

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - Year A– Soft Ball

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 will know how to throw a ball using all techniques.
- Pupils will know how to demonstrate how to catch successfully.
- Pupils know how to hold and grip a bat correctly.
- Pupils know how to strike a ball with ease.
- Pupils have a good understanding of competitive game play.

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

- To know how to throw with accuracy and speed; and know catching techniques for game situations.
- To know how to bowl a good bowl/pitch and confidently demonstrate fielding techniques.
- To know the correct grip for batting and how to hit the ball for different reasons e.g., power, direction or contact
- To know the positions and rules of the game and begin to use tactical awareness when batting and fielding.
- To know how to run between bases with speed, tactical awareness and accuracy.

Key Vocabulary

Arm action, backhand, backstop, base, batting tee, block technique, bunt, catcher, contact, drive, fair ball, foul ball, force out, fly ball, ground ball, innings, pitcher, slap hit, stance, strike, teamwork, tactic, communication, umpire

Recommended Resources:

- Full-size softball bats (foam or wood, with bat grips)
- Tees for batting drills
- Regulation or soft practice softballs
- Base markers and stumps
- Umpire scorecards and clipboards
- Bibs for fielding positions

Cross-Curricular Links

Literacy

Use of modal verbs and conditional language to evaluate tactics (You should hit to the left if the fielder is far back.)

Use of precise positional prepositions (between first and second base, towards the foul line)

Use of adverbs to describe action (quickly fielded, accurately thrown)

Maths

Measurement of distances (batting and throwing averages)

Time-based comparisons for base running and reaction speed

Angles and trajectory in ball flight and throwing direction

Science

Muscle names involved in striking, sprinting and bowling

Effects of aerobic and anaerobic activity in gameplay

Understanding cool down and recovery physiology

PSHE/Citizenship

Emphasis on leadership, cooperation, sportsmanship, resilience

Discussing and reflecting on fairness, communication, and feedback

Career Opportunities:

1. International Softball Player
2. Match Umpire / Rules Official
3. Tactical Coach or Youth Team Leader
4. Sports Psychologist
5. PE Specialist or Tournament Organiser
6. Media Broadcaster (Softball analysis/commentary)

? Role Model: Haylie McCleney (USA Softball)

- Olympic silver medallist and one of the world's best outfielders
- A brilliant example of **discipline, sportsmanship and communication**
- Actively promotes **youth development, mental health and inclusivity in sport**

Session 1 – Throwing and Catching Under Pressure

LO: To develop throwing and catching under pressure.

Objectives:

- I can throw accurately to a teammate while moving.
- I can receive and catch a ball under pressure.
- I can choose the correct throwing technique based on the situation.
- I can react quickly to game scenarios.

Teaching Content:

- **Warm-up:** *Pressure Catch Relay* – Pupils move in lanes while throwing and catching on the move.
- **Skill Practice:** Overarm and underarm throws to moving targets. Challenge with time limits or specific zones.
- **Game Scenario:** *3-Point Fielding Drill* – Pupils throw to a moving runner who simulates base stealing.
- **Plenary:** What helped you throw accurately while under pressure?

Vocabulary: Throw, catch, overarm, pressure, react, target

Healthy Participation:

To understand how working under pressure improves decision-making, coordination, and confidence in game settings.

Session 2 – Fielding and Force Outs

LO: To field the ball and apply the correct decision in a force-out situation.

Objectives:

- I can field a rolling or bouncing ball with control.
- I can understand and apply the concept of a force out.
- I can work with a teammate to make tactical decisions.
- I can choose where to throw based on base runners' positions.

Teaching Content:

- **Warm-up:** *Base Race Decisions* – Pupils simulate force-out choices using cone bases.
- **Skill Practice:** Field-and-throw combinations with base calling.
- **Game Scenario:** *Force It Out* – Mini matches with focus on force plays at second or third base.
- **Plenary:** What helped you decide where to throw? What would you change next time?

Vocabulary: Force out, field, base, decision, throw, teamwork

Healthy Participation:

To recognise how mental focus and teamwork in fielding strengthen coordination and promote respect for team roles.

Session 3 – Striking with Power and Placement

LO: To strike the ball with power and aim into space.

Objectives:

- I can grip the bat correctly and use a strong stance.
- I can strike the ball using timing and control.
- I can aim into space to avoid fielders.
- I can decide whether to run based on where I hit the ball.

Teaching Content:

- **Warm-up:** *Bat Control* – Pupils strike balls off tees aiming for zones.
- **Skill Practice:** Strike and decide – pupils hit and call “run” or “hold” after contact.
- **Game Scenario:** *Bat and Run Drill* – 1v1 fielders vs batters trying to hit and reach bases.
- **Plenary:** What part of your swing helped with power? What helped you hit into space?

Vocabulary: Grip, swing, stance, space, strike, run

Healthy Participation:

To explore how upper body strength and foot placement help produce accurate and powerful strikes safely.

Session 4 – Running Between Bases and Game Communication

LO: To run effectively between bases and communicate as a team.

Objectives:

- I can run quickly and efficiently between bases.
- I can listen and communicate with batting or fielding partners.
- I can judge when to run or hold.
- I can work tactically to maximise runs.

Teaching Content:

- **Warm-up:** *Base Sprint Relays* – Teams sprint around bases following verbal commands.
- **Skill Practice:** Runner + signal partner – pairs practise strike and communication runs.
- **Game Scenario:** *Tactical Run Game* – Teams score by choosing when to run or hold; fielders aim to stop them.
- **Plenary:** What verbal cues helped you run successfully? What slowed you down?

Vocabulary: Run, call, hold, sprint, communicate, base

Healthy Participation:

To reflect on how decision-making, fitness and teamwork help with running success and mental focus.

Session 5 – Applying All Skills in Competitive Play

LO: To apply learned skills in a team game and take on fielding and batting roles.

Objectives:

- I can use throwing, fielding and batting skills confidently.
- I can play fairly and follow the rules of softball.
- I can support my team and contribute to strategy.
- I can switch roles effectively during play.

Teaching Content:

- **Warm-up:** *Rotation Circuit* – Pupils practise batting, fielding, catching, and base running.
- **Skill Practice:** Mini match rotation – short 3-minute drills in each position.
- **Game Scenario:** *Softball Scrimmage* – Teams play simplified match rules, rotating roles after each inning.
- **Plenary:** Which role did you feel most confident in? How did your team support your performance?

Vocabulary: Role, innings, scrimmage, contribute, fair, rotate

Healthy Participation:

To understand how playing fairly and trying different roles builds confidence, leadership, and resilience.

Session 6 – Tournament and Reflection

LO: To play in a tournament setting and reflect on individual and team performance.

Objectives:

- I can apply tactics and strategies during match play.
- I can contribute to my team's performance.
- I can provide and receive peer feedback using technical language.
- I can reflect on progress and set future targets.

Teaching Content:

- **Warm-up:** *Softball Quiz Warm-up* – Review of vocabulary and tactics while completing skill stations.
- **Skill Practice:** Free choice – pupils focus on their weakest area before matches begin.
- **Game Scenario:** *Class Tournament* – Teams compete with full rotation, scoring and umpiring responsibilities shared.
- **Plenary:** What skill did you improve most this unit? What's your personal softball goal going forward?

Vocabulary: Tournament, reflect, umpire, feedback, improve, tactics

Healthy Participation:

To reflect on how setting and working towards personal goals in sport helps build physical and emotional wellbeing

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 crown green boule and tri golf. 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.