

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
EDSTART

<b>Lesson Objective</b>	To reinforce the techniques of both underarm and overarm throwing and catching				<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Cones, tennis balls, rounders ball, sponge balls, bean bags.				
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Accurately throw the ball over a variety of distances</li> <li>Judge whether they need to catch the ball overarm or underarm by watching the ball flight</li> <li>Consistently catch the ball with two hands</li> <li>Consistently throw the ball, overarm and underarm to a target</li> </ul>				
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"> <li>I can explain the difference between underarm and overarm throws</li> <li>I can describe how to judge when to use an underarm or overarm catch</li> <li>I can understand why accuracy is important in rounders</li> </ul>				
<b>EDSTART GO</b>	<ul style="list-style-type: none"> <li>I can throw underarm and overarm to a partner with accuracy</li> <li>I can catch a ball consistently using two hands</li> <li>I can throw to a target from different distances</li> </ul>				
<b>EDSTART SHOW</b>	<ul style="list-style-type: none"> <li>I can encourage my partner when they throw and catch</li> <li>I can respect others during throwing games</li> <li>I can support my team when fielding in activities</li> </ul>				
<b>Key Questions</b>	<p><b>How do accurate throwing, catching, and teamwork help teams succeed in striking and fielding games?</b> Accurate throwing and catching help teams keep control of the ball and limit opponents' scoring, while clear communication and teamwork allow players to react quickly, support each other, and make smart decisions under pressure.</p>				
<b>Warm Up</b>	<p><b>C.A.T.C.H.</b> Split the class into groups of six with a staff member feeding balls into the circle. Every time all players catch successfully, the circle expands to increase challenge and focus. Emphasise ready hands, watching the ball, and soft catches. <b>PROGRESSION:</b> Increase throwing distance or use smaller balls for added challenge.</p>				
<b>Main Activity</b>	<p><b>THROWING TECH MASTERS:</b> In pairs, pupils refine their overarm throwing technique using a side-on stance, arm back, step forward, smooth release, and clear follow-through. Once confident, pupils aim beanbags or small balls into hoops. Introduce a <b>THROWING LADDER</b> where players step back after each successful hit and step forward after two misses. Encourage control and accuracy over power. <b>PROGRESSION:</b> Add underarm-only throws, weak-hand challenges, or throws to a moving partner. Advanced pupils can aim for smaller hoops or cones for precision scoring.</p> <p><b>INCOMING CHAOS:</b> Create an EDSTART STRIKING ARENA by dividing the space into four zones. Four central strikers hit a ball off a tee or drop-hit into their designated zone. Fielders work together to catch or collect and return the ball quickly.</p> <p><b>SCORING: 10 POINTS:</b> Caught first time, <b>5 POINTS:</b> One-bounce catch, <b>1 POINT:</b> Two or more bounces</p> <p>After three turns each, rotate roles so everyone strikes, fields, and scores. Emphasise communication ("MINE!" / "YOURS!"). <b>PROGRESSION:</b> Add bonus zones worth double points or require fielders to throw to a base before scoring.</p> <p><b>DANISH LONG BALL SHOWDOWN:</b> Divide the class into two teams—batting and fielding. The bowler underarms the ball to the batter, who catches and throws into play before sprinting to the far side and back. Each completed run scores one point. Fielders must catch cleanly and return the ball quickly to the bowler's box to stop runs. This builds decision-making, throwing accuracy, and teamwork.</p> <p><b>PROGRESSION:</b> Add scoring zones (SHORT = 1, MIDDLE = 2, DEEP = 3), introduce a SUPER STRIKE target worth 5 points, or delay fielder movement until the ball is hit to sharpen reactions.</p> <p><b>EDSTART ALL-STARS FINAL ROUND:</b> Finish with a mini tournament where teams rotate through <b>THROWING LADDER</b>, <b>INCOMING CHAOS</b>, and <b>DANISH LONG BALL SHOWDOWN</b>, collecting points at each station. Celebrate overall effort, accuracy, and teamwork—not just winning.</p> <p><b>BONUS AWARDS:</b> GOLDEN ARM (Most Accurate Thrower), POWER HITTER (Longest Strike), SAFE HANDS (Best Catch), TEAM SPIRIT AWARD (Best Communicators and Encouragers).</p>				
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Shorter throws for beginners, longer distances for advanced.	<b>TASK</b> Start with simple throws, progress to target throwing and team games.	<b>EQUIPMENT</b> Use larger sponge balls for beginners, rounders balls for advanced.	<b>PEOPLE</b> Pairs for basic practice, teams for group activities like Danish Long Ball.	
<b>Cooldown</b>	<p><b>GENTLE PASSING CIRCLE:</b> Children pass the ball slowly around a circle, pausing to complete gentle stretches after each turn. <b>PROGRESSION:</b> Add underarm and overarm throws before stretching. <b>"when did you need to use an underarm throw and when an overarm?"</b></p>				
<b>Key Technical Points</b>	<p><b>Underarm Throwing:</b></p> <ul style="list-style-type: none"> <li>Stand with one foot in front of the other</li> <li>Keep the swinging arm straight throughout the action toward target</li> <li>Release point is at a point midway between the waist and shoulder</li> </ul> <p><b>Short Barrier:</b></p> <ul style="list-style-type: none"> <li>Stand side-ways on</li> <li>Opposite leg forward to throwing arm with weight on the back leg</li> <li>The arm extends back and bends through to release above the head</li> <li>The body twists around with the throw, transferring weight from the back to the front leg</li> <li>Follow through with the arm pointing in the same direction of the path of the ball</li> </ul>				

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
EDSTART

<b>Lesson Objective</b>	To develop the underarm bowling technique	<b>Lesson 2/6</b>		
<b>Equipment Needed</b>	Cones, markers, rounders balls, tennis balls, sponge balls.			
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"> <li>Accurately bowl the ball to a partner using the correct technique</li> <li>Understand that they need to bowl the ball between the knee and shoulders of the batter</li> <li>Understand the 'no ball' rule</li> </ul>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"> <li>I can explain how to bowl underarm correctly</li> <li>I can describe the 'no ball' rule</li> <li>I can understand how the bowler helps the game flow</li> </ul>	<b>EDSTART GO</b> <ul style="list-style-type: none"> <li>I can bowl underarm with the correct technique</li> <li>I can aim between the batter's knee and shoulder</li> <li>I can follow the rules to avoid bowling a no ball</li> </ul> <b>EDSTART SHOW</b> <ul style="list-style-type: none"> <li>I can respect my batting partner when bowling</li> <li>I can encourage my teammates when bowling accurately</li> <li>I can play fairly in bowling competitions</li> </ul>		
<b>Key Questions</b>	How do accurate bowling, throwing, and teamwork help teams succeed in striking and fielding games? Accurate bowling and throwing help control where the ball goes, making it harder for batters to score, while teamwork and communication allow fielders to react quickly, support each other, and return the ball efficiently under pressure.			
<b>Warm Up</b>	<b>PAIRS THROW &amp; CATCH:</b> Children work in pairs, starting close together and throwing and catching accurately. Each time both players catch successfully, they take one step back to gradually increase challenge. Emphasise ready hands, watching the ball, and soft catches. <b>PROGRESSION:</b> Add a time challenge or vary ball types (foam, tennis, cricket ball).			
<b>Main Activity</b>	<p><b>BOWL IT LIKE A PRO:</b> Begin with a clear group demonstration of correct underarm bowling technique: adopt a side-on stance, step forward with the opposite foot to the bowling arm, keep the arm straight, swing smoothly like a pendulum, release the ball close to the ground, and follow through towards the target. Explain what counts as a NO BALL (too wide, too high, too short, or outside the target zone). Pupils work in pairs, with one bowling while the partner catches and gently rolls the ball back. After each delivery, the bowler sprints after the rolling ball, completes a side pick-up with two hands, and throws it back accurately, focusing on balance, timing, and smooth transitions between skills. Encourage pupils to aim first for consistency and control before gradually bowling from further distances as confidence improves. <b>PROGRESSION:</b> Add a target zone or wicket to hit—1 POINT for accuracy and 2 POINTS for a direct hit.</p> <p><b>TARGET STRIKE:</b> Set up mini bowling lanes using cones and hoops as targets at different distances. Pupils bowl underarm, aiming to hit or roll the ball through the targets. Each target has a points value: LARGE HOOP = 1 POINT, SMALL HOOP = 2 POINTS, CONE HIT = 3 POINTS. Pupils work in pairs and swap roles every five bowls, focusing on control, aim, and consistency rather than power. <b>PROGRESSION:</b> Introduce a bowling challenge where pupils must hit all targets in sequence before moving lanes.</p> <p><b>FIELDERS' FRENZY:</b> Split the class into two teams and set up a large playing area with a bowling box and running zone. The bowler delivers the ball underarm to the batter, who strikes it with a hand or bat and runs to the far side. Fielders work together to collect and return the ball to the bowler's box as quickly as possible to stop the run. Teams swap roles after each batting set. <b>PROGRESSION:</b> Add POWER ZONES (deep hits = double points) or RAPID RETURN rounds where fielders score bonus points for three perfect returns in a row. Encourage loud communication such as "MINE!" or "BACK TO BOWLER!"</p> <p><b>SUPER SIX CHALLENGE:</b> Finish with a high-energy team competition. Pupils take turns bowling at three stumps—3 POINTS for a direct hit, 1 POINT for hitting the wicket zone, and bonus points for catching rebounds. Once all players have bowled, teams swap roles, celebrating effort, accuracy, and teamwork throughout.</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Reduce bowling distance for beginners, increase for advanced.	<b>TASK</b> Start with hoop targets, progress to bowling against batters.	<b>EQUIPMENT</b> Use lighter sponge balls for beginners, regulation rounders balls for advanced.	<b>PEOPLE</b> Work in pairs for bowling drills, then rotate roles in groups.
<b>Cooldown</b>	<b>WALKING BOWLING:</b> Pupils bowl slowly and underarm to a partner, then walk together and complete gentle stretches for arms and legs. <b>PROGRESSION:</b> Add a "TARGET BOWL" before stretching. "what makes a bowl a 'no ball'?"			
<b>Key Technical Points</b>	<b>Technique:</b> <ul style="list-style-type: none"> <li>Grip ball with index/middle finger and thumb</li> <li>2 steps in to bowl (opposite arm to leg)</li> <li>Hand pointing where you want the ball to go</li> <li>Bent knees</li> </ul>		<b>Rules:</b> <ul style="list-style-type: none"> <li>Can't step over line</li> <li>Smooth underarm action</li> <li>Must be between head and knee height of batter</li> <li>Must not bounce before reaching batter</li> <li>Must be within the width of the batting square</li> </ul>	

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
EDSTART

<b>Lesson Objective</b>	To develop batting skills	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Cones, markers, rounders balls, tennis balls, sponge balls.	
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Know to stand sideways on, with the bat back ready to swing at the ball</li> <li>Know to have their weight on their back foot, ready to transfer forward once ball is bowled</li> <li>Show control of the ball and direct the ball away from fielders</li> </ul>	
<b>EDSTART KNOW</b>		<b>EDSTART GO</b>
<ul style="list-style-type: none"> <li>I can explain how to hold the bat correctly</li> <li>I can describe the correct stance when batting</li> <li>I can understand how to direct the ball into space</li> </ul>	<ul style="list-style-type: none"> <li>I can stand side-on and swing the bat with control</li> <li>I can hit the ball into different areas of the field</li> <li>I can transfer weight from my back foot to my front foot when batting</li> </ul>	<b>EDSTART SHOW</b> <ul style="list-style-type: none"> <li>I can respect my bowler when batting</li> <li>I can encourage my teammates when they are batting</li> <li>I can play fairly in batting games</li> </ul>
<b>Key Questions</b>	How do we hold the bat?	
<b>Warm Up</b>	<p><b>PAIRS THROW &amp; CATCH:</b> Children work in pairs, throwing and catching accurately. After each successful catch, both players take a step back to increase challenge while maintaining control. Emphasise ready hands and watching the ball into the hands. <b>PROGRESSION:</b> Add one-handed catching for extra challenge.</p>	
<b>Main Activity</b>	<p><b>POWER HITTERS:</b> Begin with a clear demonstration of striking technique, emphasising feet shoulder-width apart, a side-on stance to the target, knees slightly bent, and eyes tracking the ball at all times. Show how to bring the bat or racket back early, swing smoothly through the ball with controlled speed, make contact in front of the body, and finish with a strong, balanced follow-through pointing towards the target. In pairs, one pupil serves while the other strikes, using equipment matched to ability (tennis rackets, foam bats, cricket bats). Encourage pupils to focus on timing, balance, and clean contact rather than power, resetting their stance after each strike. Pupils swap roles after four strikes so both practise serving and hitting. <b>PROGRESSION:</b> Create POWER LANES using cones (SHORT = 1 POINT, MIDDLE = 2 POINTS, FAR = 3 POINTS) and add a "MYSTERY BOUNCE" where the server drops the ball from different heights to develop reactions and adaptability.</p> <p><b>FETCH FRENZY:</b> Pupils work in trios with one hitter and two fielders. The hitter strikes five consecutive shots from a tee or an underarm feed, focusing on controlled contact, balance, and direction rather than power. Fielders react quickly to track the ball, communicate clearly, and collect it safely before returning it to the feeder as efficiently as possible. Encourage fielders to work together, deciding who will collect and who will back up, to speed up returns and avoid collisions. After five hits, roles rotate so every pupil experiences batting, fielding, and collecting. Introduce a time trial challenge to see which trio can complete all five hits, collections, and returns in the fastest time, reinforcing teamwork and urgency. <b>PROGRESSION:</b> Add bonus scoring zones (e.g. corners worth double points) or award defensive points for stopping the ball cleanly before it reaches the boundary to emphasise good fielding technique and anticipation.</p> <p><b>BEAT THE BALL SHOWDOWN:</b> In teams of six, set up three running zones marked by cones. The batter hits the ball and sprints through the zones, calling out the zone number as they pass. The fielding team must collect the ball and throw it through all three zones before the batter returns home to get them out. <b>PROGRESSION:</b> Score runs (ZONE 1 = 1, ZONE 2 = 2, HOME = 3) and introduce POWER PLAY rounds where batters hit from further back for double runs but risk being caught. Rotate batters after each run or out.</p> <p><b>EDSTART STRIKE OUT:</b> Finish with a fast-paced whole-class competition using four mini pitches with a hitting tee and target zones. Teams score points based on where the ball lands—SHORT = 1, MID = 2, FAR = 3, TARGET HIT = 5. Rotate quickly to maximise turns and celebrate accuracy, effort, and teamwork.</p>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	<p><b>SPACE</b> Shorter boundaries for beginners, larger for advanced.</p>	<p><b>TASK</b> Begin with ball on a tee, progress to live bowls.</p> <p><b>EQUIPMENT</b> Use tennis rackets or larger bats for beginners, rounders bats for advanced.</p> <p><b>PEOPLE</b> Pairs for striking practice, groups for games like Beat the Ball.</p>
<b>Cooldown</b>	<p><b>BAT &amp; STRETCH:</b> Pupils take gentle practice swings, focusing on smooth technique, then stretch arms and shoulders to cool down. <b>PROGRESSION:</b> Add controlled soft hits before stretching. <b>"what part of your body helped you generate power in batting?"</b></p>	
<b>Key Technical Points</b>	<ul style="list-style-type: none"> <li>Stand side-on</li> <li>Swing bat/racquet in a motion that is parallel to the floor</li> <li>Keep eyes on the ball</li> </ul>	

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
EDSTART

**Lesson Objective** To develop a range of fielding techniques

**Lesson 4/6**

**Equipment Needed** Cones, markers, rounders balls, tennis balls, sponge balls.

**Success Criteria** Children can:

- Use the long barrier technique when the ball is travelling on the ground
- Get to ball back to specific areas of the field depending on where the runners are
- Know which type of throw and catch is need depending on where you are on the field
- Understand to 'back up' the fielder in case of over throws

### EDSTART KNOW

- I can explain what the long barrier is
- I can describe why backing up teammates is important
- I can understand when to use different types of throws

### EDSTART GO

- I can use the long barrier to stop a ball on the ground
- I can return the ball quickly to the bowler or bases
- I can back up teammates to prevent overthrows

### EDSTART SHOW

- I can support my team by communicating when fielding
- I can respect my partner when practising long barrier
- I can play fairly in fielding competitions

### Key Questions

**How do controlled rolling, bouncing, and fielding techniques help teams succeed in games?**: Controlled rolling and bouncing help players place the ball accurately into space, while good fielding techniques like the long barrier and clear communication allow teams to stop the ball quickly, limit scoring, and work together effectively.

### Warm Up

**BOUNCE**: Teams throw the ball underarm into each other's grid, aiming to make it bounce three times before being returned. Emphasise control, accuracy, and reading the bounce. **PROGRESSION**: Shrink the grids or add extra balls to increase challenge and reactions.

### Main Activity

**SKIMMING STONES CHALLENGE**: Begin by clearly demonstrating how to roll and bounce a ball with control—knees bent, body low, eyes fixed on the target, a smooth underarm swing, and a gentle, accurate follow-through aimed towards the hoop. Pupils work in pairs facing each other with a hoop placed on the floor between them. The aim is to bounce the ball through the hoop so it travels at a comfortable height for their partner to catch, encouraging accuracy, judgement of force, and good communication. Once confident, pupils take on the "SKIM THE STONE" challenge by trying to make the ball bounce twice before it reaches their partner, developing control and awareness of bounce and distance. Add engaging variations such as LEFT-HAND ROLL to build coordination, BLIND BOUNCE (eyes closed for one bounce) to improve feel and trust, or QUICKFIRE ROUNDS to test consistency and focus under time pressure. **PROGRESSION**: Introduce a scoring system—1 POINT for a hoop hit, 2 POINTS for two bounces inside the hoop, and 3 POINTS for a clean bounce and catch. Pupils record their scores to track improvement and compete to become the SKIMMING STONES CHAMPION.

**BARRIER BUSTERS**: Begin by clearly demonstrating the long barrier technique, showing pupils how to get one knee down with the body positioned directly behind the line of the ball. Emphasise keeping hands cupped together low to the ground, fingers pointing down, and eyes tracking the ball all the way into the hands to ensure control and safety. Pupils then work in pairs, taking turns to roll the ball firmly along the ground while their partner stops it cleanly using the long barrier before securing the ball and returning it accurately. Encourage pupils to communicate clearly by calling "READY!" before each roll so both players are prepared. Higher-ability groups can increase the rolling distance or speed to add challenge, while others focus on consistency and correct technique. Turn this into a team challenge by timing one minute and counting how many clean stops each pair can make, awarding extra points for smooth pick-ups and accurate returns to the roller. **PROGRESSION**: Introduce a HOT STREAK round where every consecutive clean stop doubles the score, rewarding focus, consistency, and teamwork.

**RUN THE GAUNTLET**: Set up a large playing area divided into zones with a bowler, batter, and fielders. The bowler delivers underarm, the batter strikes into the field, then sprints to the far side and back before the fielders return the ball to the bowler's box. Each successful run scores 1 POINT; if the ball returns first, the runner is out. Encourage batters to choose shots strategically—deep hits buy time, while clever placement finds space. **PROGRESSION**: Add POWER ZONES for double points on long hits or CATCH ZONES where fielders earn bonus points for clean catches on the full.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Smaller areas for beginners, larger for advanced.

#### TASK

Start with rolling and stopping, progress to long barrier in live play.

#### EQUIPMENT

Use larger sponge balls for beginners, rounders balls for advanced.

#### PEOPLE

Work in pairs for technique, then teams for Danish Long Ball.

### Cooldown

**LONG BARRIER RECOVERY**: Children roll balls slowly and practise the long barrier at walking pace, focusing on safe body position and control, then complete gentle stretches. **PROGRESSION**: Gradually increase rolling speed before stretching. **"how did the long barrier help you stop the ball safely?"**

### Key Technical Points

#### Stopping / Catching:

When stopping/catching it is important that the children place their hands close together. Fingers apart and outstretched, soft hands.

#### Long Barrier:

Track ball as it moves towards you, Lower left leg parallel and close to floor, Right foot touching left knee so there is no gap, Hands out in front to stop ball

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
**EDSTART**

<b>Lesson Objective</b>	To develop an understanding of the rules and scoring methods in rounders			<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Cones, markers, rounders balls, tennis balls, sponge balls.			
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Understand the 'no ball' rule when bowling</li><li>Know how to get players 'out' when fielding. By throwing to bases and touching the posts</li></ul>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>I can explain the main rules of rounders</li><li>I can describe how a player is out</li><li>I can understand how to score a rounder</li></ul>		<b>EDSTART GO</b>	<ul style="list-style-type: none"><li>I can bowl, bat, and field following the rules</li><li>I can run around the bases to score</li><li>I can apply scoring rules in small-sided games</li></ul>
<b>EDSTART SHOW</b>	<ul style="list-style-type: none"><li>I can respect referees' decisions</li><li>I can encourage teammates in scoring games</li><li>I can play fairly in team competitions</li></ul>			
<b>Key Questions</b>	<b>How does teamwork and quick decision-making help teams succeed in rounders?</b> : Teamwork and quick decisions help fielders move the ball faster than the runner and help batters choose when and where to run. Clear communication, accurate passing, and supporting teammates allow teams to work efficiently, stop runs, and score more points during the game.			
<b>Warm Up</b>	<b>THROW CATCH RACE</b> : Teams race the ball from one line to another using quick, accurate throws and smart movement. Emphasise communication, catching on the move, and choosing the fastest passing option. <b>PROGRESSION</b> : Add multiple balls per team to increase speed, pressure, and teamwork.			
<b>Main Activity</b>	<b>BASE RACERS</b> : Set up four cones in a square to act as bases. Select one bowler and four fielders, with each fielder standing at a cone. On the coach's call of "GO!", the bowler throws the ball to the first fielder, who must pass it quickly and accurately around the square to each teammate in order. At the same time, one runner sprints around the bases, aiming to return to the starting cone before the ball completes the circuit. Emphasise technical points such as stepping towards the target when throwing, using two hands to catch with soft hands, turning the body to pass on quickly, and communicating clearly by calling names or shouting "HERE!". Fielders should stay balanced, pass at chest height, and lead the receiver to keep the ball moving smoothly. Swap roles after each turn so all players practise throwing, catching, and running. Encourage tactical thinking about when to throw quickly and when to prioritise accuracy. <b>PROGRESSION</b> : Add two balls in play at once for extra challenge, faster decision-making, and excitement.  <b>BEAT THE BALL CHALLENGE</b> : Split the class into teams of six with one batting team and one fielding team. Using a rounders pitch, the batter strikes the ball and runs through 1st, 2nd, and 3rd base before returning home. Emphasise batting technique by encouraging a side-on stance, eyes on the ball, a controlled swing, and balanced follow-through. Runners should use quick acceleration, tight turns around bases, and awareness of the fielding team to decide whether to continue or hold. Fielders focus on clean fielding technique—moving quickly to the ball, using two hands to secure the catch, stepping towards the target, and throwing accurately to the next base or back to the bowler. Clear, loud communication is essential, with players calling "BASE ONE!" or "BASE TWO!" to organise the return. Each completed run scores one point unless the ball beats the runner home. <b>PROGRESSION</b> : Add a POWER ZONE for double points on well-placed hits or introduce a STEALTH ROUND where fielders must stay silent and use hand signals only, increasing focus and teamwork.  <b>ROUNDER ROYALE</b> : Bring all skills together in full rounders games. Explain key positions—BOWLER, BACKSTOP, 1ST BASE, 2ND BASE, 3RD BASE, 4TH BASE, OUTFIELDERS—and discuss team tactics. Play small-sided games so everyone is active. Batters have three hits before swapping roles, even if they are out, to keep play inclusive and fast. <b>PROGRESSION</b> : Award points for reaching bases (2ND = 1, 3RD = 2, HOME = 3), give bonus points for a GOLDEN CATCH, or allow bowlers to vary bounce height and speed.  <b>EDSTART ROUNDERS SHOWDOWN</b> : Finish with a fast-paced class tournament using short 5-minute matches across multiple pitches. Track scores on a leaderboard and celebrate performance with awards such as GOLDEN BAT (longest hit), LIGHTNING LEGS (fastest runner), and SAFE HANDS (best fielder).			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Smaller pitches for beginners, larger for advanced.	<b>TASK</b> Begin with running bases, progress to full matches.	<b>EQUIPMENT</b> Use cones for bases if posts not available.	<b>PEOPLE</b> Teams balanced for fairness, rotate roles regularly.
<b>Cooldown</b>	<b>WALKING ROUNDERS</b> : Play a short walking-pace version of the game, focusing on fair play, positioning, and controlled movement, followed by gentle stretching. <b>PROGRESSION</b> : Add a rule requiring three passes before a runner can move to a base. "which rule was most important for keeping the game fair today?"			
<b>Key Technical Points</b>	The bowler delivers the ball to the batter, who strikes it forward into the rounders pitch and then runs to as many posts as possible before the fielding team can return the ball and touch the post the batter is running towards. If the batter reaches the 2nd or 3rd post in one hit, the batting team scores $\frac{1}{2}$ rounder, and if the batter reaches the 4th post in one hit, the batting team scores a full rounder. A batter can be given out if a fielder catches the ball on the full before it touches the ground, or if the fielding team returns the ball and touches the post the batter is heading for before the batter reaches it.			

# Year 6 - Rounders

## Lesson Plan

COMPLETE  
EDSTART

<b>Lesson Objective</b>	To play small games and adhere to the rules of the game	<b>Lesson 6/6</b>		
<b>Equipment Needed</b>	Cones, markers, rounders balls, tennis balls, sponge balls.			
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Understand the rules of the game and can play small games</li><li>Judge how far they can run to score points</li></ul>			
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>I can explain the rules of rounders in full games</li><li>I can describe how to judge when to run bases</li><li>I can understand how to work with a team to win</li></ul>	<b>EDSTART GO</b> <ul style="list-style-type: none"><li>I can bat, bowl, and field in competitive games</li><li>I can run bases and judge when to stop or continue</li><li>I can apply tactics in full matches</li></ul>		
<b>EDSTART SHOW</b>		<ul style="list-style-type: none"><li>I can respect opponents and officials</li><li>I can encourage my teammates throughout the game</li><li>I can show fairness whether I win or lose</li></ul>		
<b>Key Questions</b>	What tactics can we use when playing small sided games?			
<b>Warm Up</b>	<b>CATCHING RECAP:</b> Groups work in hexagons, using underarm passes to see how many successful catches they can complete in a row without dropping the ball. Emphasise soft hands, watching the ball, and clear communication. <b>PROGRESSION:</b> Use only the weaker hand or add a second ball to increase challenge.			
<b>Main Activity</b>	<b>EDSTART ROUNDERS FESTIVAL:</b> Introduce the lesson with excitement: "Today, you're stepping up to the crease for the EDSTART ROUNDERS FESTIVAL!" Explain that rounders is about teamwork, smart decisions, and quick reactions, not just hitting the ball hard. The bowler delivers the ball to the batter, who strikes it anywhere into the pitch and sprints to as many posts as possible before the fielders return the ball to stop them. Clearly demonstrate each role: BOWLER, BACKSTOP, BASE FIELDERS, AND OUTFIELDERS, showing how they work together to get batters out. Split pupils into two teams of eight and run two games at once to maximise activity. Every batter gets THREE GOES before swapping with the fielding team, ensuring equal chances to bat, bowl, and field. Encourage constant communication, with fielders calling "BASE TWO!" or "THROW TO BOWLER!" and batters encouraging teammates as they run. Pause games to discuss positioning, near bases, deep in the outfield, or close to the bowler — allowing teams to adjust tactics after each inning.  As the festival builds, introduce fun twists to keep energy high: <b>POWER HIT BONUS:</b> Hits into a marked zone earn double runs <b>GOLDEN CATCH RULE:</b> A catch on the full earns an instant bonus point <b>LIGHTNING RUN CHALLENGE:</b> A full circuit without stopping earns an extra run <b>SILENT FIELDING ROUND:</b> No talking hand signals only  Rotate positions every few innings so everyone experiences different roles. Add music, team names, and lively commentary to create a tournament atmosphere. Finish with a celebration and mini awards — golden bat, safe hands, lightning legs, and the team spirit trophy — ensuring every pupil leaves feeling part of the EDSTART ROUNDERS LEAGUE.			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Adjust pitch size for group ability.	<b>TASK</b> Start with shortened innings, progress to full games.	<b>EQUIPMENT</b> Use lighter balls for beginners, regulation balls for advanced.	<b>PEOPLE</b> Teams rotated regularly to keep games fair.
<b>Cooldown</b>		<b>CELEBRATION CIRCLE:</b> Children roll or pass the ball gently around the circle, with each child sharing one skill they have improved, before completing light stretches together. <b>PROGRESSION:</b> Each child takes a turn leading a stretch for the group: "which skill will help you most when you play a real game?"		
<b>Key Technical Points</b>		<ul style="list-style-type: none"><li>The bowler bowls the ball to the batter who hits the ball forward on the rounders pitch</li><li>If the ball is hit backwards behind the batters box, the batter must stop at first base until the ball is returned into play</li><li>The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for</li><li>If the batter reaches the 2nd or 3rd post in one hit, the batting team scores <math>\frac{1}{2}</math> rounder. If the batter reaches 4th post in one hit, the batting team scores a rounder</li><li>If the ball reached the 'backstop' direct from the bowler, they throw the ball to 2nd base to stop the batting team scoring</li><li>A batter can be out if the fielding team catch the ball hit by the batter before it touches the ground or by touching the post the batter is heading to with the ball before the batter reaches it</li></ul>		