



**Reepham High School and College PE Can Do Rounders Ladder**



	<b>AO1</b> Recall, select and communicate knowledge and understanding of Rounders.	<b>AO2</b> Apply skills, knowledge and understanding in Rounders.	<b>AO3</b> Analyse and evaluate performances and identify actions for improvement in Rounders.
	<p><b>Isolated skills batting:</b></p> <ul style="list-style-type: none"> <li>• <b>hitting</b> (forehand, backhand).</li> <li>• <b>running</b> (running full rounders, running half rounders, running between posts).</li> </ul> <p><b>Isolated skills fielding:</b></p> <ul style="list-style-type: none"> <li>• <b>bowling</b> (fast, slow, donkey drop, spin).</li> <li>• <b>catching</b> (waist height, above the head).</li> <li>• <b>throwing</b> (underarm, overarm).</li> <li>• <b>fielding</b> (long barrier).</li> </ul>	<p><b>Techniques and decision making under pressure during practices and competitive situations:</b></p> <ul style="list-style-type: none"> <li>• <b>directing the hit</b> (hitting away from 4<sup>th</sup> post, hitting into space, use of the backhand).</li> <li>• <b>knowing when to run</b> (running to score, stopping to stay in, running on a no ball).</li> <li>• <b>knowing how to get players out</b> (stumping, catching, stumping the batting box).</li> <li>• <b>setting the field</b> (deep fielders away from the pitch, moving fielders for a left-handed batsman, moving fielders for different types of bowl).</li> <li>• <b>demonstrating communication and influence on team performance.</b></li> <li>• <b>applying team strategy in open play and set play.</b></li> <li>• <b>ability to adapt to the environment and changing circumstances</b> (e.g. weather, loss of a player).</li> </ul>	
9  8	<p><b>Extensive</b> knowledge and understanding of Rounders. <b>Comprehensive</b> understanding of the principles of safe exercise and its impact on health and performance.</p>	<p>Application of an <b>extensive</b> range of skills and techniques with great refinement, precision, control and fluency. Demonstration of a <b>vast</b> range of solutions to challenges and an <b>excellent</b> ability to make decisions.</p>	<p><b>Excellent</b> ability to critically analyse and evaluate your own and others' performances. <b>Excellent</b> ability to identify priorities for improvement and plan progressive practices.</p> <p align="right">10</p>
7+  7-	<p><b>Detailed</b> knowledge and understanding of Rounders. <b>Thorough</b> understanding of the principles of safe exercise and its impact on health and performance.</p>	<p>Application of a <b>wide</b> range of skills and techniques with refinement, precision, control and fluency. Demonstration of a <b>wide</b> range of solutions to challenges and an ability to make successful decisions.</p>	<p><b>Detailed</b> ability to critically analyse and evaluate your own and others' performances. <b>Detailed</b> ability to identify priorities for improvement and plan fairly progressive practices.</p> <p align="right">9</p>
6  5	<p><b>Good</b> knowledge and understanding of Rounders. <b>Good</b> understanding of the principles of safe exercise and its impact on health and performance.</p>	<p>Application of a <b>good variety</b> of skills and techniques with refinement, precision, control and fluency. Demonstration of a <b>good variety</b> of solutions to challenges and a good ability to make decisions.</p>	<p><b>Good</b> ability to critically analyse and evaluate your own and others' performances. <b>Good</b> ability to identify priorities for improvement and plan practices.</p> <p align="right">8</p>
4+  4-	<p><b>Sound</b> knowledge and understanding of Rounders. <b>Sound</b> understanding of the principles of safe exercise and its impact on health and performance.</p>	<p>Application of a <b>sound range</b> of skills and techniques with precision, Control and fluency. Demonstration of a <b>sound range</b> of solutions to challenges and an ability to make sound decisions.</p>	<p><b>Sound</b> ability to analyse and evaluate your own and others' performances. <b>Sound</b> ability to identify priorities for improvement and plan practices.</p> <p align="right">7</p>
3+	<p><b>Some</b> knowledge and understanding of Rounders. <b>Some</b> understanding of the principles of safe exercise and its</p>	<p>Application of <b>some</b> skills and techniques with some control. Demonstration of <b>some</b> solutions to challenges and an ability to</p>	<p><b>Some</b> ability to analyse and evaluate your own and others' performances. <b>Some</b> ability to</p>

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3-	impact on health and performance.	make a few decisions but these are not always successful.	identify priorities for improvement and plan practices.	6
2+  2-	Can remember and communicate <b>some</b> knowledge and understanding of Rounders and of the principles of safe exercise and its impact on health and performance.	Application of a <b>small range</b> of skills. Demonstration of a <b>small range</b> of solutions to challenges and an ability to make decisions but these are not always successful.	Can provide a <b>good</b> assessment of your own and others' performances. Can identify <b>some</b> strengths and weaknesses and offer practices to help improve.	5
1+  1	Can communicate <b>only</b> the important things about Rounders and of the principles of safe exercise and its impact on health and performance.	Application of a <b>very small</b> range of skills.  Demonstration of a <b>very small</b> range of solutions to challenges and an ability to make decisions but these are mainly unsuccessful.	Can provide a <b>basic</b> assessment of your own and others' performances. Can identify <b>some</b> strengths and weaknesses and offer practices to help improve.	4
1  1-	Can communicate <b>only</b> the very basic things about Rounders and of the principles of safe exercise.	Demonstrate a <b>very small</b> amount of control and skills.	Can make <b>limited</b> comments about your own and others' performances. Can sometimes suggest some ways to improve performance.	3
H+ H H-	<ul style="list-style-type: none"> <li>• I can warm-up fairly effectively for a PE lesson.</li> <li>• I understand how to very perform basic skills in Rounders.</li> <li>• I can spot if a basic skill is performed incorrectly and suggest one way to improve.</li> <li>• I understand basic tactics and I'm beginning to apply them.</li> </ul>			
I+ I I-	<ul style="list-style-type: none"> <li>• I can travel in a variety of ways often alternating speed and direction with a Rounders bat in my hand.</li> <li>• I can use more than one sentence to describe the performance I have just seen.</li> <li>• I know how to stretch different parts of my body.</li> <li>• I understand very basic tactics but don't always apply them.</li> </ul>			
J+ J J-	<ul style="list-style-type: none"> <li>• I can travel in a variety of ways often altering speed with a Rounders bat in my hand.</li> <li>• I use simple sentences to explain why I like or dislike a performance.</li> <li>• I can recognise one or two immediate signs of exercise.</li> </ul>			
K+ K K-	<ul style="list-style-type: none"> <li>• I use simple sentences to explain why I liked a performance.</li> <li>• I can recognise one immediate sign of exercise.</li> </ul>			
L+ L L-	<ul style="list-style-type: none"> <li>• I enjoy watching other people perform but I find it very difficult to explain why I have enjoyed it.</li> <li>• I am beginning to link simple skills together although this often goes wrong.</li> <li>• I can slowly get changed into my PE kit.</li> </ul>			
M+ M M-	<ul style="list-style-type: none"> <li>• I have limited hand-eye/foot-eye co-ordination and basic skills take me many attempts to perform.</li> <li>• I often need support.</li> <li>• With support I can get changed into my PE kit.</li> </ul>			

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