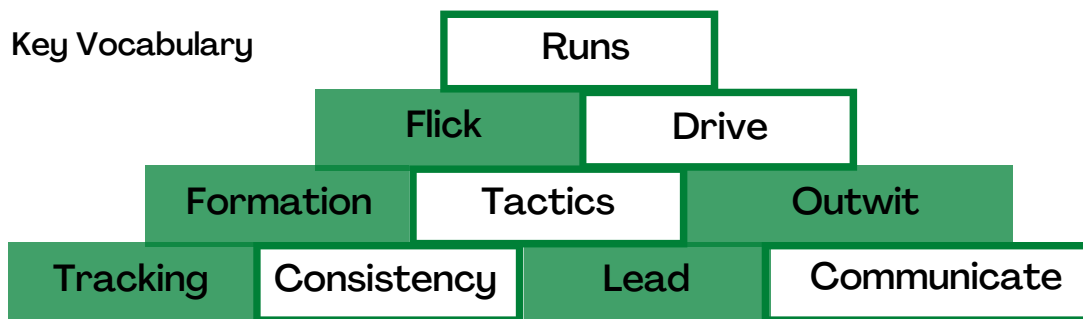




Links to PE National Curriculum

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

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:

- Run out
- Caught out
- Bowled out
- Stumped out.

Key positions

We explore four key positions:

- Bowler
- Batter
- Fielders
- Wicket keeper

Glossary

Tactics & strategy: Whats the difference?

- A **strategy** is an end result
- The **tactics** are the steps to achieve that result

Example:

Strategy: Reduce the number of runs by returning the ball to the bowler quickly

Tactics: Throw the ball between fielders to return the ball faster than running it individually (relaying)

Long barrier

Long barrier is a fielding technique used to stop a rolling ball, we will explore this technique throughout our cricket and rounders units

Key questions

1. Why might we need to adjust fielding formations for different bowlers?
2. What are the benefits and draw backs of batting through the air vs along the floor? (Batting through air = higher score, but higher risk of being caught out, along floor = lower score but no risk)

By the end of the unit I should...

- Have a more developed understanding of tactics and strategies in cricket
- Be displaying greater consistency in physical skills
- Be able to fairly officiate our own small sided games



Learning Journey – Y6 Cricket



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

Year 5

- I have a basic understanding of positioning/formations in games and why we may change them
- I can explain the techniques for a range of skills/techniques, and when we would use them e.g. 'long barrier'
- I have developed and can display a better understanding of batting and fielding strategies
- I have developed my decision making skills, I am displaying this through my actions
- I can bat a ball with greater consistency and direction/accuracy
- I have mastered sending and receiving skills in isolation and can apply with greater consistency into games
- I am displaying agility, balance and coordination in my actions
- I can apply skills into games under pressure
- I have developed more appropriate communication, relative to the game
- I can display teamwork and collaborative skills
- I am starting to display leadership qualities
- We can officiate our own games fairly and with sportsmanship

Year 6

- I have a good understanding of positioning/formations in games and why we may change them
- I can display decision making skills including shot/throw selection and direction
- I can have a more developed understanding of batting and fielding strategies and apply them into games (or at least try to)
- I can bat a ball with greater consistency and accuracy into space under pressure
- I am displaying agility, balance and coordination in my actions
- I can apply skills into games under pressure
- I can communicate effectively with my team
- I can display leadership skills e.g. making sure all members of my team are involved & leading warm ups
- We can officiate our own games fairly and with sportsmanship

KS3

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 5

- Bowl underarm
- Bowl overarm (in isolation)
- Throw overarm
- Bat a bowled ball with increasing accuracy and control
- Develop a range of receiving skills e.g. long barrier
- Field and return a ball quickly



Year 6

- Bowl underarm
- Bowl overarm
- Throw overarm
- Bat a bowled ball with greater accuracy and control
- Apply a combination of batting and fielding skills into games
- Field and return a ball quickly



KS3