

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject: Phase 2 - Year A– Softball**

**Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.**

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

### **Prior Learning (what pupils already know and can do)**

- Pupils know how to throw and catch a ball.
- Pupils know how to throw accurately overarm.
- Pupils know how to hold and grip a bat correctly.
- Pupils know how to strike the ball well.
- Pupils have a basic understanding of competitive game play.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To know how to throw to different bases and make decisions on which base to throw to
- To know how to run to a ball, stop and scoop, and throw it to the next base
- To know how to play small sided games of softball and implement the rules of how to get someone out at bases and in batting
- To know how to bowl using an under-arm throw and to use the correct grip when batting.
- To evaluate the best fielding positions to improve fielding

### **Key Vocabulary**

Arm action, backhand, backstop, attack, base, batting tee, block technique, catcher, fair, force out, foul, grip, hand-eye coordination, hit, innings, strike, pitcher, stance

### **Recommended Resources:**

- Foam and plastic softball bats and balls
- Cones and markers for bases, zones and player positions
- Catcher's mitts or gloves (optional)
- Tees for batting drills
- Wickets or markers for target throwing

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### Curriculum Connections:

#### **Literacy**

Use prepositions in positional language (e.g. behind the plate, across the field, next to base three)

Apply noun phrases to describe striking and fielding actions (a clean underarm throw, a powerful swing)

#### **Maths**

Estimate and measure distances for throws and batting

Track data such as runs scored, successful catches, or innings played

Estimate and compare reaction times in fielding challenges

#### **Science**

Name and explore bones and joints used in fielding and striking

Discuss hydration, stamina, and the effect of exercise on the body

Observe reaction speed and coordination during fielding drills

#### **PSHE/Citizenship**

Focus on team roles, leadership, communication, and sportsmanship

Encourage resilience when challenged and respectful disagreement during umpiring

### Career Opportunities:

1. Professional Softball/Baseball Player
2. Youth Coach or Community Sports Leader
3. Match Umpire / Scorer
4. Sports Analyst (Tactics and Performance)
5. Physiotherapist or Movement Coach
6. Sports Event Organiser / Club Manager

### Role Model: Lauren Lappin

- Olympic silver medallist and former member of Team USA Softball
- Known for her leadership, tactical intelligence and commitment to youth coaching
- A powerful example of resilience and how learning the basics well at a young age can lead to sporting success

## **Session 1 – Tracking and Receiving a Bouncing Ball**

**LO:** To be able to track and receive a bouncing ball.

### **Objectives:**

- I can track a bouncing ball using my eyes and body.
- I can position my body behind the ball to control it.
- I can catch or stop the ball using two hands or a soft cradle.
- I can return the ball to a teammate after fielding.

### **Teaching Content:**

- **Warm-up:** *Bounce and Block* – Pupils work in pairs rolling and bouncing balls to each other to stop or cradle.
- **Skill Practice:** Fielding with a bounce – stop, scoop and return using both hands.
- **Game Scenario:** *Ball Block Challenge* – Teams rotate through cone-marked zones and score for clean blocks.
- **Plenary:** What made your fielding more controlled? Why is body position important?

**Vocabulary:** Track, bounce, receive, scoop, return

### **Healthy Participation:**

To understand how tracking and fielding improve reaction time and build confidence in team games.

## Session 2 – Throwing with Control and Accuracy

**LO:** To be able to throw accurately to a partner or target.

### Objectives:

- I can aim and throw using an underarm or overarm action.
- I can step forward with the opposite foot when throwing.
- I can improve accuracy by adjusting direction and strength.
- I can support my partner by throwing to their hands.

### Teaching Content:

- **Warm-up:** *Target Toss* – Throw beanbags or softballs into hoops or hit cones.
- **Skill Practice:** Partner throwing for accuracy – throw and catch with step and follow-through.
- **Game Scenario:** *Hit the Base!* – Score points for hitting a cone/base from different angles.
- **Plenary:** What did you change to improve your aim? What helped you throw further or more accurately?

**Vocabulary:** Aim, throw, step, follow-through, accurate

### Healthy Participation:

To explore how strength and balance help control a throw and how warming up helps prevent injury.

## Session 3 – Catching from a Throw or Bounce

**LO:** To be able to catch a ball from a bounce or throw.

### Objectives:

- I can keep my eyes on the ball to catch it.
- I can use both hands in a soft cradle position.
- I can move to meet the ball before it bounces.
- I can catch balls at different heights or speeds.

### Teaching Content:

- **Warm-up:** *Reaction Catch* – In pairs, partners drop a ball without warning for the other to catch.
- **Skill Practice:** Catching with and without a bounce – gradually increase distance and pace.
- **Game Scenario:** *Catching Carousel* – Rotate through catching stations: underarm, bounce, and one-handed challenge.
- **Plenary:** What helped you catch more consistently? How did your hands and arms work together?

**Vocabulary:** Catch, bounce, cradle, eyes on ball, reaction

### Healthy Participation:

To understand how catching helps with coordination and focus and builds confidence for game play.

## **Session 4 – Striking from a Tee with Power and Accuracy**

**LO:** To be able to strike a ball from a tee into a space.

### **Objectives:**

- I can grip the bat correctly with two hands.
- I can swing safely and in control from a balanced stance.
- I can aim into a space away from fielders.
- I can run to a base after striking.

### **Teaching Content:**

- **Warm-up:** *Bat Control* – Hit soft balls off a tee into a marked area, focussing on control not distance.
- **Skill Practice:** Partner strike and retrieve – one hits, one fields and returns.
- **Game Scenario:** *Strike and Score* – Players bat, then run to score points before fielders reset the ball.
- **Plenary:** What helped you hit further or more accurately? What did your body do before and after the hit?

**Vocabulary:** Strike, grip, stance, swing, base

### **Healthy Participation:**

To explore how power and technique work together and why a balanced stance helps us stay safe.

## **Session 5 – Fielding and Decision-Making**

**LO:** To be able to field the ball and make a good decision about where to throw it.

### **Objectives:**

- I can field the ball quickly and stay calm.
- I can choose the best place to throw the ball.
- I can work with teammates to cover space.
- I can communicate clearly during play.

### **Teaching Content:**

- **Warm-up:** *Field and Fire* – In small teams, field balls and aim at different base cones.
- **Skill Practice:** Rolling fielded balls to bases, with a choice of left/right targets.
- **Game Scenario:** *Field and Force Out* – Pupils work in pairs or threes to stop a run and throw to a target cone.
- **Plenary:** What made your fielding decision successful? What would you do differently next time?

**Vocabulary:** Field, decision, throw, base, teamwork

### **Healthy Participation:**

To understand how thinking quickly and acting safely helps both yourself and your team in fast-paced sports.

## Session 6 – Tournament and Team Reflection

**LO:** To apply all my skills in a game and reflect on my teamwork and performance.

### Objectives:

- I can follow game rules and take turns fairly.
- I can apply striking, fielding and throwing skills during play.
- I can support my team and show sportsmanship.
- I can reflect on my performance and suggest one goal for next time.

### Teaching Content:

- **Warm-up:** *Skills Circuit* – Rotate through four skill stations: batting, catching, fielding, target throwing.
- **Skill Practice:** Pupils focus on one skill they want to improve before playing.
- **Game Scenario:** *Class Tournament* – Teams rotate through short matches with simplified rules.
- **Plenary:** What did you enjoy most? What would you like to get better at next time?

**Vocabulary:** Tournament, teamwork, improve, fair, reflect

### Healthy Participation:

To reflect on how being active in team games builds resilience, confidence and physical health.

### Future learning this content supports:

This unit will support future subjects in Phase 3. Pupils will be able to transfer these skills into Summer 2 when pupils will be looking at target games of boules and ultimate frisbee. Pupils will be able to transfer skills such as working effectively in a team and communicating with other. Fielding and batting skills and techniques are transferable into target games.