

## Stanborough Secondary School Scheme of Work: Cricket

Key Stage: 3	YEAR: 10 and 11	DURATION: 8 LESSONS
<p><b>INTENT:</b> It is the intention of the PE curriculum to:</p> <ul style="list-style-type: none"> <li>• Develop assessment proficient learners, where students know the next steps in their learning. They will also be able to clearly identify their strengths and areas for development and relate their learning to the success criteria.</li> <li>• Develop students' vocabulary within Physical Education, understanding, knowledge, and skills.</li> <li>• Develop leadership opportunities, where student lead aspects of the lesson and lead festivals for primary school sports.</li> <li>• Enable students to organise their knowledge using the underpinning 'key concepts' of the subject.</li> <li>• Apply their understanding to unique situations to make informed decisions.</li> <li>• Develop students' ability to perform using the movement analysis and theoretical knowledge of Physical Education.</li> <li>• Aspire to <b>excellence</b> in the field of Sport, ensure that all students <b>respect</b> each other and the rules of the game when playing sports, and be <b>courageous</b> (take risks) in their approach to new skills or sports.</li> </ul> <p><b>AIM:</b> In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should be able to accurately score, coach &amp; officiate games.</p>		
<p style="text-align: center;"><b>PRIOR LEARNING</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Developed a range of batting, bowling and fielding techniques.</li> <li>➤ Developed a range of tactics</li> <li>➤ Understood and identified specialist positions for cricket.</li> <li>➤ Umpired small sided game</li> </ul>	<p style="text-align: center;"><b>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to cricket. Example; stance, body position, follow through, line and length, defensive strokes, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation &amp; Working together.</p>	<p style="text-align: center;"><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>➤ Cricket bats (Various size)</li> <li>➤ Cricket balls</li> <li>➤ Stumps</li> <li>➤ Hoops/cones</li> </ul> <p>Information on local clubs</p>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will continue to develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency &amp; accurate timing in the use of techniques for batting, bowling and fielding. Continual development, adaptation and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>Pupils will develop mental capacity &amp; creative thinking when devising &amp; implement new tactics. Use cricket to develop observation skills on peer performances, skills and techniques. To extend knowledge of cricket laws and umpire signals. To develop mental capacity when scoring and calculating run rates and remaining runs. To improve physical capacity through components of fitness tests related to cricket.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will further develop the skills necessary to outwit opponents. Advanced skills in batting, bowling and fielding will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed against the national curriculum.</p>

<p><b>Making and Applying Decisions</b>          Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will learn to identify and implement the principles of outwitting opposition whether fielding or batting. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution.</p>	<p><b>Making Informed Choices About Healthy, Active Lifestyle</b>          Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Suggest any cricket clubs within the school timetable and promote community links. Highlight cricket fitness needs and the necessary components of fitness needed. <i>i.e. coordination, reaction time, speed and agility.</i></p>	<p><b>Evaluating and Improving</b>          Be able to understand the concept of cricket and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

<p><b>Extension &amp; Enrichment</b>          Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• practise skills at home</li> <li>• take part in school sport, either competitively or socially</li> <li>• join clubs in the community and/or use local facilities</li> <li>• watch live and recorded matches, to appreciate high-quality performance</li> <li>• make up games that focus on improving technique and fitness</li> <li>• read rule books and sports reports in newspapers and magazines</li> </ul>	<p><b>Expectations</b></p> <p><b>After carrying out the activities and core tasks in this unit</b></p> <p><b>most pupils will:</b> select their shot based on where the ball is bowled and with the intention of avoiding the fielders; hit with control and accuracy; bowl with increasing accuracy and an awareness of the field placement; field effectively and return the ball to an appropriate base position; take an active and thoughtful part in the games; identify the fitness needs of different roles in the game; read the game and react to situations as they develop; identify their strengths and weaknesses and take decisions about what to work on</p> <p><b>some pupils will not have made so much progress and will:</b> hit a ball fed to them using a small range of shots and directing it in one general area; bowl using a modified technique showing some accuracy; retrieve and return the ball as a fielder; play as a member of a team following the lead of others; apply the basic rules of the game consistently; identify the type of exercises and activities that help their fitness for the game; recognise aspects of a game that are performed well and describe what happens</p> <p><b>some pupils will have progressed further and will:</b> play the games demonstrating control, accuracy and sound technique in their bowling, batting and fielding; think about where they place the ball when batting and bowling; field effectively to put the batter under pressure; read the game well, selecting tactics and team strategies which suit the situation; devise simple fitness and preparation routines that relate to the specific fitness needs of different roles in the game; take the initiative to work on aspects where they need to improve their own performance</p>
<p><b>Language for learning</b></p> <p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i></li> </ul> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> <li>• listen for a specific purpose, note the main points and consider their relevance and validity</li> </ul>	

**By the end of this unit a pupil will reach level:**

5 Can select and accurately replicate a very good range of skills to outwit an opponent (bat, bowl and field displaying reasonable control and accuracy). Can vary bowling technique. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play. Can

conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
<b>6</b> Very good skill replication and shows control and timing in shot execution. Bowling is consistently a good length, batting shows sound application in dealing with different deliveries. Good ground fielding and accurate throws. Can complete an appropriate warm up for cricket. Becoming more influential in the match consistently outwit opponents with ease. Evaluate performance of self and others using correct terminology. Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.
<b>7</b> Can use and replicate an excellent range of skills to outwit an opponent. An advanced level of shot selection and consistent technique when batting and accuracy & timing when bowling. Can analyse their own opponent's skills using sound technical knowledge, and plan ways to improve team and individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.
<b>8</b> Can perform and replicate techniques to a high level showing control, accuracy and timing. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opposition with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	<b>Fielding fundamentals</b> To make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full range fielding techniques in response to a competitive environment. To play a full game in which pupils develop and apply winning strategies. To recognise and use the laws of cricket and officiate correctly.	Warm up – Student led. In pairs; wicket relay. Take it in turns to make two runs down the wicket and back. Practice turning for the second. Play pair cricket game, recap main skills, rules and tactics they employed in year 8- disciplines of: batting, bowling & fielding. What shots did you learn last year? How do bowl correctly? What are the principles involved with fielding? 8's – 1 pair in bat, 1 pair bowl/ wicket keep, others field. 2 overs. 2 runs for wide/no ball, no extra ball.	All lessons start with cricket related warm-up and re-cap work of previous lesson.  Make learning as active as possible
2	<b>Batting-defensive shots</b> To understand and correctly perform a batting defensive shot. To develop the knowledge of movement and timing needed to produce an effective batting execution. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. To understand some components of fitness important to cricket players.	In pairs. Fielding practice. Retrieving a moving ball and throw back to your partner. Roll the ball in front of partner who runs, retrieves and throws it back. 3's; set up batting lanes/nets. Explore use of defensive block– 1 Feed, 1 Bat, 1 Wicket. Target bowling–play backfoot defence. Discuss when to use. Attacking bowler, new into crease. T.P's; Play to a short straight delivery, cover wicket & control the power of the ball. Full Pairs cricket (4 pairs per game). Bonus runs awarded for runs that pass through on/off side gates (mark with cones).	Give opportunities to plan strategies/tactics  Research rules on internet  Tasks set to cater for levels of ability
3	<b>Batting- cut</b> To understand & accurately replicate the cut technique. To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled. To develop communication & teamwork skills as a batting pair during game situation. To encourage quick decision making in order to outwit fielders or a batsman.	In pairs, relay jogging up and down the wicket, grounding the bat on the floor as the crease is reached. Discuss cut shot. When have you seen it used + types of delivery use against? 3's; set up batting lanes/nets–1 bowl, 1 bat, 1 wicket. T.P's; Play the ball late, play to a wide delivery. Bowler is also the evaluator, giving feedback on the performance. Pairs cricket game. 8's per pitch. 4 runs for hitting through target (set up cone square of leg). Emphasis on playing the ball late.	Distance from target  Size of practice area
4	<b>Bowling-spin/pace</b> To incorporate a degree of disguise into bowling technique with the addition of spin or pace. To understand how spin is created and the effect it will have on the balls bounce. To recognise that run up speed will impact the bowling power/swing on delivery. To understand the rules & infringements related to bowling deliveries.	Warm up – Student led pulse raiser. Discuss importance of speed to cricket. Perform 20 m sprint-timed. Recap delivery phases + discuss spin/pace bowling. Teaching points; grip, coil –line & length. Discuss spin, accuracy & disguise. 2 v 2 –Bowl at each others wickets. Target Bowling – aim for coned square. 1 point for hitting coned area. Develop full run up/mark own out. Explore use of spin. 3 full games: split the group into differentiated groups. Use 1/2 astro/field. Everyone fields (only opposition bowls though), Non-participant to umpire.	Size of target

5+6	<p><b>Wicket keeping</b> To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching. To replicate a combination of skills to outwit opponents in a match situation. To develop knowledge of fielding positions and correct terminology. To encourage the use of leadership &amp; communication in all game roles.</p>	<p>Highlight wicket keepers role. Demo stance behind the wickets. Pairs- set up stumps. Bowl and wicket keep. Practice catching/stopping the ball at different heights behind the wickets. T.P's; wide stance, move arms, don't step back + rise with the ball. Introduce "stumping", w.keeper to stump the wickets after catch, bowler to run after the release of the ball + get to stumps before bails taken. 3 full games: split the group into differentiated groups. Swap the wicket keeper every over. 5 runs for run out/stumping from wicket keeper.</p>	
7+8	<p><b>Assessment</b> To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling &amp; fielding techniques. To demonstrate knowledge and understanding of cricket laws. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.</p>	<p>Warm up – Student led pulse raiser + stretches. Highlight assessment criteria. 3's; set up batting lanes/nets–1 bowl, 1 bat, 1 wicket. Accurate replication of learnt skills. 3 full games: split the group into differentiated groups. 6 teams-2 innings per team. Pupils to help umpire and coach. Differentiate in terms of ability. Teacher grades against NC levels.</p>	