



# Year 5 Curriculum HT5

**PSHE**  
Relationships

**E-safety**  
Online relationships

**Commando Joe**

Mission focus:  
Resilience  
Teamwork  
Communication

**Personal Development**

**Wider Curriculum Clubs Available**

Sports, yoga, choir, football, netball, music, art, drama, cooking, French, computing, sewing and dodgeball

**Trips and Visits**

The children will receive a road safety visit, and the Fun Food Chef will be coming into school to assist the children making their Mexican cuisine.

**No Outsiders**



**Rose Blamire**  
To justify my actions

## English Inspirational Text



Genres for writing:

Narrative  
Diary  
Letters  
Arguments  
Explanation text  
Speech

When writing, Year 5 will be focusing on:

- Creating mystery, intrigue and hinting to the unknown.
- Using a range of verb tenses within writing as appropriate, including the perfect forms.
  - Including persuasive features in an argument, letter or advert.
- Correct use of all taught punctuation across genres through editing.
- Understanding where authorial choice is needed for commas and where/when writing is ambiguous.
- Using meaningful dialogue to convey character or advance writing a scene.

### Poetry

The poem Year 5 are studying and learning to recite this half term is 'Dis Poetry'.

## Maths Week 1-3

To solve problems involving numbers up to three decimal places.  
To read, write, order and compare numbers with up to three decimal places.  
To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

### Week 4-6

To know angles are measured in degrees, and to estimate and compare acute, obtuse and reflex angles.  
To draw given angles, and measure them in degrees.  
To know angles at a point on a straight line and half turn total to 180 degrees.  
To know angles within a whole turn total 360 degrees.  
To use the properties of rectangles to deduce related facts.  
To distinguish between regular and irregular polygons based on reasoning.  
To identify 3D shapes, including cubes and other cuboids, from 2-D representations.

### Mental Maths

<b>MA1- Counting On</b> $827 + 500 = 1327$ $1327 + 100 = 1427$ $1427 + 100 = 1527$	<b>MA2- Counting Back</b> $7500 - 5000 = 2500$ $2500 - 1000 = 1500$ $1500 - 1000 = 500$	<b>MA3- Partitioning</b> $126 \times 6 = 756$ $800 + 300 = 1100$ $1100 + 100 = 1200$
<b>MA4- Multiplication</b> $10 \times 1.5 = 15$ $15 \times 2 = 30$ $30 \times 3 = 90$	<b>MA5- Converting On</b> $7500 + 5000 = 12500$ $12500 + 1000 = 13500$	

## Science

The Year 5 science topic this half term is Living Things and their Habitats.  
Children will learn about the reproduction of plants and animals, as well as life cycles.

## History

Year 5 will be learning about the Mayans as a society that contrasts with British history.

## Computing

Year 5 will be creating media in the form of vector drawings. This will be done using Google Drawings.

## Art

Mrs Cahill will be teaching the Year 5 Art lessons this half term. They will be looking at Mayan artwork.



## Music

Miss Marsden will be teaching music to Year 5 this half term. They will be continuing to learn how to play the guitar.



## PE

The children will be continuing to learn Tennis with their class teachers. They will also be continuing to learn rounders with the Sports Coaches.

## D&T

The children will design, make and evaluate a healthy meal inspired by Mexican cuisine, using local ingredients, for a feast!

## French

Mrs Sunley will be teaching Year 5 French this half term. They will be learning more about their identity, planets of the solar system and developing their questioning skills.



## RE

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?



# Knowledge Jigsaw

## Year 5 History HT5



### What we already know

A civilisation is an organized town or village. Hunter-gathers are people who live by hunting and fishing, and harvesting wild food. A good settlement is nearby a water source. Throughout history, roles for men, women and children were based on culture and social status. There were also different hierarchies. Different civilisations were masters at a variety of different crafts. Different religions had ways to honor and worship their Gods, this included different burials. Trading is where people exchanged goods and resources.

- Roman rule of Britain- 43-410AD
- Romans leaving Britain 410AD
- Anglo Saxon and Scot 410-1066
- Sutton Hoo discovery in 1938
- 7 different kingdoms-Northumbria, Mercia, Wessex, Sussex, Kent, Essex, East Anglia.
- The Vikings were in Britain- 789- 1066.
- Vikings came from Norway, Sweden and Denmark.
- Mayan civilization- 2000 BCE and 900CE.



The Maya were a civilization who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. They were hunter-gatherers, people who travelled from place to place to find food.

**The Mayans were an ancient civilization and artefacts show that they were advanced and had great understanding of the world.**

A settlement is where people live in a community.

The Priests were the most important members of Mayan society. They were bought gifts and other Maya would work for them for free.

The elite class of the Maya included kings, their queens and children and their relatives.

King or Queen of Royal family (seen to have God-like powers)

**The Mayans and all civilizations to date have a hierarchy in society.**



The Maya developed a system of writing, using glyphs to represent words.

They developed one of the first solar calendars.

In death, a person was buried with belongings for their journey into the afterlife Kings and Queens had tombs, others were buried under their house.

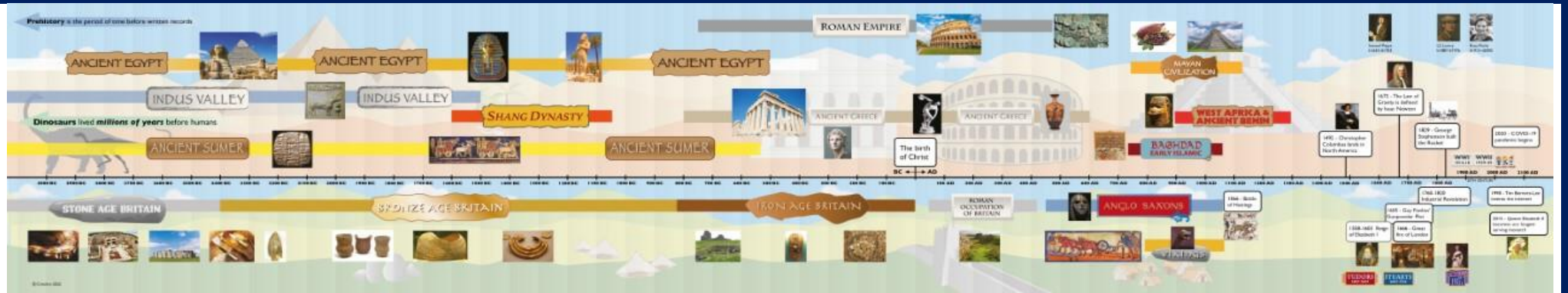
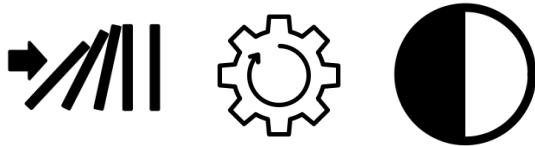
They believed in many gods - the main god was Itzamna.

That the Maya held many rituals and sacrifices to the gods - this included human sacrifice.

Trade is 'the activity of buying, selling, or exchanging goods or services between people or countries.'

The Maya trade was centered on foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.

Mayans transported their goods for trading on large seagoing canoes.



# Knowledge Jigsaw

## Year 5 Computing HT5



### What we already know

To copy and paste you can use the following keyboard shortcuts: Ctrl C and Ctrl P.

The 'undo' button is used to undo the last command given to the computer.

Zooming in and out of areas can help to focus or see the document as a whole.

Saving work throughout is important to ensure work is not lost.

You can use the zoom tool to get a better view.

- The zoom tool does not change the size of the object
- Click the **Zoom** button and then click on the area where you want to see more clearly



When you have zoomed enough, use the **Select** button to make changes.

- You may need to scroll the screen to see other parts of your image when you are zoomed in
- Click the arrow next to the **Zoom** button and select **Fit** when you want to see the whole page again

**Alignment guides** are red lines that show on the screen to help you align each object with the centre or edge of another object. **Size guides** are blue lines that show as you resize an object. These help you to match the size with other objects on your canvas. You can change the border colour, weight and design using the border tools.

### Online Safety – Online Relationships

Online safety protects people from online harms when using devices and networks.

A community is a group of people who have similar interests in common. There are lots of online communities.

A vector drawing is:

- Made on the computer
- Made using lines and shapes
- Made by putting the lines and shapes together to form a complete image

You can create a vector drawing on Google Drawings.

The chequered part of the page is the drawing canvas.

The squares are used to demonstrate a transparent area.

To draw a shape:

- Click the shape button and select your chosen shape.
- Click and drag on the canvas to draw your shape.

When you create vector drawings, each shape is called an **object**.

To delete a shape, click on the select tool, then select the shape you don't want and then press delete on the keyboard.



To change the colours of shapes and lines, select the shape/line you wish to colour, then click on the fill tool/line colour tool, then select the colour.

### Online Safety – Online Relationships

Online safety protects people from online harms when using devices and networks.

Communication online does not have to be text-based e.g. voice notes, emojis, gifs and memes.

Communication that is not text-based can be interpreted incorrectly or used in inappropriate ways.

Each object that is added to a drawing is placed on a new layer.

You can change the order of the layers by:

- selecting the shape you want to change
- clicking arrange
- clicking order
- choosing bring forward/backwards

Different layers of colour (dark and light) can help make vector drawings look more realistic.

Layering smaller objects around your drawing can make it blend in more.

### Online Safety – Online Relationships

Online safety protects people from online harms when using devices and networks.

Sometimes friends may need support online.

Reporting means telling someone about something that has happened, this can be reporting online or to a trusted adult.

A vector drawing is made up of many different shapes.

When you create vector drawings, the shapes overlap. This means that you need to draw the shape that is furthest away (at the back of the image) first.

To rotate a shape:

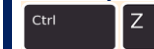
- Select the shape
- Click on the circular handle and drag to rotate the way you wish.
- Release the mouse when you have rotated to the correct point.



To copy and paste you can use the following keyboard shortcuts.

You can undo by clicking on the undo arrow.

To undo you can also use this keyboard shortcut.



### Online Safety – Online Relationships

Online safety protects people from online harms when using devices and networks.

Not everyone I communicate with online is pleasant and may not have my best intentions at heart.

Some people choose to act in a certain way online, that it is their decision and that I am not responsible.

Selecting multiple objects and copying them makes it easier to create images.

You can select more than one object by dragging over them. Or you can hold the Shift key and click them.

You can group objects before copying so that you can copy them altogether.

To group objects you need to:

- select all the objects you want to group together
- right click on your mouse
- select group

You can add a photograph to the background of your vector drawing to make it look more realistic.

To add a photograph in the background

- open the image you want
- right click on the image
- select copy
- return to your google Drawings
- paste the image change the layering of the image to the back of the page

Vector drawings are often used as illustrations. They can be used in documents or presentations.

# Knowledge Jigsaw

## Year 5 Science HT5



### What we already know

Something is living if it has the following characteristics: movement, respiration, sensitivity, growth, reproduction, excretion, nutrition (MRS GREN).

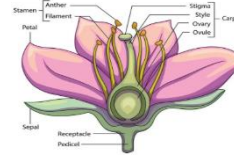
The main parts of a plant: flowers, leaves, stem and roots. Flowers create seeds so that new plants can be grown. Plants need air, light, water, nutrients from the soil, room to grow.

The life cycle of flowering plant: germination, growing, pollination, fertilisation and seed dispersal.

Animals can be categorised as **vertebrates** (animals with a back bone) and **invertebrates** (animals with no back bone). Birds, fish, mammals, reptiles and amphibians are all **vertebrates**. They can live on both land and in the sea. Worms, arthropods, molluscs, flatworms and echinodermata are all **invertebrates**.

A classification key is a tool that uses yes and no questions. Physical characteristics are the features and traits of an organism's body.

### Parts of a flowering plant



**Anther** – male part that makes pollen.

**Filament** – male part of the flower that holds up the anther.

**Ovule** – female gamete

**Stigma** – female part. It is sticky and can catch grains easily.

**Style** – female part. Pollen travels down the style to the ovary.

**Ovary** – female part. Contains the ovules.

**Petal** – brightly coloured and sweetly scented to attract insects.

**Pollen tube** – transports male gametes from the pollen down the style to the ovary.

**Stem** – transports water to the leaves.

To identify and classify, you make observations and measurements to find similarities and differences. This help to organise things into groups and make connections.

You can use a magnifying glass to observe closely.



You can use scissors and tweezers to help you dissect something.

### Reproduction

Reproduction is when living things create other living things. Animals have babies and plants have seeds which turn into new plants.

### Reproduction in plants

**Sexual reproduction (2 parents)** – when the pollen from one flower joins the egg of a new flower and a seed or seeds are formed. E.g. apple tree

**Asexual reproduction (1 parent)** – when a small part of a plant breaks off and starts to grow until it is the same size as the plant it came from. Flowers are not needed. E.g. spider plant

### Observation over time

Observing over time is when somebody makes systematic and careful observations to identify and measure changes in materials over a period of time.

External factors may affect results.

### Reproduction in animals

For most animals that live on land, offspring are fertilised inside the mother's body. This happens in one of three ways.

1. The young develop inside the female and are born alive (most mammals).
2. Fertilised eggs are laid outside the female's body and develop in the egg getting nourishment from the yolk.
3. In some animals the eggs are held within the female.

### Identifying and classifying

To identify and classify, you make observations and measurements to find similarities and differences. This help to organise things into groups and make connections

You can classify animals as viviparous and oviparous.

### Life cycles

A **life cycle** shows how things are born, how they grow and how they reproduce.

#### Insect life cycle

Most insects, such as butterflies, emerge from the egg in one state and then go through metamorphosis to become an adult. Some insects hatch from the egg and grow into adults without much change.

#### Amphibian life cycle

Amphibians, such as frogs, are laid in eggs in the water then, once hatched, they go through many changes until they become an adult. Parents do not look after their young once the eggs have been laid.

#### Mammal life cycle

Mammals, including humans, develop inside their mothers and live young are born. Young are fed milk and are dependent on their parent for some time, until they are old enough to look after themselves.

#### Bird life cycle

Birds are hatched from eggs and are looked after by their parents until they are able to live independently.

### Naturalists

#### David Attenborough

Famous for his commitment to the natural environment. He has spent years studying animals and living things.

#### Jane Goodall

British scientist famous for work with chimpanzees. She showed that chimps have individual personalities and experience emotions.

#### Researching using secondary sources

Research is an investigation or study to find out facts in order to reach a conclusion.

Secondary sources are works such as textbooks, encyclopaedia and scientific books. They describe, discuss and evaluate primary sources.

Know that information texts use scientific language.



**Design brief**

To design, make and evaluate a healthy meal, inspired by Mexican cuisine, using local ingredients, for a feast.

**What I already know**

- The brief gives a Design Technology project a focus.
- Products are evaluated in questioning whether they are fit for purpose and if they are successful in meeting the brief.

**Design**

You should always consider hygiene when working with food.

The process of adapting recipes is crucial to improve a product/meal.

Chefs adapt recipes because of various reasons: dietary requirements, likes and dislikes of the user and the availability of products.

**Make**

Long hair must be tied back, hands and surfaces must be clean, and all equipment and utensils should be checked to ensure they are safe to use.

Vegetables and fruits must be washed thoroughly before consumed or used in cooking.

When chopping or dicing vegetables it is easier to do so if the vegetable has been parboiled because they are not as hard to cut.

**Evaluate**

Consider the views of the intended user when the product is complete. If the product meets the brief and the design criteria then the product is most likely successful.

The intended user should always give their feedback after the completion of a product. If the product can be used, by the user for the purpose stated in the brief then it is successful.

Products can be more or less successful when assessed against the design specification of the intended user.

A successful evaluation of a product will question whether the item is fit for purpose.

*Does it taste good? Is it inspired by Mexican cuisine?*

Consider whether the dishes could be mass produced for 60 Year 5 children.

**Key vocabulary, ingredients and equipment**

produce (noun)	Something that is made or created. E.g. dairy produce, farm produce
adapting recipes	To change the method through ingredient choices or the order of instructions.
adapt (verb) recipe (noun)	To change the method through ingredient choices or the order of instructions.
balance (noun)	To keep things equal.
variety (noun)	To include a mixture of different/diverse things.
nutrients (noun)	A substance which provides nourishment
seasonality (noun)	The state of an item dependent on the season (time of year in a particular part of the planet).



Our Discovery Question:

**Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives**

Knowledge

Hindus believe in reincarnation, that there is a cycle of birth, life, death and rebirth. They believe the soul lives many lifetimes, in one body after another. This is called Samsara.

Hindus believe in Karma, that our actions have consequences. Hindus believe that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived.

Hindus believe their spiritual goal is to become one with Brahman.

Moksha is this final release from the cycle of rebirth – to join with Brahman. Moksha is linked to karma, good Karma must be accumulated to achieve Moksha.

Some Hindus pursue a spiritual journey.

Personal Reflection

I can think about the possible consequences of the choices that I make.

I can reflect on the good actions I could do, what helps me do good actions and what the rewards are.

I can reflect on my beliefs about what happens at the end of life?

# Knowledge Jigsaw

## Year 5 PSHE HT5



### What we already know

- I can recognise situations which can cause jealousy in relationships
- I can identify someone I love and can express why they are special to me
- I can tell you about someone I know that I no longer see
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

### Recognising Me

- Personal qualities means are the characteristics, attributes or personality traits that make up and reflect who you are.
- Attributes means **personal characteristics or attributes.**
- Self-esteem means **confidence in one's own worth or abilities; self-respect**

### Safety with Online Communities

- Social Networking means **the use of dedicated websites and applications to interact with other users.**
- Belonging to an online community can have positive and negative consequences such as positive: Texting a happy emoji to a friend: Negative: Posting your phone number online so anybody can see it.

### Being in an Online Community

- Social Networking means **the use of dedicated websites and applications to interact with other users**
- **We have the right to be treated with respect and to be safe online, just as we would treat them in person.** This also carries a responsibility that we do this. This helps keep online communities and social media enjoyable and safe places to use.

### Online Gaming

- **Mental health is a person's condition with regard to their psychological and emotional well-being.**
- **Physical health is the well-being of the body and the proper functioning of the organism of individuals.**
- Stop screen time because it has been a long duration so my mental and physical health isn't affected.

### My Relationship with Technology: screen time

- I know how to stay safe when using technology to communicate with friends.
- Use the SMARTT rules taught in the JIGSAW session to stay safe online.

### Rights of a child





### What we already know

We can identify instruments in different genres of music classifying them into the 4 families. .

We can follow notation understanding where notes sit on the staff, note and rest values, repeat signs, dynamics, tempo markings and 4/4 and 3/4 time signatures.

We can perform in solo and group contexts in time to a beat following a verse chorus structure.

We can listen and appraise musical extracts and peer performances referring to the elements of music.

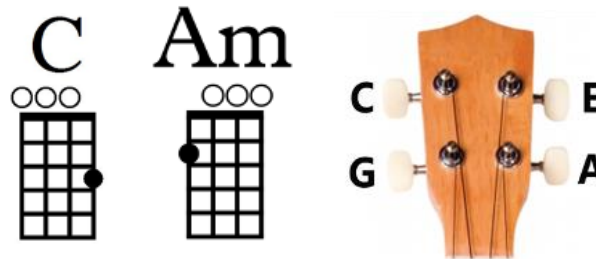
We can copy and perform melody and rhythm patterns and improvise within a call and response structure.

We can compose music using the chords and notes that we know exploring musical structure, tempo and dynamics.

### Performing

Learn the names of the strings and how to tune a ukulele.

Learn chords C and A minor and perform simple pieces singing and strumming in time to a beat.

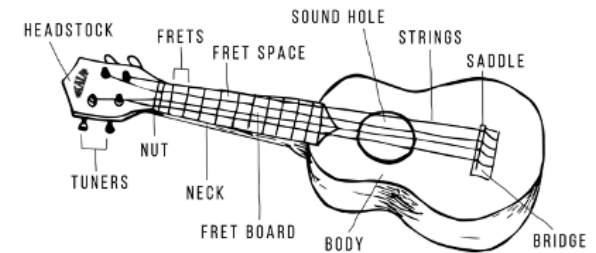


### Performing, Listening and Appraising

Learn the names of the parts of the ukulele.

Learn chord F and perform pieces moving fluently between chords F and C.

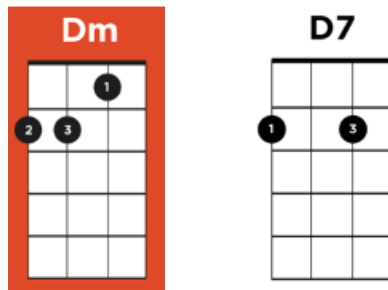
Begin to experiment with different strumming patterns downwards and upwards in time to a beat.



### Performing, Listening and Appraising

Learn chord D minor and D7 and perform songs including I'm Yours and Don't Worry, Be Happy singing the melody and moving accurately between chords, C, D minor and F.

Perform *I'm Yours* strumming on the 2nd and 4th beats of the bar.



### Performing, Listening and Appraising

Learn chord G and sing and perform Three Little Birds moving between chords C, G and F.

Listen and appraise a Feng E virtuoso ukulele performance discussing tempo, structure, melody, time signature and mood.

**Three Little Birds** 

**Chorus:**

Don't worry, 'bout a thing, 'cos every little thing 'sgonna be alright  
 Don't worry, 'bout a thing, 'cos every little thing 'sgonna be alright

**Verse:**

Rise up this morning, smile with the rising sun  
 Three little birds pitch on my doorstep  
 Singing sweet songs of melodies pure and true  
 Singing, this is my message to you



### Performing, Listening and Appraising

Learn chord G7 and sing and perform Stand By Me on chords C, A minor, F and G7 accurately performing the rhythm of a new strumming pattern.

Compose and perform a song with a verse and chorus structure using 3 chords.







**What we already know**

We know that line is a key element of drawing.  
 We know that a line is a mark made on a surface using a drawing tool or brush.  
 We know that there are many types of line e.g. horizontal, vertical, diagonal, straight, zig-zag, spiral, curved, thick, thin, broken, continuous, etc.  
 We know how to experiment with line to create shapes.  
 We know that a 'doodle' is a casual, aimless scribble, design or drawing.  
 We know that there are recognized artists who feature 'doodles' in their artwork.  
 We know that all art makes use of colour and shape in some way.  
 We know that our eyes can be drawn to certain parts of an artwork through the use of shape and colour.

**The Maya**

<https://www.youtube.com/watch?v=Q7lIX0YGlsw>

Know that the Maya were a civilization who lived in modern day Mexico, Guatemala, Belize, Honduras and El Salvador.  
 Know that the Maya civilization lasted from around 1000 B.C. to 1697 A.D.  
 Know that the Maya created many different types of artwork such as sculpture, ceramics, frescoes, weaving, feather work and jade jewellery.  
 Know that their art depicted their way of life, their religious beliefs and wars they had fought.  
 Know that Maya kings wanted to be remembered and art was the best way they could achieve this.



**Sculpture and Ceramics**



Know that many Maya sculptures were carved from stone and were often positioned beside altars.  
 Know that pots, bowls, jars and vases were made from clay and were often decorated with patterns.  
 Know that the decorations were from Maya mythology.  
 Know that the Maya painted their vessels using colours such as yellow, orange and red.

**Maya Hieroglyphs**

Know that the Maya had a writing system made up of 'glyphs'.  
 Know that 'glyphs' are symbols that represent a word or sound.  
 Know that 'glyphs' were painted on ceramics, walls, or carved into stone,  
 Know that the Maya used glyphs to tell stories about their beliefs and their way of life.



**Composition**

Know that 'composition' in any piece of artwork means the way it has been put together or arranged.  
 Know to consider the following elements when arranging a piece of artwork; shape, scale and proportion.

**Composition**

In the visual arts—in particular painting, graphic design, photography, and sculpture—**composition** is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work.



**Mixed-media**

Know that 'mixed-media' is when more than one medium or material is used to create a single artwork.  
 Know that we can use more than one material to create an outcome, e.g. lead pencil, fine-liner and diluted coffee or air-hardening clay and paint.





**What we already know**

Some animal names  
Parts of the body  
Foods  
How to describe ourselves in the first person and other people using the third person  
Numbers up to 31  
Months of the year and say when our birthday is  
About a French celebration—mardi gras,  
The words for items of clothing and to ask Que portes-tu?  
Use colours to describe clothing  
Say we are feeling unwell and ask what is the matter.  
Describe a jungle animal using adjectives and a conjunction  
Describe the weather and give a forecast  
Order and talk about preferences for ice cream.  
Describe feelings  
Talk about school subjects  
Paris is the capital of France  
Places in the town/city ,Directions  
Fruit and Vegetables ,Markets and buying  
Likes/ dislikes  
Talk about clothes and describe them

**Identity**



Prénom  
Nom de famille  
Âge  
Nationalité  
Date de naissance  
Adresse

Know that the sound spelling of é is ay.  
Know that the sound spelling of suis is swee

**Questioning**

Be able to ask and answer questions about myself.



Know that the sound spelling of cou is coo

**Planets**



To know that the adjective agrees with the noun.

La terre bleue  
Le soleil chaud

Know that the sound spelling of eil is ay  
Know that the sound spelling of erre is air

**Adjectives**

chaud	Hot
froid	Cold
proche de	Near
sur	on

**Conjunctions**

Mais  
Et  
Aussi

**Extended Sentences**



# Knowledge Jigsaw

## Year 5 Tennis HT5



### What we already know

Backhand return

Forehand return

Backhand groundstroke

Forehand groundstroke

Variety in a rally is important.

Serving is an important part of starting a game of tennis.

When serving, it is important to Only throw the ball to head height.

Use a straight arm to throw the ball.

### Underarm technique

Throw the ball up to head height with a straight arm. Hit the ball underarm using the centre of the face. Do not allow the ball to bounce before hitting it (hit it out of the air). The ball must land over the net and into the court area.



A serve can be used to start a mini-rally.

It is important that both players are ready before the service starts.

Once the ball has been served, a continuous rally can be started.

A volley is an important shot in tennis - **forehand volley.**

A volley is when you hit the ball before it has bounced on your side of the net.

A volley can be performed using a forehand shot. A volley can be used as an attacking shot where you try to return the ball quickly so that your opponent has little time to react and return the ball. It puts your opponent under pressure.

A forehand volley is used when the ball comes towards you on your dominant side.



A volley is an important shot in tennis.- **backhand volley**

A volley is when you hit the ball before it has bounced on your side of the net.

A volley can be performed using a backhand shot. A volley can be used as an attacking shot where you try to return the ball quickly so that your opponent has little time to react and return the ball. It puts your opponent under pressure.

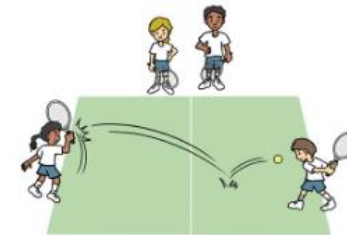
A backhand volley is used when the ball comes towards you on your non-dominant side



When playing a game of tennis, it is important to think about the best shot to use based on the situation. It is also important to think about where to aim a shot and how hard to strike the ball.

Hit the ball to spaces that will make it harder for your opponent to return it.

•Use the shot appropriate for the situation.



## Knowledge Jigsaw Year 5 Rounders HT5



### What we already know

The bowled ball must be an underarm throw.

The bowled ball must be below the top of the head and above the knee of the batter.

After the batter strikes the ball, it is important to look at where they are and make quick decisions.

When wanting to stump out a batter, it is important to throw the ball between fielders and not to run with it.

When you are near the stump, you need to press the ball against the stomp – do not throw.

Rounder's players can use a variety of techniques to throw and catch. These include.

#### Two-handed pick up throw.



#### deep catching



#### retrieving the ball



When creating a barrier, move your feet to get in line with the ball and scoop the ball with two hands.

#### Short barrier

Move your feet to get in line with the ball before attempting to pick it up.

#### Use two hands to pick up the ball.

Place one foot sideways behind your hands to create a barrier so that if the ball is missed, it hits the inside of your foot

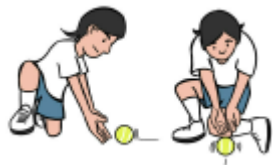


When creating a barrier, move your feet to get in line with the ball and scoop the ball with two hands

#### Long barrier

Track the ball, moving so that your feet and body are behind the ball as it comes towards you.

Get low to the ground, side on to the ball with one knee touching the heel of the opposite foot creating a long barrier. Scoop the ball with two hands.



There are many rules in rounders including:

Remember to run even if you do not hit the ball unless it is a 'no ball.'

The batter must stop running at the next base they come to when the bowler has the ball in the bowling square.

Outs:

- Caught out.
- Stumped out.
- Overtaking someone.
- Running inside the bases.
- Scoring:

One rounder for:

- Hitting the ball and running to base four without stopping.
- Half a rounder for:

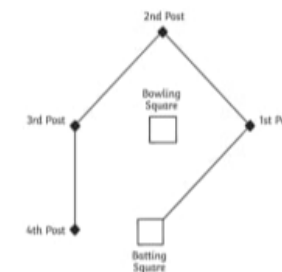
Hitting the ball and running to base number two without stopping.

Not hitting the ball and running to base four without stopping.

Two consecutive 'no balls' from the bowler.

In rounders, you can have small sided games where you score the rounders a team scores.

It is important to be honest and play fairly showing good sportsmanship. Shake hands with your opposition at the end of the game.



PITCH 1	PITCH 2	PITCH 3
Team 1 v Team 2	Team 3 v Team 4	Team 5 v Team 6
Team 1 v Team 3	Team 2 v Team 5	Team 4 v Team 6
Team 1 v Team 4	Team 2 v Team 6	Team 3 v Team 5
Team 1 v Team 5	Team 2 v Team 4	Team 3 v Team 6
Team 1 v Team 6	Team 2 v Team 3	Team 4 v Team 5