

## Stanborough Secondary School Scheme of Work: Cricket

| Key Stage: 3  | YEAR: 8 and 9   | DURATION: 8 LESSONS  |
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| <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 focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on 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. Pupil should begin to accurately umpire 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 an understanding of basic batting, bowling and fielding tactics.</li> <li>➤ Developed a range of batting, bowling and fielding 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 further 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. Pupils should begin to develop the ability to evaluate performances. Continual development and refinement of the learnt skills will contribute to producing an</p>  | <p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></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. Pupils will be encouraged to evaluate matches and how they outwit opponents and reasons for this. To develop mental capacity when</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. Batting, bowling and fielding will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p> |

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| improved performance.  | scoring and calculating run rates and remaining runs.  |   |
| <p><b>Making and Applying Decisions</b></p> <p>Pupils will learn to identify and implement 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, leadership and decision making skills.</p> | <p><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. 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.</p> | <p><b>Evaluating and Improving</b></p> <p>Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Peer observation and evaluation. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos &amp; targeted differentiated questioning).</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>  |

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| <p><b>Extension &amp; Enrichment</b></p> <p>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</p> |
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| <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> |  |
| <b>By the end of this unit a pupil will reach level:</b>  |  |
| <p><b>4</b> Can accurately &amp; 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><b>5</b> 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>   |  |
| <p><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.</p>   |  |

| WEEK | LEARNING OBJECTIVES  | TASK EXAMPLES  | POINTS TO NOTE/<br>DIFFERENTIATION   |
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| 1    | <p><b>Fielding practice</b></p> <p>To use &amp; perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball. To play a full game in which they refine and apply tactics. To develop a deeper understanding the laws of cricket and officiate correctly.</p>                          | <p>Warm up – Student led. 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. Recap long barrier technique. Pairs-roll ball along ground (so partner needs to move), long barrier, roll back. Pairs cricket game. 8's – 1 pair in bat, 1 pair bowl/Wicket keep, 2 pairs field. 2 overs for each batting pair. 2 runs for wide + no ball, no extra ball.</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><b>Batting-drive shot</b></p> <p>To develop the basic stance and use the correctly perform the drive shot technique. To develop knowledge of movement, timing and preparation for an effective batting shot execution. To develop the ability to adjust shot direction based on field positioning. To begin to analyse peers batting technique &amp; suggest ways to improve.</p> | <p>In pairs, relay jogging up and down the wicket, grounding the bat on the floor as the crease is reached. 3's; explore use of off/straight/on drive. Drop Feed Drive – 3's – 1 Feed, 1 Bat, 1 Fields, Drop Feed Drive – Target Cones. Teaching points; Foot positioning, Head over ball &amp; high elbow. Competitive situation, pupils to bowl, drive + run to a cone after shot within (small playing area) The batter cannot hit ball out of area (only about 10 metres), fielders to retrieve ball and try to run them out. Student to coach. Full Pairs Cricket (4 pairs per game).</p> | <p>Give opportunities to plan strategies/tactics</p> <p>Research rules on internet</p>   |

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| 3   | <p><b>Batting- pull shot</b><br/>To understand &amp; accurately replicate the correct pull shot technique. To attempt to use the pull shot in a competitive environment. To Introduce the need for “backing up” in the field during game situation. To further develop the ability to adjust shot direction in order to outwit fielders. To understand basic umpire signals &amp; meaning.</p> | <p>In 3’s, “Beat the bat game”. Set up a wicket. A is batter, B is feeder and wicket keeper and C is the fielder. Player B rolls the ball on the floor to Player C who must get the ball back to the Wicket keeper for stumping before batsman can get around cone &amp; back. Discuss batting pull shot. When have you seen it used. 3’s – 1 Feed, 1 Bat, 1 Field. T.P’s; Foot position, play to ball across body &amp; roll over wrists. Pairs cricket game. 8’s per pitch. Extra points for hitting through (pull) target.</p> | <p>Tasks set to cater for levels of ability</p>                                |
| 4   | <p><b>Bowling-run up development</b><br/>To be able to accurately replicate full over arm bowling technique. To incorporate a small run up &amp; understand the impact it has on bowling speed/power. To understand the rules &amp; infringement related to bowling deliveries. To incorporate full bowling into small sided games of Cricket.</p>   | <p>Warm up – Student led pulse raiser + stretches. In pairs; move around area throwing and catching, overarm &amp; underarm. Start with 10 points + lose a point for every dropped ball. Discuss bowling delivery phases. Teaching points; grip, coil –line &amp; length. Discuss spin, accuracy &amp; disguise. 2 v 2 –Bowl at each others wickets. Target Bowling – aim for coned square. 3 step run up. Diff=more able full run up. Pairs cricket game; Must attempt to bowl using the overarm technique.</p>                  | <p>Distance from target</p> <p>Size of practice area</p> <p>Size of target</p> |
| 5+6 | <p><b>Batting calls/basic field placement.</b><br/>To understand the need for basic communication skills and appropriate batting calls. To have some knowledge of fielding positions and correct terminology. To perform and replicate a combination of skills to outwit opponents in a match situation. To develop the use of tactics to outwit batsmen &amp; fielders respectively.</p>      | <p>Warm up – Student led pulse raiser + stretches. Target game to practise accuracy of throw. Paired competition. Make it more challenging. 6’s-set up batting strips. Discuss batting calls &amp; importance of communication. Yes/no/waiting. Name some off and on side field position. Pupils to perform roles. 1 bowler, batsmen, wicket keeper, 3 fielders. Practice and explore use of learnt skills. Highlight hitting into space, timing + calls. Pairs cricket game.</p>   |  |
| 7+8 | <p><b>Assessment</b><br/>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. Play longer games of paired cricket. Two innings per pair. Opportunities for the students to practise and work on all the skills that they have learnt this year. Pupils to help umpire and coach. Differentiate in terms of ability. Teacher grades against NC levels</p>   |  |