

Stanborough Secondary School Scheme of Work: Cricket

Key Stage: 3	YEAR: 7	DURATION: 8 LESSONS
<p>INTENT: It is the intention of the PE curriculum to:</p> <ul style="list-style-type: none"> • 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. • Develop students' vocabulary within Physical Education, understanding, knowledge, and skills. • Develop leadership opportunities, where student lead aspects of the lesson and lead festivals for primary school sports. • Enable students to organise their knowledge using the underpinning 'key concepts' of the subject. • Apply their understanding to unique situations to make informed decisions. • Develop students' ability to perform using the movement analysis and theoretical knowledge of Physical Education. • Aspire to excellence in the field of Sport, ensure that all students respect each other and the rules of the game when playing sports, and be courageous (take risks) in their approach to new skills or sports. <p>AIM: In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention 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. Pupil should begin to accurately umpire games.</p>		
<p style="text-align: center;">PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Developed an understanding of field placement. ➤ Where to hit the ball to increase chances of scoring ➤ Experienced a range of batting, bowling and fielding techniques. 	<p style="text-align: center;">LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</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 & Working together.</p>	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> ➤ Cricket bats (Various size) ➤ Cricket balls ➤ Stumps ➤ Hoops/cones <p>Information on local clubs</p>
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency & quality in the use of techniques for batting, bowling and fielding. Pupils should evaluate their own and others performances. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. 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, remaining runs and other simple mathematical permutations.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
Making and Applying Decisions	Making Informed Choices About Healthy, Active	Evaluating and Improving

<p>Pupils will learn to identify the principles of outwitting opposition. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to umpire/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;">Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in Cricket activities and discuss the need to stay healthy and active. Suggest any cricket clubs within the school timetable and promote community links. To understand the type of fitness cricket players need to perform at a high level. To recognise typical injury signs and suggest basic ways to prevent & treat.</p>	<p>Pupils will understand the concepts of cricket and make effective evaluations of strength and weaknesses in performance. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning).</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: 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>some pupils will not have made so much progress and will: 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>some pupils will have progressed further and will: 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>Language for learning</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"> • 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> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • listen for a specific purpose, note the main points and consider their relevance and validity 	

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

<p>3 Can replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls (underarm) with control. Catches with varying success and can throw ball back with moderate aim. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health. Can give reasons why it is necessary to warm up for cricket.</p>
<p>4 Can accurately & consistently replicate batting and bowling technique. Can vary these but under pressure to outwit opponents. Can suggest some ways of improving their own performance. Can explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.</p>
<p>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.</p>

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	<p>Ball familiarisation/catching To demonstrate & use a variety of catching styles. To be able to accurately replicate a basic throwing technique. To be able to play conditioned game in which they understand and apply basic tactics. To develop understanding the laws of cricket. To begin to think about outwitting opponents with the placement of the ball.</p>	<p>Warm up – Student led. Coordination catching game. Pupils to stand 2 metres apart. Bend knees. Throw under arm + catch return. Number of consecutive catches. Demo catching styles; Tea cup-low catch/reverse cup-high ball. T.P’s; Bring hands to chest as you catch, eyes on ball, cushion impact. Pairs to experiment with low and high catching styles. Game: Kwik (non–stop) Cricket. 2 teams-Pupils to run around either wickets after every bowl. Out through–caught, bowled, hit own wickets</p>	<p>All lessons start with cricket related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p>
2	<p>Fielding To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. To begin to outwit opponents with the use of bating skills. To confidently score/officiate a kwik cricket game.</p>	<p>Fielding game. Small teams. 2 stumps either end of grid. Can’t run with ball. Must pass between fielders to get close enough to hit stumps. Drop ball=possession over. Demo long barrier technique. Pupils to shadow (no ball). Pairs-roll ball along ground, long barrier, roll back. Differentiation= roll so partner must move first. Discuss when to use underarm- close to wicket, over arm- long distances/power. Pairs cricket game. 8’s – 1 pair in bat, 1 pair bowl/Wicket keep, 2 pairs field.</p>	<p>Give opportunities to plan strategies/tactics</p> <p>Research rules on internet</p> <p>Tasks set to cater for levels of ability</p>
3	<p>Bowling To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries. To play conditioned game understanding rules and tactics. To incorporate bowling, batting, fielding into small sided games of Cricket.</p>	<p>Warm up – Student led. SAQ ladders. 1 foot, 2 feet in each. Side stepping. Discuss cricket bowling delivery. Brainstorm pupils knowledge. Teaching points; grip, delivery-figure of 8, coil –line & length. Pairs; to explore delivery from standing. Progress to small run up. 3 v 3 – Bowl at each others wickets. Target– box/stumps, points for box/stumps. Winner up/loser down. Pairs cricket game.</p>	<p>Distance from target</p> <p>Size of practice area</p> <p>Size of target</p>

4	<p>Batting To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. To develop the ability to adjust shot selection based on field positioning. To develop knowledge of when to play drive.</p>	<p>Warm up – Student led. 3 vs 3 keep ball. Throwing & catching in small grid. Discuss batting technique. Highlight teaching points; Stance & Grip, action, high elbow, head over ball. In 4's –Hit the ball off a cone at a coned gate. Fielders stopping the ball. Reset ball on tee. Rotate roles. Progress to feed to batsmen, 3's – 1 feed, 1 bat, 1 wicket keep. Develop – bowl into box – batsmen plays 7 drives – points for shots. Pairs cricket game. 8's per pitch.</p>	
5+6	<p>Game situations/basic strategies To perform and replicate a combination of skills to outwit opponents in a match situation. To understand basic tactics to outwit batsmen & fielders respectively. To understand all rules of a full cricket game. Make effective evaluations of strength and weaknesses, of self and others' performance.</p>	<p>Warm up – Student led pulse raiser + stretches. 5 batting strips. Pupils to perform a number of roles. Target – Bowling – Drill – 5 Points for Stumps. Progress to introducing 1 bowler, batsmen, wicket keeper, 2 fielders. Practice and explore use of learnt skills. Highlight hitting into space, timing + accuracy when bowling. Pairs cricket game. 8's – 1 pair in bat, 1 pair bowl/Wicket keep, 2 pairs field.</p>	
7 & 8	<p>Assessment To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of the laws of cricket. 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. Groups of 5, to use batting strips to demonstrate accurate replication of learnt skills. Run 2 full games (4 teams). Pupils to help umpire and coach. Discuss, refine and implement team tactics. Differentiate in terms of ability. Teacher grades against NC levels</p>	