

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
<b>1</b>	<b>SOFTBALL</b>	<b>Base running</b>	<b>9</b>						<b>SEN:</b>
<b>Objectives:</b>									
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Student led warm up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder / intense	Listen and observe warm ups and answers	<b>R+</b> Set reasonable goals.	<b>Science:</b> Energetics <u>Objectives:</u> I know the effects of energy changes and changes of state (qualitative) <u>Student expectations:</u> I can describe how things change state when they are heated up or cooled down.	<b>Physical, emotional and social health</b> Students are introduced to the physical reasons for participation in sport, exercise and physical activity.	
<b>Base running and tagging him</b>	10 – 20 – 30 metre shuttles in fastest time	To comprehend and grasp the laws governing running between bases, stealing, tagging etc. To confidently perform with accuracy, the actions safely and correctly	- Run Hard - Run straight	↑ Run around bases	☉ Use skill evaluation sheets to identify Strengths and Weaknesses in their tagging skills	✍ Create tactics to increase chances of tagging an opponent  <b>R+</b> To be able to talk effectively with team mates	<b>Maths:</b> Compound shapes <u>Objectives:</u> To able to calculate the area and perimeter of compound shapes <u>Student expectations:</u> I am able to breakdown the shape and then use techniques from other shapes such as rectangles and triangles to calculate the perimeter	<b>Physical reasons;</b> improves heart function, improves the efficiency of the body systems, reduce risks of some illness, helps with the performance of everyday activities and reduce risk of/avoid obesity.	
<b>Base Running</b>	In 3's between 15 m place two cones and place a ball on the ground – see how many bases the runner can shuttle to before the basemen tag him out	To understand the importance of running hard between bases	<u>Tagged</u> - Player must have control of ball inside the glove and make contact with runner before they get to base - The runner must remain in a straight line. - The ball carrier must just hold the ball in their glove in the line of the runner - Use a flat overarm throw - Point at basemen	↑ Roll the ball ↑ Runner hits the ball from tee ↑ In 3's – Bowl and retrieve, seeing how many bases can be run	☉ Use evaluation sheets to help partners enhance their batting, running and communication skills.				
<b>Running</b>	In 3's : 2 have to make 5 catches 10 metres apart before runner runs 40 metres	To be able to confidently perform with accuracy, the 'Steal' of yards at the start		↑ Increase number of passes	☑ Pupils highlight weaknesses and good points of Base Running	<b>R+</b> How do you bounce back from getting tagged, getting out or the bases being loaded			
<b>Bases loaded</b>	in 4's all on bases - on command all swing imaginary bat and sprint to next base - add slide	To be able to explore and communicate with team mates to eliminate batters	- Dive feet first, enabling the body to slide first - Make sure there is no body in front of the mat - Slide about 1 – 2metres away	Ask the students how they can make the tasks easier / harder	☑ Evaluate performances of outwitting opponents using the bases running skills	✍ Create tactics to increase chances of getting opponents out at second base			
<b>Second base</b>	4 versus 4 – runner's starts on second base whilst others try to get them home safely without being out. If get out – swap over	To comprehend and grasp the importance of communicating when on bases with team mates		↑ Batters and runners start on first base	☉ Assess the mistakes made in the games when bowling				
<b>3 v 1</b>	- 3 V 1 BATTER – tag out TRY TO GET THEM OUT ON FOURTH BASE	To be able to confidently perform with accuracy, the tag correctly and safely	- Use correct bowling, fielding, base work, and batting techniques	↑ Try to tag them out on first base	☉ Batting skills assessed in the small side games	✍ Create tactics to increase chances of getting opponents out at fourth base	<b>English:</b> Understanding conventions of text, purpose and audience. <u>Objectives:</u> Reading advice leaflets, websites and help guides. Write own advice website page e.g. how to keep fit and healthy. <u>Student expectations:</u> Reading for meaning and understanding of writer's technique. Learning new vocabulary and technical terms.		
<b>Game</b>	- Whole game – 9 V 9 - 3 innings - Equal teams	To understand the rules and regulations regarding scoring and rules, To be able to officiate a large game correctly, understanding the laws of the game and accurately replicate and perform the umpiring signals used To incorporate previously learned skills and strategies into a full size game of Softball.	- Up to 3 balls and strikes. - If the ball is hit the batter runs - Fielders no closer than the edge of the diamond. - If 3 strikes are bowled then they have to run - Try and turn body to hit ball around different areas of the field - Hit ball down by rolling wrist - Use correct bowling, fielding, base work, and batting techniques	↑ Double tag results in all out ↑ Can only tag players out	☉ Coaches speaking and listening focused on  <b>Q &amp; A</b> : Are they performing the shots and techniques at speed with power to clear the fielding team	✍ Pupils work together in devising tactics and strategies to outwit opponent when bowling and batting. <b>R+</b> How do you bounce back from conceding a run			
<b>Leadership &amp; Coaching</b>	A mistake = drill - coaches create new drills for specific students once they make a mistake in a game... working on it for two minutes: Set up drills that work on batting, bowling or fielding techniques when mistakes arise within the games.	To incorporate the skills and techniques of area of weaknesses into a small sided drill to enhance performances. To improve their weaknesses in batting, bowling and fielding.	Create a drill away from the game so that students with weaknesses can practice to develop these techniques accurately	↑ Do not use the same drill twice	Make the drill challenging for those students to achieve success.  <b>Q &amp; A</b> : How are they improving their backing up skills	<b>R+</b> Get the students to break down large tasks into small, achievable goals.			
<b>Officiating</b>	Officiate the Game	To be able to officiate the Softball Game correctly using the correct signals, comments, scoring and techniques. To use their knowledge / understanding of the skills and game to officiate to the laws and to the best of their ability fairly	Use the correct signals Use the arms and body movements to stop the action Get in the right positions to make accurate decisions Be fair and constant	Focus on the rules regarding getting out, batting and fielding	☑ Analyse strength and weaknesses in signals, calls, fairness and accuracy of decisions ☉ Assess the decisions made by the umpire	<b>R+</b> To be able to deal respectfully with an incorrect decision / call.			
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so.	To understand the importance of cooling down at the end of a session. To be able to lead a cool down	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	observes students ability to lead the cool down	<b>Q &amp; A</b> on benefits of cooling down	<b>R+</b> Praise, reward, certificate resilience			
<b>Active lifestyle &amp; Social Guidance</b>		Have a network of friends; those with strong social support systems lead healthier lives.							
<b>Equipment</b>		Tennis Balls, Cones, Bats, spoon bats, Softball Sheets, Wind balls, Softballs, Gloves, Pen, Whiteboard, Video Player, Digital Camera, TV, Video, Tees, Score sheets, evaluation handouts							
<b>Healthy Lifestyles and well being</b>		Why are carbohydrates important for energy?							