercept and stop a ball when fielding. Teach them to get their body behind the ball. Help them to catch the ball with two hands and, when necessary, with one hand. Help them to throw the ball overarm efficiently when fielding.

- use different ways of bowling
- bowl underarm accurately
- vary how they bowl
- bat effectively, using different types of shot
- field with increased accuracy
- throw overarm with accuracy and for a good distance

### SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding
- Help the children to think about how to work as a pair when bowling/wicket-keeping and fielding. Teach them to work together as a fielding team to cover the area and make it hard for the batter to score. Talk to them about setting a field for the batter's favourite shots. Teach them where to bowl to help their fielders and make it hard for the batter.
- Help the children to think about hitting the ball away from the fielders. Help them to gauge when and how far to run between wickets. Teach them when to use attacking shots and when to defend.
- Listen to their views on which tactics work best for them.
- Ask the children to explain the rules of the games. Encourage them to keep the rules.

- hit the ball from both sides of the body
- direct the ball away from fielders, using different angles and speeds
- plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding
- gauge when to run after hitting the ball
- use tactics which involve bowlers and fielders working together

### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know how to warm up
- to understand what to include in a warm up in order to improve performance
- to understand why exercise is good for their fitness, health and wellbeing
- Talk to the children about their understanding of fitness and health. Teach them what types of fitness they most need for bowling, batting and fielding. Help them to identify what is the same and what is different about how their bodies work in each of these parts of the game.
- Ask the children to warm up independently, using activities which focus on the types of fitness they need in the games.

- make up their own warm up and explain how it is organised
- know the importance of particular types of fitness to the game

### EVALUATING AND IMPROVING PERFORMANCE

- to evaluate strengths and weaknesses in their own and others' performances and suggest improvements
- Help the children to pick out and describe what is successful in a game. Ask them what they feel they do best and where they lack confidence. Listen to their views on what parts of their play they need to improve. Teach them practices to help them improve.
- Help them to evaluate their performance in different parts of the game, *eg batting, bowling and fielding*. Help them to recognise how each of these activities makes their bodies work differently.
- Listen to the children's views on adapting games to make them easier or harder.

- recognise their own and others' strengths
- identify what they need to improve in their performance and suggest how they could do 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 short 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 running. Most lessons should end with cool-down activities.
- Give the children the opportunity to become confident using particular equipment and skills before these are changed. Give them enough time to practise their skills, both in drills and in games. Make sure batters and bowlers have enough turns to allow them to practise.
- Give the children opportunities to talk to each other, so that they can plan how to play as a team, evaluate what they do, and decide what they need to practise. Planning, modifying and identifying next steps are part of the 'discussion and group interaction' strand in the framework for planning in *Teaching speaking and listening in key stages 1 and 2*, (QCA/99/391).
- Make sure the children have opportunities to watch others play or demonstrate skills. Ask them to look for specific things.
- Give the children opportunities to record what they have done, and the rules and tactics used for games.
- Children could use:
  - a video camera to record their performances and compare their techniques with professional players'
  - a concept keyboard to track and analyse players' performances
  - the internet to research the rules of mini-games
- They could also design their own recording system for scoring, which could be used to organise a competition.

#### 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:

- developed basic fielding and batting skills
- cooperated in small group games
- learned what a striking and fielding game is and the type of tactics they have to use to play well
- learned about rules and how to apply and adapt them

## CORE TASKS

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

### Task 1

The aim of this game is for a pair (one batter and one runner) to score as many runs as possible.

Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base.

After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.



Batter



Diagram 1

### Adaptations and variations on the task

Ask the children to:

- run round bases set in a circuit, as in rounders; give a point for each base reached
- run between bases that are closer together; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)
- run between bases that are further apart; hit the ball into a smaller area; try to bowl the batter out; play with a larger number of fielders (this will make it harder to score)
- use equipment with which they can be successful, *eg different size and weight bats or rackets, softer or harder balls, smaller or larger balls*
- use positive scoring systems, so that players are not rewarded for their opponent's mistakes

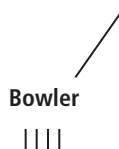
### Task 2

The aim of this game is for pairs to score as many runs as possible in an innings of a set length.

Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, *eg 12 balls, 24 balls*. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add to when

batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.

### Hitter Zone



Bowler



Diagram 2

### Adaptations and variations on the task

Ask the children to:

- play the game with the rule that the batting team is out when it is caught, bowled or run out. Give more lives to less able children, and fewer lives to more able children
- use overarm bowling
- introduce or remove a boundary
- use a bonus points system for good fielding or bowling, so that pairs can add to their score when fielding or bowling, as well as when batting
- use a 360° arc for play; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)
- use a 180° arc for play; hit the ball into a smaller area; try to bowl the batter out when bowling; play with a larger number of fielders (this will make it harder to score)
- use equipment with which they can be successful, *eg different size and weight bats or rackets, softer or harder balls, smaller or larger balls*
- use positive scoring systems

## 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 and clubs
- practise some of the skills at home, with 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