



YEAR 5/6

## Rounders

### Lesson 7

#### Learning Objective

To develop decision making and tactical awareness.

#### Success Criteria

##### Year 5

- I can decide when to run and when to stay at a post.
- I can select and apply tactics.

##### Year 6

- I can select the appropriate action for the situation.
- I can use tactics in a game as a batter, bowler and fielder.

## Handy Hints

Batters – consider when to take the risk and when not to.

Fielders – think about where the batter is before making a decision.

## Equipment

- Cones x 36
- Rounders bats x 15
- Tennis Balls x 3

### Optional:

- Tennis rackets

**10 Mins**

## Warm Up and Introduction

### Progressive tag:

Select one pupil to start as the tagger. They start with a cone. If they tag another pupil, that pupil takes a cone from the stack and also becomes a tagger. Play until one pupil is left, then play the game in reverse with the last pupil left from the first game starting as the tagger. If they tag someone, they put their cone back and also become a tagger.

[Move into space.](#)

[Change direction and speed to lose a tagger.](#)

**45 Mins**

## Skill Development

### Rock, paper, scissors:

In pairs with two cones. Place the cones 15m apart. Pupils stand in the middle of the cones 1m apart from each other. They play rock, paper, scissors. The winner chases turns and attempts to run to their cone, their partner must chase them back to their cone. If the winner of the game makes it to their cone, they get one point. If the loser of the game catches their partner before they get to their cone, they win the point.

Make a quick decision if you are the winner or loser, react and run.

### Mini rounders:

In groups of ten with five bats, one tennis ball and twelve cones. Set out a rounders pitch. Pupils play five fielders against five batters.

- The bowler begins with the ball in the bowling square.
- They bowl the ball to the batter who hits the ball out into the field.
- The batter must run even if they do not hit the ball.
- In this version of the game players get two bats each regardless of if they get out on their first turn or not.
- Batters must stop running at the next base they come to when the bowler has the ball and is standing in the bowling square.
- If the ball is hit backwards by the batter, the batter can only run to the first base until the backstop has thrown the ball past the batting square. At which time, the batter can choose to run on to the second base, should he/she wish to.

### Scoring

One rounder for:

- Hitting the ball and getting to the fourth base without stopping.

Half a rounder for:

- Hitting the ball and running to the second base without stopping.
- Not hitting the ball and running to the fourth base without stopping.
- Two consecutive 'no balls' from the bowler.

### Outs

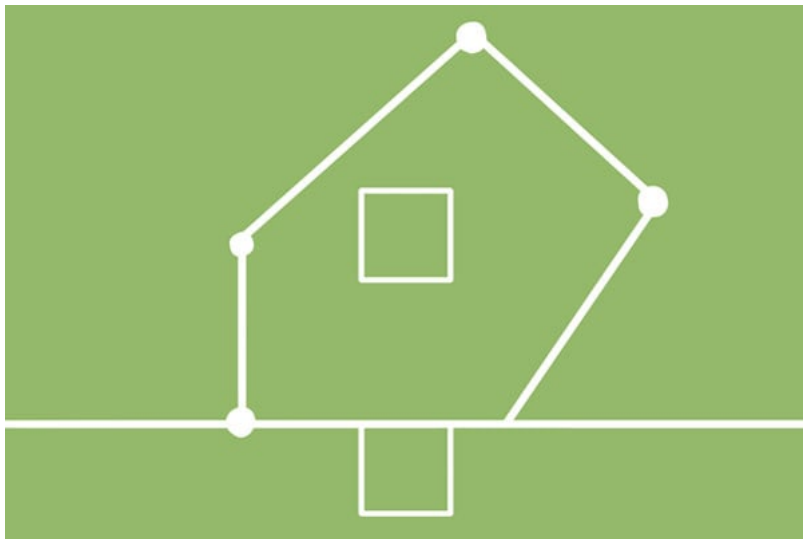
Batters are out if:

- They are caught out.
- They are stumped out.
- They run inside the cones.
- Run out – meaning they have run to a base where another batter is standing.

Encourage the batters to take risks to get rounders as in this game they get two bats regardless of if they get out on their first bat or not.

Encourage the fielders to limit the batters scoring by throwing to the bowler to stop the batter from running, or to second or fourth base.

Make this easier for the batter by batting with a tennis racket.



### Timed rounders:

Play the same game as above. In this version of the game, each batting team will have 5 minutes to bat. They have as many turns as they can in this time unless three players from their team get out before their time is up.

Encourage the batters to consider their risk taking to allow their team the maximum time to bat.

Encourage the fielders to try to get the batters out by throwing to a base not just to the bowler.

Make this easier for the batter by batting with a tennis racket.

**5 Mins**

## **Plenary**

Talk with a partner from another team.

Discuss what your team did well.

When were they effective at applying tactics?

How did your decision making as a batter differ from when you knew you could still have a second bat even if you were out and the timed game when your team were out if three people got out? How did your decision making differ as a fielder between the two versions of the game?

When did you take more risks?