

PHYSICAL EDUCATION LESSON PLAN	
Class: Key Stage Three	Date:
Activity: Stoolball	Focus: Fielding Skills- Barriers
No.of Pupils:	Sequence: 5
Location: Field	Time: 50 mins

Response to Evaluation of Previous Lesson / Learning:
<p>NC Key Concepts: Competence Performance Creativity Healthy Active Lifestyles</p> <p>This lesson allows pupils to develop their fielding ability by introducing them to barriers. The pupils will learn how to field defensively, stopping the ball being miss fielded through the use of a long barrier. Some pupils will even learn how to attack the ball and use a short barrier. They will select and use these different skills within the game to try and stop the opponent scoring runs.</p>
NATIONAL CURRICULUM KEY PROCESSES
Learning Outcomes : This lesson will enable All pupils to:
<p>Develop Skills in Physical Activity Perform a long barrier using the correct technique. Most: Will effectively link the long barrier with an effective over arm throw. Some: Perform a short barrier in a competitive situation using the correct technique.</p>
<p>Make and Apply Decisions Pupils move and perform a long barrier in a game situation Most: Show an ability to react to the batters and link the long barrier with a throw to either the bowler or the wicket keeper. Some: Pupils respond quickly and effectively to the changing game play by using the appropriate barrier for the situation, whilst throwing to the correct end in order to push for a run out.</p>
<p>Evaluate and Improve Pupils provide feedback during the drill (one observer). They are able to provide a strength and one area to improve on to the performer. Some: Are able to identify areas that need improvement in both their own and others performance. They are able to suggest ways to improve.</p>
<p>Develop Physical and Mental Capacity Pupils will develop their mental determination to succeed by understanding the difference between attacking and defensive fielding. They will use this determination to try and outwit the batters.</p>
<p>Making Informed Choices about Healthy Active lifestyle Pupils will be able to develop their speed and strength needed for fielding within stoolball.</p>
<p>Resources/Equipment/Safety: Stoolball wickets, stoolballs, stoolball bats, cones. Ensure all groups are throwing in same direction during drills. Ensure all batters are hitting outwards during modified games.</p>

Timing	ACTIVITY Organisation / Task	HOW WILL THIS BE ACHIEVED?		EVIDENCE OF LEARNING/ PUPIL PROGRESS (assessment opportunities,)
		Teaching Points	Differentiation	
2 mins	Introduce learning objectives	Underarm throw (warm up)	Less able- smaller sided games.	Question and Answer- assess previous learning. What are the teaching points of the underarm throw? Which foot should be forward?
5 mins	Warm Up- Small sided games. (Recap of throwing). Invasion game. Underarm throwing. Score by pupils catching ball in a 'goal'.	<ul style="list-style-type: none"> Ball in palm of hand. Ball brought back behind body and held about hip height. Step forward on opposite leg to dominant hand. Arm swings under using a smooth action. Point to direction of throw. 	Less able- soft ball (tennis)	
5 mins	Pairs- pupils roll ball to each other. Long barrier used. Progression- after pick up, throw ball back to feeder.	Long Barrier- defensive fielding.	Note: the short barrier is an advanced fielding skill not all pupils should be introduced to this.	
5 mins	Progression- short barrier, introduce throwing back to feeder on the move.	 <p>Knee to heel. Watch ball into hands. Little fingers together to create a 'cup'. Cushion the ball into hands.</p>	More able- use cones to mark out two 'goals', the feeder must try to score by rolling ball through. Pupil must get into position and use a long barrier to prevent the ball moving through the 'goal'.	If ball is missed by hands, ball should be stopped by barriers- ask pupils to do this to check they have a good barrier.
				All pupils demonstrate the correct technique of the long barrier and throw the ball back to their feeder. Some pupils will be able to react to varied feeds, moving into the correct position and prevent the ball moving through goals. Some pupils progress further and attack the ball- you will see them moving towards the feed.

10 mins	<p>Progression. 4s. One observer/ feedback.</p> <p>Feeder rolls the ball to the worker. As the ball is rolled and worker and runner set off at the same time. The worker must try and get the ball back to the feeder(short barrier and throw) before the runner gets to the wicket.</p>	<p>Short Barrier- attacking fielding. Run at the ball. Place same foot as dominant hand behind the ball to create a small barrier. Dominant hand placed in front of foot to pick up ball. If ball is missed by hand it should hit your foot.</p>	<p>Less Able- Runner starts further back/ starts sitting down/ laying down.</p>	<p>All pupils will be able to pick up the ball using a barrier and throw the ball to the feeder with some success. Most pupils will be able to put pressure on the runner. Some pupils will be able to move the ball quickly and effectively to the feeder in order to run out the 'runner'.</p>
20 mins	<p>Modified Game. Four wickets set up in a square- pupils batting outwards. Pairs- 8 balls, how many runs can you get. Extra 4 runs scored if hit through coned bonus gates. Pupils must defend the gates using the long/ short barrier!</p>	<p>Ensure all of the above teaching points are applied to the game situation.</p>	<p>Less Able- start with bonus points. For example, 4. - smaller gates to defend when fielding. More able- start on minus points. For example, -4. - Larger bonus gates to defend when fielding.</p>	<p>All pupils use a long barrier to field the ball. Most are able to do this to successfully stop the ball going through the bonus gates. Some pupils are able to use a short barrier within the game to try and get a 'run-out'.</p>
3 mins	Plenary	Refer to the above teaching points	Vary difficulty of questions.	Question and answer. Is the long barrier defensive or attacking?

