

Striking and Fielding Unit 2 End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
<p>some children will not have made so much progress. They will be able to:</p>	<p>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</p>	
<p>most children will be able to:</p>	<p>strike a bowled ball; use a range of fielding skills, <i>eg catching, throwing, bowling, intercepting</i>, 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</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>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</p>	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Striking/Fielding Unit 2

Year 5/6

Prior Knowledge – Striking/fielding unit 1

Pupils should 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

Key knowledge I need to understand

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.

Pupils will:

- 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

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.

How I will show what I have learned

Pupils can:

- ♣ play competitive games, modified where appropriate [for example, cricket and rounders] and apply basic principles suitable for attacking and defending
- ♣ compare my performances with previous ones and demonstrate improvement.

What's next?

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.

What vocabulary I need to know

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

- wicket,
- base,
- boundary,
- innings,
- rounder,
- backstop,
- stance,
- the crease or batting point,
- non-striker,
- leg-side,
- offside,
- home base,
- pitch,
- over,



Key resources: Scheme of Work

Y5/6 Striking and fielding unit 2

Additional related experiences:

Some pupils may be selected to play hard ball cricket.