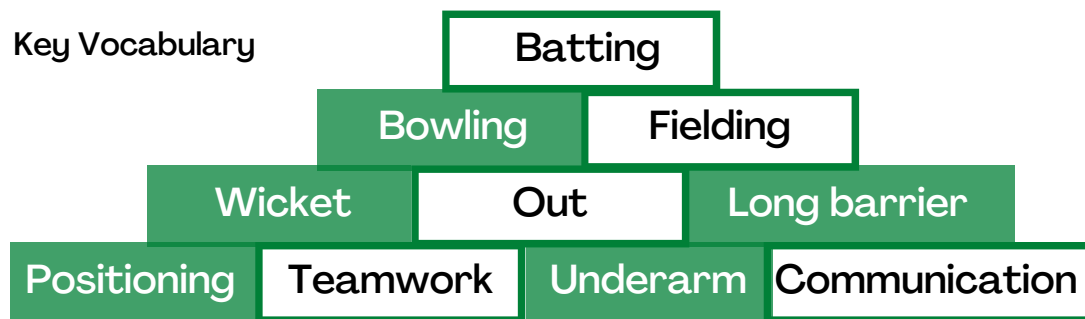




### Links to PE National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- They should enjoy communicating, collaborating and competing with each other.
- 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

### Key Vocabulary



### Key skills

#### Physical

- Running/Evading
- Catching
- Throwing
- Bowling
- Batting

#### Social & Emotional

- Sportsmanship and fair play
- Communication
- Collaboration

#### Thinking

- Decision making
- Understanding rules

### Key Principles of strike & field games

Attacking	Defending
<ul style="list-style-type: none"> <li>• Scoring runs</li> <li>• Batting into space</li> <li>• Avoid getting out</li> </ul>	<ul style="list-style-type: none"> <li>• Limiting points</li> <li>• Limiting space</li> <li>• Getting opponents out</li> </ul>

### Key rules

#### Scoring

In cricket you score 'runs'

After batting the ball, the batter is to run to 'point B' and back to score a run (point B may change dependent on game rules)

#### Getting out

You can go out in a number of ways:

- Being run out
- Being caught out
- Being bowled out
- Being stumped out.

### Glossary

#### Wicket

Wickets are placed behind the batter as a target for the bowler to aim towards.

If the bowler hits the wicket you are bowled 'out'

#### Positioning

When fielding, we want to encourage pupils to think about their positioning.

Are they spread out in a space to limit the number of points the batter can score?

#### Long barrier

Long barrier is a fielding technique used to stop a rolling ball

### Key questions

1. What core skills do we need for cricket?
2. What are our 'attacking/batting' and 'defending/fielding' aims in cricket?
3. How do we score points in cricket?

### By the end of the unit I should...

- Have a basic understanding of principles for strike & field games
- Understand how to score points in cricket
- Start to apply skills into modified games



# Learning Journey – Y3 Cricket



Whole child criteria: **Head** | **Hand** | **Heart**

## Year 2 (strike, field and catch)

- I can follow simple rules to play games fairly
- I can use my understanding of rules and skills to manage our own games and create new games
- I understand and can describe different skills and techniques
- I can demonstrate different throwing and striking/kicking techniques with some accuracy
- I can combine throwing and striking skills in games
- I can receive a ball with greater control and confidence
- I can demonstrate agility, balance and coordination in my actions consistently
- I can work collaboratively with others
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise

## Year 3

- I have an understanding of basic techniques used in Strike/field games
- I understand the importance of targeting space when batting
- I am starting to display a better understanding of space when fielding
- I am willing to receive feedback, and act on it to further develop my skills
- I can serve a ball with some control and consistency
- I can strike/return a moving ball with control and some consistency
- I am showing mastery in most, if not all FMS from KS1 including: Running, balance, throwing, catching, striking
- I have developed my teamwork and communication skills when fielding as a team
- I can display resilience and effort when learning new skills
- I can play fairly with & against others in small games

## Year 4

- I understand and can display a range of techniques used in strike/field games
- I have developed an understanding of basic strategies and tactics e.g. aiming for space when batting, and positioning when fielding
- I can identify areas of strength and improvement in myself and others and offer feedback to improve
- I am showing a greater understanding of rules through my decision making
- I can strike a moving ball with greater control and consistency
- I can throw/catch with greater accuracy, power and control
- I can continue to apply and develop skills into small collaborative and competitive games
- I can work collaboratively and competitively with others
- I display effort in my work and show greater confidence in my actions

## Other prior learning units (with similar transferrable skills)

- **Fundamental movement skills**
- **Target games**
- **Ball skills**
- **Strike, catch, field**
- **Net/Wall games**

## Progression of physical skills

### Year 2

- Running (M)
- Galloping (M)
- Side stepping (M)
- Jumping (M)
- Hopping (M)
- Rolling a ball (M)
- Throwing a ball (M)
- Kicking a ball (M)
- Catching skills (M)
- Starting to strike/ball a moving ball
- Evasion skills



### Year 3

- Striking a static ball (all)
- Striking a moving ball (some)
- Underarm bowling
- Pupils will continue to develop, combine and apply throwing and receiving skills
- Pupils show mastery in most, if not all fundamental movement skills from KS1
- Pupils will develop agility, balance and coordination
- Pupils will develop hand-eye coordination
- Pupils will explore the use of different equipment when playing games



### Year 4

- Striking a moving ball
- Underarm bowling
- Catching a high and low ball
- Pupils will continue to develop, combine and apply throwing and receiving skills
- Pupils will develop agility, balance and coordination
- Pupils will develop hand-eye coordination
- Pupils will explore the use of different equipment when playing games