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| GroupDownloadAttachment **CRICKET Key Stage 3 Scheme of Work** | | |
| **Aims:**  Students are expected to develop a level of competence and confidence in their own ability to experience success through CRICKET. By mastering the techniques and developing an understanding of the strategic intentions of striking and fielding games, students should make rapid and sustained progress in relation to their entry level. An appreciation of the health and fitness demands of cricket will also give students a greater appreciation of what elements contribute to success. | | |
| PRIOR LEARNING It is helpful if the pupils have:     * Experienced rounders and cricket orientated games * Experienced a range of roles within games * Experienced some strategic ideas * Played competitively * Organised and taken part in a variety of competitions to include round robin | LANGUAGE FOR LEARNING/ICT/CITIZENSHIP Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to cricket. Analyse, monitor, evaluate individual and team performances. Use of ICT to analyse techniques and performance. Working with others. Communication Speaking and Listening. Cooperation & working together. Develop word bank to support literacy across the curriculum. | RESOURCES  * Bats * Tennis balls & credi balls * Batting tees * Bowling machine * wickets * Access to information through ICT, ipads, flip cameras and you tube footage |
| **Key Concepts and Processes:** | | |
| **Outwitting an opponent:**  Pupils will identify different fielding positions and placement of shots and be able alter these according to the situation. Pupils will understand how to outwit opponents using strategies and tactics during game play. Pupils will learn and perform more basic cricket skills with accuracy and control. Continual development and adaptation of the necessary skills will contribute to producing an improved performance. | **Developing Physical and Mental Capacity**  Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics. Students will also be given the opportunity to reflect on their own progress and evidence progress in their booklet. | **Developing Skills/Performance**  Pupils will develop the skills necessary to outwit opponents. Pupils will replicate shots with control and accuracy. Fielding skills will be developed through conditioned games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. |

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| **Making and Applying Decisions**  Pupils should be able to recognise the importance of responding to changing situations within the game when fielding or batting. Pupils will be constantly faced with strategic and tactical decisions based type of bowler and batsmen. Opportunities to score/coach pupils will develop communication and decision making skills. Students will be expected to develop a strategic approach to cricket and demonstrate their thinking through conversations and also their shot selection, fielding placements and type of bowling to use. | **Evaluating and Improving**  Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement. Logging progress in their booklets, using touch maps, notational analysis and video observations will all serve to develop their analytical skills. | | **Leadership and Officiating**  Students will be given opportunities to develop both roles through leading warm ups, deciding on tactics, coaching their peers by providing clear and accurate feedback and designing practices to develop techniques.  Students will develop their understanding of the rules and develop their knowledge through being given the opportunity to umpire. Understanding both basic and more advanced rules to include signals. |
| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | | **Assessment:** Q & A, Formative and summative assessment. Video analysis, notational analysis, touch maps | |

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| **Student Outcomes**  **Level 5: students:**  Should display the required level of skill in at least one aspect of the game, or to a lesser degree, in all three. While batting, students should demonstrate the ability to play a straight bat, moving down the line to a variety of deliveries. Through the bowling action, students should demonstrate a reasonably smooth and balanced delivery. Be able to demonstrate the correct techniques in catching, stopping and returning the ball. Should have a reasonable understanding of team tactics and field placing. Be able to clearly describe the main teaching points for a batter’s grip, stance & backlift. Capable of highlighting the most aspects to front foot drive / bowling / long barrier. Contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching  **Level 6 – students:**  Individual skill level should range from good to a very good level of ability. Should demonstrate this level in at least two of the three aspects or, to a slightly lesser degree, in all three aspects. Be able to demonstrate a full command of the defensive strokes as well as the ability to attack the ball when required. While bowling, the pupil should demonstrate good technique as well as the ability to deceive a batsman by change of pace. Be able to display reliability while fielding the ball, coupled with good directional sense when throwing the ball towards the wicket. Should make a significant contribution to the game formulating a game plan based on observation and on the strengths and weaknesses of the opposition and their own team. A high level of basic skill should be evident. The ability to understand the need for changes in field placing according to variations in tactics should be evident. | **Level 7+ – students:**  A very high level of individual skill in at least two of the three aspects – batting, bowling and fielding. Should show a high level of batting proficiency using the full range of offensive and defensive strokes. The ability to perform a variety of bowling techniques and, in doing so, the candidate must be able to show accuracy in  length and line of the ball bowled. Should display a high level of technique in all aspects of fielding. The contribution to the game should be an outstanding feature. Should show a very good knowledge of team tactics and field placing and demonstrate the ability to make changes to  the field placing according to changes in tactics.  Use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game. Demonstrates competence in all roles as a performer, official and leader. |
| **Learning Experiences across the key stage** | |
| **Year 7: Objectives:**   1. To develop understanding of laws / terminology of cricket & tactics (runs / crease / how to get batsman out). 2. Begin to think about outwitting opponents either as fielder or batter (e.g fielding placement, placement of the ball as batter) 3. To accurately replicate the basic batting grip, stance and backlift and to understand the importance of movement, timing and preparation for an effective batting shot in relation to front and back foot shots. 4. To develop the knowledge and understanding of when to play front or back foot shots. 5. To develop the precision, control and fluency of the basic bowling technique and to understand the terminology of different type of deliveries (e.g. length, Yorker, short) & the laws associated with them. 6. To improve knowledge and understanding of fielding techniques through use of both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. 7. To begin to outwit batting opponents with the placement of fielders. 8. To analyse peers batting / bowling / fielding technique & suggest ways to improve. | |
| **Year 8 Objectives:**   1. To use & perform a range of close fielding techniques, including two hand and one handed pick up and to make accurate decisions about outwitting opponents with regards to close in fielding. (e.g. throw at wicket, throw to wicket keeper or run with ball). 2. To understand & accurately replicate the correct pull shot technique and to attempt to use the pull shot in a competitive environment. To further develop the ability to adjust shot direction in order to outwit fielders. 3. To be able to accurately replicate full over arm bowling technique and to incorporate a small run up & understand the impact it has on bowling speed/power. To understand the differences between quick/spin bowling 4. To demonstrate a knowledge of the wicket keepers role. To replicate and perform basic stance + catching in order to outwit batsmen. 5. To understand the need for basic communication skills and appropriate batting calls. To understand who makes the decision to run. 6. To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen. | |
| **Year 9 Objectives:**   1. 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. 2. To understand and correctly perform a batting sweep shot and to develop the knowledge of movement and timing needed to produce an effective batting execution. To attempt to use sweep shot and understand when it might be necessary to use it in a game situation. 3. To further develop their knowledge and understanding of batting strokes performed to outwit the opponents, fielders and bowlers when batting. To know and understand why you perform the Lofted drive e.g. to hit a six or to get the fielding team away from being close around the batsmen. 4. To be able to alter the position of fielders dependent on the strengths and weaknesses of the batsman. To improve knowledge and understanding of the different fielding positions and the reason for fielding in them. 5. To use ‘wagon wheel’ tool to analyse shot selection. To demonstrate knowledge and understanding of use of wagon wheel when giving feedback to peers. 6. To improve knowledge and understanding of umpiring including positioning / signals / scoring. | |

**Extension & Enrichment**

Out of lessons, at home and in the community, pupils could be encouraged to:

• practice skills at breaks and lunchtimes and 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

• search the internet to find information about sports and opportunities to take part in sports, *eg www.english.sports.gov.uk*

# Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

• tactics and techniques, batting shots when analysing, batting stance & grip, bowling techniques, bowling types and length of delivery, running between wickets, fielding positions, umpire decisions/signals ,

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| WEEK | LEARNING OBJECTIVES | TASK EXAMPLES | POINTS TO NOTE/  DIFFERENTIATION |
| **1** | **Fielding fundamentals**  1.To make accurate decision about outwitting opponents as batsmen or fielders.  2.To accurately replicate a full range fielding techniques in response to a competitive environment. | **Skills to cover: Chase and throw**  See diagram below right for technique and left for drill. In 2s/3s fielder runs to corner picks and throws to WK then returns to middle. Complete all 4 corners then swap roles.  Progress onto scoring – 5points for runner if throw goes to WK without any steps needed from WK, 2 points if one step required.  **Warm up** – student jog round square; side step, heel flicks etc. Introduce numbers relating to previous skills, when number is called they face inwards and perform skill (1 = long barrier, 2 = crow hop, 3 = bowl, 4 = WK stance); team possession can also be played as a link into throwing and catching.    Notice throwing arm should be pointing to 12o’clock to get a straighter throw and more powerful throw. Kneel down and practice. Hold ball across seam to prevent any swing.  4%20corner%20ball Throwing%20Technique%20exercises[1] o_throw2 o_throw3  **Conditioned game:**  In 6s, individual cricket. Batter, feeder / bowler, WK and 4 fielders. 2 fielders in position to stop drive but once fielded must leave ball for fielder on off or on side to ***chase and pick up*** and throw to WK. | All lessons start with cricket related warm-up and re-cap work of previous lesson.  Make learning as active as possible  Give opportunities to plan strategies/tactics  Tasks set to cater for levels of ability  Distance from target  Size of practice area  Size of target |
| **2** | **Batting sweep**  1.To understand and correctly perform a batting sweep shot  2. To develop the knowledge of movement and timing needed to produce an effective batting execution.  3.To attempt to use sweep shot and understand when it might be necessary to use it in a game situation. | **Warm up**: give bat per 3 and students to create own warm up using bat in 3rd phase.  **Drills:** use of tees / bobble feed / grps of 3 / batter, feeder and fielder. Use of cones for target gate.  Can also drop feed and hit off second bounce.  <http://www.youtube.com/watch?v=UKAC_Avu33I&feature=fvwrel> (see clip for more info on technique)  sweep%20shot[2]  It is a cross-batted shot played to a delivery on or around leg stump behind square on the leg side.  Place the front leg into the line of the ball and then bending the front leg and collapsing the back leg.  With your head over the front knee, bring the bat down and across from a high backswing.  Strike the ball in front of the pad with the arms outstretched and both shoulders facing directly down the pitch.  Roll the wrists on contact to keep the ball down  **Conditioned game**: ‘Caterpillar cricket’   * Fielding team spread out behind target line. * Batting team line up as in diagram. * In turn a batter strikes the ball from the top of the tee (placed in front of them) towards the target line. * That batter then runs followed by the whole batting team who run with a bat. 2 runs must be attempted. Completed runs by all batters count to team score. (run straight lines not round box as diagram indicates for safety reasons). * On return, that batter joins the back of the line for the next batter to repeat. * The batting team do not run if the ball does not cross the target line using appropriate shot or if the batter is caught. * Left handed batters strike the ball from the other side of the ball stand. See L/H. * Once the ball has crossed the target line and been stopped by a fielder, the ball must be thrown to WK to run out as many batsmen as possible.     **Alternative conditioned game:** In 3/4s batter sweeps / fielder collects and returns to WK before batter returns. Allow students to choose crease to run to (differentiation and independence) |
| **3** | **Batting – lofted drive**  1.To know and understand why you perform the Lofted drive e.g. To hit a six or to get the fielding team away from being close around the batsmen.  2.To further develop their knowledge and understanding of Batting strokes performed to outwit the opponents, fielders and bowlers when batting. | Warm up: relay running in 3s with bat with aim to learn how to carry bat when running, how to turn and how to slide bat in; two bats per group; first person jogs out and turns level with teacher about 5 yrds away – turns and jogs back; second person starts as soon as bat is grounded over line.  Progression – start in stance / stance and front foot shot / show what a lofted drive should look like  c30001  Intro: [**Lofted Drive**](http://www.dangermouse.net/cricket/glossary/l.html#lofteddrive). This is a drive in which the bat is not angled downwards but upwards, to deliberately hit the ball in the air. The batsman attempts to hit the ball so it will fall safely between fielders and not be caught. This shot can be used to hit over a ring of infielders and into an empty outfield. It can also be used with a lot of power to hit the ball over the boundary and score 6 runs.  Angle cones in towards 6 run zone for G & T students to emphasis a straight lofted drive.  **Drills**: use of tees / drop feed and hit on 2nd bounce or bobble feed for more able. Aim to hit high into target area where fielder(s) stands / emphasis controlled hitting rather than power. ***[note: difficult to play this shot – taller tee required – try using two tees placed on top of rounders base.]***  **Conditioned game:**  New Picture (23)  Using feed of batter’s choice set up similar to diagram on left. Scoring zones. Where the ball bounces is the score the batter receives. Distance of scoring zones will need to be adjusted for different abilities. Fielders must be split into one fielder minimum per zone. Played in groups of max 7. Batter has 3 shots. |
| **4** | **Fielding positions & Umpiring – scoring and signaling**  1.To be able to alter the position of fielders dependent on the strengths and weaknesses of the batsman.  2.To improve knowledge and understanding of the different fielding positions and the reason for fielding in them. | **Warm up** – pulse raiser – jog between creases and teacher gives signal (see diagram below right). Ask students to state what signal means.  Skill: possession cricket / 5 catches to score then give ball to opposition / underarm only / one handed catches for alternatives.  Main positions to focus on: WK / cover / mid-wicket / mid off & mid on  **Groups of 8** - 1 batter / 1 feeder / 3 fielders in one of mid off and mid on; mid wicket and cover / 1 umpire  One over per person / each fielder has coned area to protect / 4 runs if hit through protected coned area below head height and 6 if above / Singles runs also counted /  It may also be possible to copy pages of score book and umpire to keep record of score – see diagram below right for symbols to use.  umpire-signals_409x511  fielding  Change groups round. Allow stronger groups to choose different positions but batters must only hit to these areas. Therefore they need to consider the type of feed (bobble / bounce / batting tee) |
| **5** | **Batting selection and analysis**  1.To use ‘wagon wheel’ tool to analyse shot selection.  2. To demonstrate knowledge and understanding of use of wagon wheel when giving feedback to peers. | Warm up: students to lead demonstrating all phases of a warm up.  Introduction – A3 laminated analysis pictures laid upside down. Groups to pick one and discuss what is on card. Swap with another group. Leads into main focus of lesson – wagon wheel and what it is used for (i.e. does it help batsmen? Is it useful information for fielding team & bowler? Answer – yes for everyone.  Shot analysis using task card on right. Assess ability of group before using pitch analysis too. May be best to focus on wagon wheel shot analysis.  Groups of 5 or 6 (batter / feeder / WK / fielder x 1 or 2 / analysis) Underarm bobble feed – batter can play any shot. Must face four balls each. Important for analysis orientate the card in order to draw lines in correct direction. Draw line on blank wagon wheel and decide what shot it is before writing in shot in ‘type of shot’ table. Batter can only score by running!  Second time round – fielders & bowlers must analyse batsman’s wagon wheel and decide where to bobble feed and where to place fielders. This should provide lots of opportunity for students to discuss how to ‘outwit’ batter.  New Picture (29)  _42944589_matt_prior_wheel_203x270 |
| **6** | **Overview:**  **1.To reinforce topics covered and further allow students opportunity to make effective evaluations of strength and weaknesses, of self and others’ performance**  **2. To be clear about what students want to achieve in their own work and what they have actually achieved.**  **5**  **Physical**   * Should display the required level of skill in at least one aspect of the game, or to a lesser degree, in all three. * While batting, the pupil should demonstrate the ability to communicate effectively with fellow batsman. * Through the bowling action, the pupil should demonstrate a reasonably smooth and balanced delivery of two types of bowling. * Be able to demonstrate the correct techniques for close fielding. * Be able to replicate with reasonable success the pull shot.   **Cognitive**   * Should have a reasonable understanding of communication between batsmen. * Be able to clearly describe the main teaching points for wicket keeping * Capable of highlighting most aspects for crow hop and one handed pick up. * Understand and be able to feedback most aspects for the perfect model for the pull shot. | **Warm up** – groups of 6 to lead own cricket related warm up. Provide equipment and they plan 3 parts to their warm up on show me board. Nominate three people to lead each part.  ***You will have addressed APP in previous lessons and this final lesson is to consolidate levels and to ensure students know their level and how to improve. (SEE LEVEL 5 & 6 DESCRIPTORS FOR GUIDANCE)***  Students to plan their own conditioned game which must show some consideration for one or more of the topics covered in scheme of work. (i.e. pull shot/ spin or quick bowling / wicket keeping / communication between batsmen)  **6**  **Physical**   * Individual skill level should range from very good to a high level of ability. * Should demonstrate this level in at least two of the three aspects or, to a slightly lesser degree, in all three aspects. * Be able to demonstrate a full command of the chase and pick up and overarm throw. * While batting, the pupil should demonstrate good technique for the lofted drive and sweep shot.   **Cognitive**   * Should demonstrate a good understanding of all aspects of the game. * The ability to understand the need for changes in field placing according to variations in tactics should be evident. * The ability to accurately describe analyse others in skills such sweep and lofted drive, chase and pick up, overarm throw. * Have a comprehensive knowledge of umpire signals. |