

Scheme of Work	Softball
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Objectives	To be able to be able perform the basic Softball skills of receiving and catching the ball with and without the glove, Intercepting, Throwing, Hitting, Running between base, base work, tactics, team work and Bowling to incorporate these into small sided and full sided games of softball. They should also be able to understand and know how to perform these skills and where these are used in softball. I also want them to understand and know the laws used in the game of Softball (strikes, balls, foul territory) and how players score runs and umpire. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. The students should also develop their knowledge and understanding of the different situations, tactics and strategies found in a game of softball .e.g. Bases loaded 2 out and moving body position in stance.
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Previous Skills	Some children should have a basic knowledge and understanding of the game. They should have performed, and are able to perform the basic rounders / softball skills in Key Stage 2. They should also be capable of striking, catching, fielding, sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance
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Year	Description	Term	Start date	End Date	Lesson Time (s)	Duration	Period	Number of Pupils	Ability
8									

Phase 1	Objective	Activities	Testing / Competition
Long Barrier	To be able to confidently perform with accuracy, the basic interception and Long Barrier method used in Fielding To understand and know how to confidently perform with accuracy, these skills especially the Long Barrier To clearly understand why the Long Barrier is used in Softball e.g. <i>The legs and hands act as a barrier against the ball so if the ball is missed by the hands it is stopped by the leg.</i> To incorporate the fielding skills into small sided games of Softball To develop their K&U of the essential fielding positions on a Softball pitch	In pairs – A rolls ball towards B. B picks up and throws to A at base Three lines of fielding: There two queues at 45 degrees from the back stop. 1 ST queue is 10m away from the stumps, 2 ND is 15m away. The BS rolls the ball out and the fielder approaches the ball, uses a long barrier and throws the ball to the BS glove. . The BS rolls the ball out and the fielder approaches the ball, uses a long barrier and throws the ball to the BS gloves. In 5's. A rolls ball out for B who picks ball up. B runs around a cone and throws the ball to C who rolls it out for D. In pairs 15 m apart. A rolls ball to B who uses long barrier to stop ball. B rolls ball to A. B at base A rolls ball to B who is advancing towards A. B uses a long barrier to intercept ball. A could be a baseman Divide class into 2 teams. Each time defends a line. The aim is to roll the ball passed the opponents and over their line. Players can only use a long barrier to stop ball	Catcher rolls the ball out to fielders who retrieves the balls using the long barrier. Fielder throws the ball back to catcher at home using one bounce. No bounces = 1 pt, 5 attempts. - 7's – game. Go through bowling rules. - Each person gets 2 bowls each. - Fielding team get an extra rounder if they get someone out at 1 st base Three bowls that were strikes = 1 point for fielding team
	Assessment	Theoretical PE	Resilience
	Q & A ? Why do they not accurately replicate and perform the Barrier the other way around with right knee touching. A – takes further time to throw 👁 Assess the hand and eye co-ordination when fielding in the outfield to INCREASE the chances of getting opponents out 👁 Assess the mistakes made when using the Long Barrier ☑ Analyse and evaluate strength and weaknesses in the students Long Barrier 🗣 Use the Long Barrier evaluation sheets to work together to analyses their strengths and weaknesses	Students should look at the reasons for participation in physical activity, exercise and sports, linking this to increases in health, well-being and fitness. i.e. Physical health and well-being: improve heart function, improve efficiency of body systems, reduce risk of some illness, avoid obesity and maintain day to day functionality.	How do you bounce back from a slow approach when performing the Long Barrier Improve thoughts and actions How do you bounce back from allowing the ball to go through the gap in a long barrier To be able to communicate with others What is their response if the drill is too hard?

Maths	Genetics and evolution
English	Write 5 rules on safety when playing softball
Science	Constructing triangles