



# Leger Sport

**PE  
Performance  
&  
Pathways for All**

**PE Curriculum**



# Contents

<b>Football</b> .....	3 – 6
<b>Basketball</b> .....	7 – 10
<b>Netball</b> .....	10 – 15
<b>Dodgeball</b> .....	16 - 18
<b>Tag Rugby</b> .....	19 – 22
<b>Rounders</b> .....	23 – 26
<b>Cricket</b> .....	27 – 30



# Football

## Timescale

Autumn term 1  
3–4-week block

## Wellbeing Words Theme

Don't Hide Your Magic

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Football specific skills
- Football match tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Dribbling & ball control  
Fundamental movement skills using the ball (ABCs)

### Week 2

#### Individual/partner & small group work

Moving the ball at pace, change of direction & drag backs  
Introduction to passing & shooting

### Week 3

#### Small group & teamwork

Passing and shooting  
Game play and decision making

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making

## Assessment Criteria

Execution of skill level 1, 2 or 3

- 1 – needs to develop
- 2 – on target
- 3 – exceeding

### Precision

How accurately they execute the skill

### Control

Fundamental body movement and how this allows them to control the skill

### Strategy/ Game play

How well they make decisions in a game situation



# Football – Assessment Stages

## Grade 1

- Can dribble with the ball and shows some agility balance and coordination when controlling the ball.
- Can sometimes move the ball in different directions.
- Can pass the ball to another player when they are both stationary
- Can run and attempt to kick the ball in a game situation

## Grade 2

- Can dribble the ball and uses ABCs to move the ball at pace. Can control the ball and change direction using both feet.
- Can select the right strength of pass when passing to a teammate, can pass stationary and on the move.
- Shows the correct body movement when shooting and can shoot accurately under pressure in a game situation.
- Shows an understanding of spacing out during a game and where the body needs to be to defend and attack. Can use agility to defend and tackle an opponent

## Grade 3

- Can effectively dribble the ball around defenders at pace and can change direction quickly. Shows excellent use of ABCs when dribbling and passing
- Can pass the ball effectively in a skill environment and in a game. Shows precision, control and fluency when dribbling and passing in a game. Can select the correct type of pass for different distances.
- Shows a great understanding of where to position themselves in a game when they are attacking or defending. Can mark effectively 1 on 1 and shows the ability of zone marking and reading the game. They can accurately tackle when defending in a game.



# Football

Main LO	Warm up, Skill Based and Game Details	Coaching points
Dribbling & ball control	<p><b>Drums</b> – dribbling game with different shout outs (drums, toe taps, penguin passes, body part, drag backs)</p> <p><b>Crocodiles</b> – lines of cones in 3s, dribble up to the crocodiles stop the ball jump over, jump back and collect the ball again to continue dribbling.</p> <p><b>Penguin touches</b> – forwards and backwards, moving the ball with the insides of your feet</p> <p><b>Robin hood</b> - 4 corners with 4 teams - balls in the middle of the room, one person at a time from each group runs to collect a ball and bring it back. Once all the balls have gone from the middle you can then steal 1 ball at a time from the other groups.</p>	<p><b>Drums</b> – banging the ball on the floor</p> <p><b>Dribbling</b> – moving the ball with the inside of your feet.</p> <p><b>Body part on the ball</b> – feet, arms, hands, head, leg etc.</p> <p><b>Robin Hood</b> – Emphasis on using the penguin touches to dribble the ball and sole of foot to stop them. When stealing the balls, the group cannot hold the balls they must be free to take, the faster you can dribble back with another ball the more likely you will win.</p>
Passing & shooting	<p><b>Ball Swap</b> – Half the class have a ball, in a coned space the children have to move around dodging each other, on the whistle the children have to pass the ball to someone who doesn't have the ball. If they pass to someone who already has a ball they will need to do a physical forfeit – star jumps etc.</p> <p><b>King of the castle</b> – Split the group into 4 groups, 2 groups playing on the pitch. Split the court with a line down the middle which the students can't cross. Behind each group is a line of taller cones. The aim of the game is for one team to knock down all the cones of the other team without crossing the line.</p>	<p><b>Ball swap</b> - Emphasis on dribbling the ball with the inside of the feet. Emphasis on heads up to look before making the pass. Try to make shorter and longer passes to increase difficulty.</p> <p><b>King of the castle</b> – Following through with the foot when kicking the ball. Using the inside of your foot to aim the shot. Taking your time to shoot the ball and aim at the target.</p>



# Football

Main LO	Warm up, Skill Based and Game Details	Coaching points
Defending	<p><b>Keep the ball</b> - in pairs 1 person has the football and the other partner must use their feet and their body to take the ball from their partner.</p> <p><b>Turn and Score</b> – Have one person as a goalkeeper, one as a goal side defender and 2 attackers. The attackers work together to try and score in the goal</p>	<p><b>Keep the ball</b> - Thinking about how to take the ball, using your feet, no shoulder barging. If you are the attacker with the ball, turn the body to avoid being tackled.</p> <p><b>Turn and Score</b> – Defender work on following the ball (Try to preempt what passes attackers might use). Using the inside of the foot to steal the ball from the feet of the attacker.</p>
Match Play	<p><b>Winning and Keeping the Ball</b> – Using half of the pitch, set up a goal at one side and at the half way line set up 2 gates on the sides of the pitch with 2 cones each.</p> <p>Split the group into 2, attackers and defenders with 1 goal keeper.</p> <p>The attackers need to try and score a goal and the defenders score a point through the gates.</p>	<p><b>Winning and keeping the ball</b> – Focus on the defenders tackling the ball only, working together as team to stop the attackers scoring. Also working on keeping the ball at the half way line not at the goal. The attackers need to move into space and use the who pitch. Emphasis on moving forward with the ball.</p>



# Basketball

## Timescale

Autumn term 1  
3–4-week block

## Wellbeing Words Theme

Don't Hide Your Magic

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Basketball specific skills
- Basketball tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Dribbling & ball control  
Fundamental movement skills using the ball (ABCs)

### Week 2

#### Individual/partner & small group work

Dribbling with both hands, and dribbling at pace with correct footwork  
Introduction of chest and bounce pass  
Introduction to shooting

### Week 3

#### Small group & teamwork

Passing and shooting  
Game play and decision making through  
Offense, defence and rebounding

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making

## Assessment Criteria

Execution of skill level 1, 2 or 3  
1 – can develop skills further  
2 – on target  
3 – exceeding

### Precision

How accurately they execute the skill

### Control

Fundamental body movement and how this allows them to control the skill

### Strategy/ Game play

How well they make decisions in a game situation



# Basketball

## Grade 1

- Can dribble with one hand stationary
- Can dribble with one hand whilst moving forwards
- Can accurately throw and receive a chest pass and bounce pass.
- Can show the correct shooting body position and technique.

## Grade 2

- Can dribble the ball and using ABCs with both hands on the move, can use the correct feet when dribbling and can change direction.
- Can effectively pass and receive the ball for a chest pass, bounce and overhead. Can select the most effective pass in a game situation.
- Shows the correct body movement and technique when shooting and can shoot accurately in a game situation.
- Shows an understanding of defence and offence, can mark 1:1 and tip the ball in games. Can accurately gain possession of a loose ball.
- Shows good communication when working in pairs or in a game. Can effectively make decisions in a game

## Grade 3

- Can effectively dribble the ball around defenders at pace and can change direction quickly. Shows excellent use of ABCs when dribbling and passing
- Can pass the ball effectively in a skill environment and in a game. Shows precision and accuracy when selecting a bounce, chest or overhead pass in a game
- Shows a great understanding of where to position themselves in a game for defence and offence. They can change their attacking and defending skills to react to changes in the game. Can mark effectively 1 on 1 and shows the ability of zone marking and reading the game.
- Can effectively shoot using the correct technique under pressure when marked in a game.
- Can effectively analyse their own performance from feedback and can lead others in skill activities. They show leadership and communication in a game





# Basketball

Main LO	Warm up, Skill Based and Game Details	Coaching points
Dribbling, ball control and passing	<p><b>Line drills</b> – dribbling with dominant hand, dribbling with less dominant hand, dribbling with both &amp; dribbling backwards.</p> <p><b>Ball handling</b> – through the legs game and around the waste game.</p> <p><b>'Around the World' game</b> – dribbling in and out of the cones around the world, when a country is shouted out you pass to the correct country (person in the room) follow the path of the ball and swap to become that country.</p> <p><b>1, 2, 3, 4</b> – Children label them selves 1-4 and start passing the ball in their number order stood still. They then start moving around putting them in the same order.</p>	<p><b>Dribbling</b> – ball waste height, hand wide fingers spread on ball, hand and arm go down with the ball (follow the path of the ball – no patting), eventually eyes and head up.</p> <p><b>'Around the World' game</b> – footwork when dribbling, 2 hands on the ball to pass (no double dribbling), reaction and awareness of other players to pass quickly when the countries are called out. Eyes up, utilise space.</p>
Defending and Shooting	<p><b>1v1</b> – in pairs with 1 ball between 2 people. One person has the ball and is dribbling in a coned area, the other partner needs to try and tackle the ball from their partner and continue dribbling.</p> <p><b>Traffic Lights</b> – green light dribbling, red light stop, amber light shoot a hoop, yellow light crossover (ball through legs) – add any extras</p> <p><b>King of the Ring</b> – every player has a ball and they have to dribble the ball around a space, when the teacher shouts 'GO' the children need to move around the space and try and knock the ball out of the hands of the other players or knock</p>	<p><b>1v1</b> – start with static dribbling and static defending and the students can only use their hands to take the ball. Progression to start moving whilst dribbling and tackling. In the tackle emphasis is placed on swooping the ball from the hands with no contact.</p> <p><b>Shooting Technique</b> – dominant hand on the shoulder with the ball on the top, other hand on the side of the ball to balance. Push the ball up with other hand and flick the fingers at the top.</p>



them off the court. The last player left is the King/Queen of the ring.

Main LO	Warm up, Skill Based and Game Details	Coaching points
Game Play	<p><b>5v5 Game</b> – Rules:</p> <p>No Contact only contact on hands when taking the ball in the tackle.</p> <p>Double Dribbling – dribbling the ball, stopping with the ball in both hands and continuing to dribble</p> <p>Ball out of play – If the ball is ran out of play then the ball is given to the opposition to be thrown back in.</p> <p>After a basket – the ball must start at the base line under the basket to restart play</p>	<p>Emphasis on finding space, using different passes to move the ball around the court and use your team, it's a team game.</p> <p>Keeping everything fast paced, should look like the ball is moving up and down court all the time.</p>



# Netball & Mat Ball

## Timescale

Autumn term 2  
3–4-week block

## Wellbeing Words Theme

Courage does not always roar

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Netball specific skills
- Netball tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Passing – chest, bounce, shoulder and over head  
Introduction of footwork, not moving with the ball

### Week 2

#### Individual/partner & small group work

Drive and dodge movement skills  
Shooting and positional play and zones  
Defending at 3ft

### Week 3

#### Small group & teamwork

Game play and decision making  
Positional play/tactics  
Off the ball defending

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making

## Assessment Criteria

Execution of skill level 1, 2 or 3

- 1 – needs to develop
- 2 – on target
- 3 – exceeding

### Precision

How accurately they execute the skill

### Control

Fundamental body movement and how this allows them to control the skill

### Strategy/ Game play

How well they make decisions in in a game situation



# Netball & Mat Ball

## Grade 1

- Can effectively throw and catch a netball using chest pass and bounce pass
- Can stop and do the correct netball footwork when receiving the ball
- Can jump to catch an overhead ball
- Can effectively show the correct body movement and technique when shooting in netball

## Grade 2

- Can effectively throw and catch a netball using chest pass, bounce pass, shoulder pass and an overhead pass
- Can move into space to receive a pass using the correct netball footwork
- Can jump and attempt to intercept a moving ball
- Can drive and move into space when moving down the court using ABCs
- Can effectively shoot using the correct netball shooting technique
- Understands the zone positioning of High 5 netball rules – GK, GS, GD, GA and C (not using Wings)

## Grade 3

- Can effectively throw and receive all passes and knows in a game which pass to use for the distance of the throw
- Demonstrates excellent ABCs when moving down the court and can do the correct netball footwork when receiving all types of pass
- Shows leadership and communication when playing a game and the decision-making skills to switch from attack to defence when needed.
- Can effectively shoot using the correct netball technique when put under pressure.
- Shows a strong understanding of all positions in the High 5s netball game - GK, GS, GD, GA and C (not using Wing)



Main LO	Warm up, Skill Based and Game Details	Coaching points
<p>Passing and Ball Control</p>	<p><b>Pass and Shoot</b> – split the class into 2 halves, line them lengthways up the sides of the hall. Have a netball net at the top of the hall in the middle of the 2 lines. The students need to run out into the middle of the hall stop with the footwork rule pivot to turn to the person behind them in the line and pass. The aim is to move the ball up the line until it gets to the top person who has to shoot and then that player runs to the start of the line and it starts again until the first player is back at the beginning.</p>	<p><b>Pass and Shoot</b> – the landing foot needs to be still and then pivot on the second foot. Try to encourage different passes between players for a progression – chest, bounce and overhead pass.</p>
<p>Footwork</p>	<p><b>Feeder ball</b> – 2 Lines of students opposite each other with someone stood at the side of the 2 lines in the middle. The feeder passes the ball to the first person in the line who runs in the middle and jumps. When they receive they pass to the person in the line opposite, they then pass back the feeder, run into the middle and jump and the feeder passes to them in their jump etc.</p>	<p><b>Feeder ball</b> – try and pass the ball to the player when they are in the air to make them think about which feet they need to land on. Start to introduce the pivot on the landing leg round 360 degrees before they pass.</p>



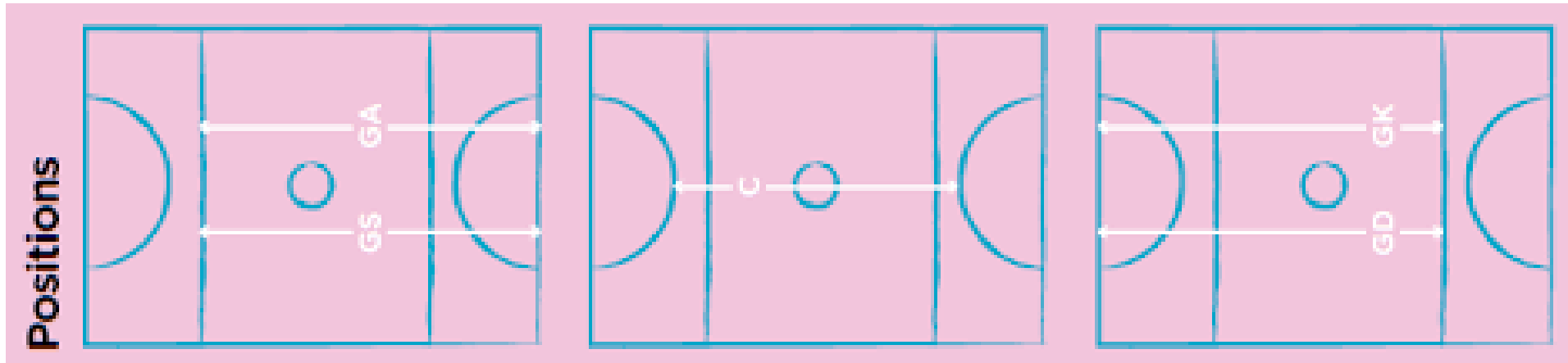
# Netball

Main LO	Warm up, Skill Based and Game Details	Coaching points
Positioning and Shooting	<p><b>4v4</b> – give each player a number, 1 – 4 the have to pass to each other in the order to mimic a game situation before they can shoot. If they pass in the wrong order the ball goes to the other team.</p> <p><b>Find your position</b> – split the group into teams, and give everyone a position and a way they are shooting. When the teacher says find your position each team needs to find their correct position for the way they are shooting.</p>	<p><b>4x4</b> – try to use different passes and use the space on the court. Progression – Shoot in a netball hoop only once all 4 passes have been made. Change player 4 round so everyone can shoot.</p> <p><b>Find your position</b> – when the players have mastered their positions and where they can go add 2 balls for progression. Each centre has a ball and the teacher will shout out a position, as fast as they can they need to get the ball to that position as fast as they can. The team who gets it to the player the fastest is the winner.</p>
Game Play	<p><b>Number Position</b> – instead of the positions give the positions each a number for which third they are allowed in, the students have to pass in order of the number and the 5/7<sup>th</sup> player (high 5 netball) will be the shooting player. Change the positions around so everyone gets a turn. The defensive team needs to mark the player who is also in their third.</p> <p><b>High 5 Netball</b> – the positions for high 5 netball are in diagram 1.</p>	<p><b>Number Position</b> – make sure that the players are in their correct third and not offside. Also ensure that the players are moving the ball up the court in the correct number order.</p>



# Netball

## High 5 Netball Positions – Diagram 1



# Dodgeball



### **Timescale**

Autumn term 2  
3–4-week block

### **Wellbeing Words Theme**

Courage does not always roar

### **Physical & Cognitive Development**

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Netball specific skills
- Netball tactics & decision making

### **Emotional & Social Development**

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

### **Short Term Plan**

#### **Week 1**

#### **Individual/partner work**

Throw at a target using a shoulder pass.  
Throw the ball different distances and hit a stationary target.  
Introduce agility and changing direction at speed.

#### **Week 2**

#### **Individual/partner & small group work**

Drive and dodge movement skills  
Throwing at a moving target

#### **Week 3**

#### **Small group & teamwork**

Game play and decision making  
Catching a moving ball and blocking using a ball

#### **Week 3 and or 4**

#### **Small group & teamwork**

Game play and decision making

### **Assessment Criteria**

Execution of skill level 1, 2 or 3  
1 – needs to develop  
2 – on target  
3 – exceeding

#### **Precision**

How accurately they execute the skill

#### **Control**

Fundamental body movement and how this allows them to control the skill

#### **Strategy/ Game play**

How well they make decisions in a game situation





# Dodgeball

## Grade 1

- Can effectively throw a ball over arm at a stationary target
- Can change direction at speed
- Can jump to catch an overhead throw
- Can effectively use agility and balance to dodge from side to side

## Grade 2

- Can effectively throw a ball over arm and under arm at a moving target
- Can use agility to change direction at speed to dodge an oncoming ball
- Can jump to dodge away from a ball
- Can drive and use correct over arm body movement to ensure my throw is powerful and fast
- Understands the game of dodgeball and can use a ball to block a shot and can catch to get others out
- Understands how differentiate between different 'shot throws' depending on where the opponent is standing on the court

## Grade 3

- Can effectively throw using different shot techniques to hit moving targets
- Demonstrates excellent ABCs and can move at speed, changing direction when needed in a game.
- Shows leadership and communication when playing the game of dodgeball
- Can effectively block and catch fast moving dodgeballs
- Shows a strong understanding of decision making in the game of dodgeball and can execute different game tactics



Main LO	Warm up, Skill Based and Game Details	Coaching points
Aiming and Throwing	<p><b>You can't catch me</b> – with a soft ball in pair start passing the ball under arm to each other. On the whistle the person who has the ball needs to tag their partner, throwing the ball at them.</p> <p><b>King power thrower</b> – with the soft balls each person has a ball, they need to throw the ball as hard as they can at the wall, the ball that rebounds off the furthest is the winner</p>	<p><b>You can't catch me</b> – Making sure that they are aiming below the head to tag their partner.</p> <p><b>King power thrower</b> – the rebound is the first bounce on the floor not a roll.</p> <p>Focus on over arm throwing technique to enhance power.</p>
Dodging	<p><b>Top Dodger</b> – In groups make a circle with one person in it, they are the dodger, the people in the outside of the circle are throwers. Each group needs 1 ball. The throwers on the outside need to try and hit the dodger in the middle of the circle with the ball. If the dodger gets hit, they swap with the person who threw it.</p> <p><b>Catch the Goblins</b> – split the group into 3 equal groups – 2 groups are throwers and one are goblins. Split the rooms into 3 – the throwers need to stand in zone 1 and 3 and the goblins in the middle. The throwers need to try and catch the goblins by hitting them with a ball.</p>	<p><b>Top Dodger</b> – Try to throw at different heights – The dodger may need to jump over the ball or duck under the ball or swerve the ball.</p> <p><b>Catch the Goblins</b> – try and aim below the knee = 2 points anywhere else on the body = 1 point. No head shots.</p> <p>Keep using the overarm throwing technique and try to aim at different heights so the goblins have the try and dodge them.</p> <p>Rotate the groups around so everyone gets a turn.</p>
Let's Play	<p><b>Secret agent dodgeball</b> – 2 teams with a line of cones down the middle of the room with soft balls on. Each team needs to decide a secret agent for their team and secretly tell the teacher who it is. The game starts and when they get hit with a ball they need to bob down and the secret agent needs to tap them on the shoulder, and they can join back in the game. If the secret agent gets hit the game is over.</p>	<p><b>Secret agent dodgeball</b> – try to keep your agent discrete so that the other team don't find out.</p> <p>If the other team find out they need to keep aiming for the agent so that they can win the game.</p> <p>Other members of the team can help to disguise the secret agent, so they don't get caught.</p>



# Tag Rugby

## Timescale

Autumn term 2  
3–4-week block

## Wellbeing Words Theme

Courage does not always roar

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Netball specific skills
- Netball tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Agility, learning how to change direction quickly

Speed, learning how to run with a ball carry  
Tag games – reacting and using ABCs to take keep with your opponent and reach for a tag

### Week 2

#### Individual/partner & small group work

Passing backwards

Teamwork skills of line formations and support play when moving and running  
Ball carrying with 2 hands and grounding of the ball

### Week 3

#### Small group & teamwork

Game play and decision making  
Positional play/tactics

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making  
Positional play/tactics

## Assessment Criteria

Execution of skill level 1, 2 or 3  
1 – needs to develop  
2 – on target  
3 – exceeding

### Precision

How accurately they execute the skill

### Control

Fundamental body movement and how this allows them to control the skill

### Strategy/ Game play

How well they make decisions in in a game situation



# Tag Rugby

## Grade 1

- Can effectively change direction at speed
- Can carry a rugby ball in 2 hands and pass the ball backwards
- Can run and use balance and agility to move side to side and dodge
- Can effectively use body movement skills to stick with an opposing player and take a tag

## Grade 2

- Can effectively change direction at speed to get past a defender
- Can use agility to change direction at speed and can spin and dodge out of a tackle (tag pull)
- Can pass the ball backwards whilst moving forward at speed
- Understands the positional play of tag rugby and how to reset the defensive line as well as ground the ball over the try line
- Understands how to support attacking play, staying behind the ball carrier to receive the pass if needed.

## Grade 3

- Can effectively change direction at speed to get past the defender and can tactically pull a defender in to then offload in the before the tag pull is complete
- Can pass backwards whilst running forwards at speed and changing direction
- Shows leadership and communication when playing the game of tag rugby
- Understands the positional play of tag rugby and how to reset defensive lines as well as ground the ball over the try line. They can communicate this with their team and lead in re set play
- Understands how to support attacking play, staying behind the ball carrier to receive the pass and can dummy run when carrying the ball



Main LO	Warm up, Skill Based and Game Details	Coaching points
Throwing and Catching	<p><b>Beat the ball</b> – stand the group in a circle with a someone in the middle, they throw it to someone in the circle, the person to the left of them needs to run around the circle, the ball needs to be passed to the right all the way around the circle, the first one back the ball or the runner is the winner.</p> <p><b>Pass down the line</b> – have the group split into teams they need to make a diagonal horizontal line the ball starts at the person furthest forward and the ball needs to be passed backwards down the line.</p>	<p><b>Beat the ball</b> – technique for holding the rugby ball: Ball long ways with hands spread around the biggest part of the ball, thumbs facing the sky and palms curved so that only fingertips are touching the ball.</p> <p><b>Pass down the line</b> – ensure the ball is only being passed backwards. progressions: Start stationary and then move the line forward jogging. Have both lines at a start line and mark a finish line, it is the quickest across the court, once the ball gets to the end of the line the last person needs to run in front of the other players and form a diagonal line the other way.</p>
Tagging	<p><b>Getting used to the tags</b> – have all the children put their tag belts on, on the whistle they must start to take as many tags as they can, when they get a tag, they need to stick it on their belt, when the whistle blows a second time the person with the most tags on their belt is the winner.</p> <p><b>3v3</b> – each area needs 1 try line a ball 3 attackers and 3 defenders. The attackers need to try and get from the start line to the try line without being tagged. If the attacker has the ball and they are tagged they need to pass the ball to the other players in their team, when the ball is at the try line the roles are reversed.</p>	<p><b>Getting used to the tags</b> – when the group start makes sure that each person has 2 tags one on each side of their body.</p> <p><b>3v3</b> – the ball can only be passed backwards to the people on their team. Only the person with the ball can be tagged. When they tag they need to shout 'tag'.</p>





Main LO	Warm up, Skill Based and Game Details	Coaching points
Intercepting	<p><b>Who can score first?</b> – on a pitch there needs to be 2 try lines, all players need tag belts and tags. Instead of the players tagging the player to win possession of the ball they can only get the ball by intercepting the pass. If they have intercepted the pass the team with the ball then becomes the attackers and the defenders need to get back to defend.</p>	<p><b>Who can score first?</b> – can they get in between the players to have more chance on intercepting. Progression: add tagging and intercepting</p>
Game Play	<p><b>Rules:</b> 7 people on a team – 2 try lines 2 touch lines The only passes are backwards to the teammates. If the ball goes out the other team gets to throw it back in. When a defender tags someone they need to shout 'tag' and the player has to pass the ball within 3 seconds or the other people get the possession of the ball. No contact – only to take the tag When a try is scored the ball comes back to the centre circle for a free pass to the non-scoring team.</p>	



# Rounders

## Timescale

Autumn term 2  
3–4-week block

## Wellbeing Words Theme

Courage does not always roar

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
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- Netball specific skills
- Netball tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Throwing and catching using a tennis ball  
Under arm throw  
Overarm throw  
Running round 4 different points.

### Week 2

#### Individual/partner & small group work

Short pick and long pick up in fielding  
Reaction time games with body always behind the ball  
Batting

### Week 3

#### Small group & teamwork

Game play and decision making  
Fielding positions  
Attacking play – when to run

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making  
Fielding positions and tactics  
Attacking tactics

## Assessment Criteria

Execution of skill level 1, 2 or 3  
1 – needs to develop  
2 – on target  
3 – exceeding

### Precision

How accurately they execute the skill

### Control

Fundamental body movement and how this allows them to control the skill

### Strategy/ Game play

How well they make decisions in a game situation



# Rounders

## Grade 1

- Can effectively throw a tennis ball underarm to the hands of a partner
- Can effectively catch a tennis ball
- Can effectively throw a tennis ball overarm to the hands of a partner
- Can effectively hold a small tennis racket and hit a ball (KS1 tennis racket used as opposed to a rounders bat)
- Can effectively get their body behind the ball to perform a short pick up.
- Understands how to run around the 4 rounders posts in a game of rounders to score

## Grade 2

- Can effectively throw and catch underarm and over arm using a tennis ball
- Can use the correct bowling technique to bowl the ball to the batter
- Can accurately stop a ball when fielding using long pick up and short pick up
- Understands where to stand when fielding or batting and can throw a ball from deep field to the correct post to prevent a score
- Can effectively hold a small tennis racket and strike the ball
- Understands decision making when batting as to where to run after striking the ball

## Grade 3

- Can perform an accurate underarm and overarm throw when under pressure in a game situation
- Can stop a ball via using long barrier or short barrier and can make the correct decision as to which depending on the speed and distance of the ball
- Can effectively bowl using the correct bowling technique
- Can strike the ball using a small tennis racket and can make the correct decision as to where to run
- Can decision make in games in both batting and fielding as to which post to stop at or which base to throw the ball to







Main LO	Warm up, Skill Based and Game Details	Coaching points
<p>Throwing and Catching</p>	<p><b>Treasure Ball</b> – each group will be split into 2 teams; they have a coned line down the middle of the room, and they have a treasure hoop and a jail hoop in the far corner of their area. In the treasure hoop there it lots of balls, the team needs to get across the other team’s side to collect the treasure. To get the treasure back the children need to throw the ball back to someone on their team and they need to catch it, if they drop it, it is a lose ball for the other team to collect.</p> <p>The other team can tag you when you’re on their side. If you get tug you have to go into the jail hoop, you can be freed if one of your team comes and gives you a high 5.</p>	<p><b>Treasure ball</b> – start will bigger soft balls to make the throw and the catch easier. Then move to smaller balls such as tennis balls</p> <p>Encourage different types of throws, underarm and overarm throws.</p>
<p>Batting and Bowling</p>	<p><b>Mini Game</b> - 1 backstop, 1 batter, 1 bowler, 1 fielder</p> <p>The bowler needs to bowl the ball to the batter and the batter needs to hit it, the backstop will collect the missed balls and the fielder will collect the ball the gets hit once the batter hits it the roles swap around.</p>	<p><b>Mini Game</b> – technique for the batter is to have the bat in one hand, the batter needs to stand sideways to the bowler with the bat in the furthest hand away. The bat starts behind the head with elbow sticking out behind. When the ball is thrown the bat swings forward with a flick motion at the very end.</p> <p>Start with a tennis racket to get the technique correct and then move onto a rounders bat when the children feel comfortable.</p>



# Rounders

Main LO	Warm up, Skill Based and Game Details	Coaching points
Striking and fielding	<p><b>Race around the bases</b> – the group needs to be split into 2 with fielders and racers. the field is set up like a rounders pitch with a backstop, bowler, 4 bases and deep fielders. The racers line up ready, the first racer lines up and stands in the batting box. The bowler needs to throw the ball to the racer, the racer needs to throw the ball as far as they can, the fielders need to pass the ball to the people on each base starting from 1 and get all the way to 4<sup>th</sup> before the racer can run around all the bases.</p>	<p><b>Race around the bases</b> – this gets the children used to running around the outside of the bases. If throwing is too easy start to introduce batting to see if the ball can go further and the deep fielders need to get the ball back to base 1.</p>
Game Play	<p><b>Full game</b> – 4 bases, 1 bowler and a back stop. Batters line up behind the batting box. The bowler will bowl an underarm throw to the batter. The batter will bat it and then run round 1-4 bases on the outside, the fielders who are marking the bases stand on the inside of the bases. Going the full way around bases 1-4 is 1 full rounder, making it to second base is half a rounder.</p>	<p><b>Full game</b> – additional rules once, if the ball is hit behind the batter the batter has to wait at the 1<sup>st</sup> base until the ball comes over the batting line into the field of play.</p>



# Cricket

## Timescale

Autumn term 2  
3–4-week block

## Wellbeing Words Theme

Courage does not always roar

## Physical & Cognitive Development

- Gross motor skills
- Fine motor skills
- Fundamental movement skills (ABCs agility, balance & coordination)
- Netball specific skills
- Netball tactics & decision making

## Emotional & Social Development

- Communication
- Teamwork
- Trust
- Resilience
- Leadership

## Short Term Plan

### Week 1

#### Individual/partner work

Throwing and catching skills  
Underarm and over arm  
Long barrier and short pick up skills  
Batting

### Week 2

#### Individual/partner & small group work

Bowling and wicket keeping skills  
Throwing and catching with targeted  
fielding throws  
Batting and running

### Week 3

#### Small group & teamwork

Game play and decision making  
Positional play/tactics  
Teamwork with pairs batting or diamond  
cricket

### Week 3 and or 4

#### Small group & teamwork

Game play and decision making  
Positional play and tactics

## Assessment Criteria

Execution of skill level 1, 2 or 3

- 1 – needs to develop
- 2 – on target
- 3 – exceeding

### Precision

How accurately they execute the  
skill

### Control

Fundamental body movement  
and how this allows them to  
control the skill

### Strategy/ Game play

How well they make decisions in  
in a game situation



# Cricket

## Grade 1

- Can effectively throw a tennis ball/wind ball underarm and overarm to the hands of a partner
- Can effectively catch a tennis ball/wind ball
- Can accurately bowl towards the wicket using the correct bowling action
- Can effectively hold a Kwik cricket bat and hit a ball
- Can effectively get their body behind the ball to perform a short pick up
- Understands where to run when striking the ball to get runs
- Can effectively hold a cricket bat and use the correct batting technique to strike the ball

## Grade 2

- Can effectively throw and catch underarm and over arm using a tennis ball/wind ball and can catch on the move in a fielding situation.
- Can use the correct bowling technique to bowl the ball to the batter and can hit the wicket if the batter doesn't hit the ball.
- Can accurately stop a ball when fielding using long pick up and short pick-up technique
- Understands where to stand when fielding or batting and can throw a ball from deep field to the correct post to prevent a score
- Can effectively hold a small tennis racket and strike the ball
- Understands decision making when batting as to where to run after striking the ball

## Grade 3

- Can perform an accurate underarm and overarm throw when under pressure in a game situation
- Can stop a ball using long barrier or short barrier and can make the correct decision as to which depending on the speed and distance of the ball
- Can effectively bowl using the correct bowing technique to hit the wicket and get the batter out
- Can strike the ball using a Kwik cricket bat and can make the correct decision as to where to run
- Understand decision making in games in both batting and fielding






Main LO	Warm up, Skill Based and Game Details	Coaching points
Bowling Accuracy	<p><b>Bowling Accuracy</b> – in small groups set up a long bowling strip with a cone at the start and then at the end set up a floor target and 2 cones. Bowl the ball over arm down the strip, if you get the ball between the cones that is 1 point and if you hit the floor target at then through the cones that is 3 points.</p> <p><b>No bat Kwik cricket</b> – set up quick cricket equipment, bowl the ball to the batter over arm, the batter will catch it and then throw it out to the fielders, the batter will then run to one of the 2 bases as many times as possible before the ball comes back, the batter needs to keep running whether they catch the ball or not.</p>	<p>The grip for a holding a tennis ball.</p> <div data-bbox="1473 459 1758 662" data-label="Image"> </div> <p><b>Bowling Accuracy</b> – start with the targets close to get the accuracy and practice the throw, as you get successful then move the targets further away from the bowler.</p> <p><b>No bat quick cricket</b> – Good at getting the children used to the rules of the game and start to practice throwing a long way and catching the ball.</p> <p>If the Kwik Cricket ball is too hard start with a tennis ball and then build it up.</p>
Batting Accuracy	<p><b>Batting in pairs</b> – In pairs 1 bat and 1 ball between 2 put a cone on the floor with the ball on top, practice batting the ball off the cone and the partner retrieves it.</p> <p><b>Batting Accuracy</b> – set up the Kwik cricket but add some targets out in the field – give them points and you can score points by hitting the targets and scoring the points by runs.</p>	<p><b>Batting in pairs</b> – Practice the batting technique, <b>Grip:</b> hands near to the top of the bat with the weaker hand on top. <b>Stance:</b> feet parallel shoulder-width apart, knees slightly bent, head still. <b>Swing:</b> push the bat straight towards the wicket, swing arms away from the body, keep head and rest of the body still.</p>



# Cricket

Main LO	Warm up, Skill Based and Game Details	Coaching points
Defensive Batting	<p><b>Defensive or Drive</b> – Set the bowling cone and batting cone, the ball will be bowled underarm for a defensive bat or overarm for a driving shot. The bowler will shout out either defensive or drive, points are scored for the correct bat on the call.</p>	<p><b>Defensive or Drive</b> – The defensive set up for batting is to stop the ball with the bat so that it doesn't hit the wicket. There is no swing on the bat the flat side of the bat faces the bowler and the ball should stop and not hit the wicket. A driving shot has a back swing with the aim to do a long field hit.</p>
Variety of Fielding Techniques	<p><b>Diamond Cricket</b> – Set up the field to look like the diagram in coaching points. The bowler will bat to 1 of the batters at random, the batter can run whether the hit the ball or not in a clockwise rotation. When the bowler receives the ball, they can throw the ball at any wicket again. This keeps continually going until someone gets out. You can get out by being – caught, bowled, hit wicket, or run out.</p>	 <p>The diagram, titled 'Diamond Cricket', shows a diamond-shaped field with a central bowler and four wickets at the corners. A legend indicates blue squares for the Batting Team and yellow squares for the Fielding Team. A 10-metre radius is marked around the bowler. A scoreboard at the top right shows: 4 (batting team), 4 (fielding team), 1 (overs), 0 (runs), 12+ (wickets), and 20:22 (time).</p> <p>Focus placed on fielding techniques: Long barrier - Once they are sure of where the ball is going, get low to the ground, side on to the ball with one knee touching the heel of the opposite foot. Two handed pick up - The receiver run towards the ball and in one continuous movement, they scoop up the ball in two hands and throw back.</p>



