

Key Stage 4 PE – Year 10 Cricket

Enquiry Question: How does the seam affect the swing/control of the ball?



Background

Students will have ground understanding of the game and an experience of the core skills required

Why we teach it

Sport that is played competitively in local, County and National competitions. Popular within our school community (student voice); aspirations of playing outside of school.

Values

- Learn transferable skills
- BEST: Teamwork
- BEST: Bravery: Understanding their strengths and weaknesses and show resilience

Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
1	<p>Batting - Back foot – Cut shot</p> <p>To be able to execute the cut and pull shots from stationery position</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eyes focused on ball <input type="checkbox"/> Head towards ball <input type="checkbox"/> Back foot moves back and across <input type="checkbox"/> Bat high to low- <input type="checkbox"/> Play the ball late 	<p>Skill practice = In groups of 5, one batter, one feeder, 2 fielders, 1 w/K. Set up one group behind another as ball is being hit sideways. Batter hits a cut shot from an underarm feed, towards large coned target. 2 fielders behind coned target to collect ball at least 15 yards back, w/k in case ball missed. 4 attempts then rotate roles.</p> <p>Feeder – 6 yards and feeding on full from shoulder-waist</p> <p>Differentiation – slow feed down and focus on making contact</p> <p>Differentiation + Go from stance to back foot position</p> <p>Adapted game = Lords game</p> <ul style="list-style-type: none"> - 2 teams fielding and batting team - Teacher feeds ball for cut shot, batter already in position to play cut, all field set off side. - fielding team protecting this area – batters not allowed to hit leg side - Every time teacher feeds ball, batter must play and run (10 yards up and down) , fielders return ball to teacher every time fielded -coned area set where no fielders allowed for safety 	<p>Students to peer assess within their own group.</p> <p>Give feedback to other students</p> <p>Think about their own performance and how it can be improved</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Stance and motion similar to tennis forehand</p>
2	<p>Batting - Pull shot</p> <p>To be able pull a ball from stationery position (Similar lesson to cut shot but for pull shot)</p> <p>Teaching points</p> <ul style="list-style-type: none"> <input type="checkbox"/> front foot out in front <input type="checkbox"/> head towards ball <input type="checkbox"/> hands extended out in front <input type="checkbox"/> Hands High to low 	<p>Skill practice = In groups of 5, one batter, one feeder, 2 fielders, 1 w/K. Set up one group behind another as ball is being hit sideways. Batter hits a pull shot from an underarm feed, towards large coned target. 2 fielders behind coned target to collect ball at least 15 yards back, w/k in case ball missed. 4 attempts then rotate roles.</p> <p>Feeder – 6 yards and feeding on full from shoulder-waist</p> <p>Differentiation – slow feed down and focus on making contact</p> <p>Differentiation + Go from stance to pul shot position</p> <p>Adapted game = Lords game</p> <ul style="list-style-type: none"> - 2 teams fielding and batting team - Teacher feeds ball for pull shot, batter already in position to play pull shot all field set leg side. - fielding team protecting this area – batters not allowed to hit off side - Every time teacher feeds ball, batter must play and run (10 yards up and down) , fielders return ball to teacher every time fielded -coned area set where no fielders allowed for safety 	<p>Students to peer assess within their own group.</p> <p>Give feedback to other students</p> <p>Think about their own performance and how it can be improved</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Stance like a boxer where front foot in front and ensures access for hands to come through</p>
	<p>Bowling – Understanding swing and the seam on the ball</p>	<p>TGFU</p> <p>Pairs cricket</p> <p>Pairs ricket 2 games simultaneous based on ability</p>	<p>Students to officiate their own game.</p>	<p>Cooperation - Working with different people in groups</p>	<p>Football – If you strike ball with inside of foot</p>

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Values

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4	Fielding Running and throwing at an angle To be able to attack and pick up a ball from an angle and get into set position to release quickly Teaching points; <ul style="list-style-type: none"> <input type="checkbox"/> Run at pace towards ball <input type="checkbox"/> Jump into set position <input type="checkbox"/> Opposite foot to throwing arm in front non-throwing arm pointing towards target <input type="checkbox"/> Quick release 	<p>TGFU Run out game One team running, one team fielding Ball rolled out at an angle Fielders must pick up and throw before batter returns to popping crease Differentiation + = roll ball out wider Differentiation - = Place ball on cone and pupil runs out and collects a stationary ball</p> <p>Game Pupils now attempt to put this into place in Kwik cricket Kwik cricket will have increased number of throws due to nature of game where batter must run every ball</p>	<p>Students to officiate their own game. Give feedback to other students</p> <p>Think about their own performance and how it can be improved</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Skiing – Getting nice and low even during running towards ball so that distance for pick up is not that big and release can be quicker more explosive.</p>
5	Fielding – Boundary catching To be able to judge a high ball and get in set position to give best chance of catching ball Teaching points; <ul style="list-style-type: none"> <input type="checkbox"/> Option to pupils fingers pointing down catch around chest height <input type="checkbox"/> Or catch Australian way in front of eyes <input type="checkbox"/> Judge ball <input type="checkbox"/> Call a name <input type="checkbox"/> Get in set position 	<p>Competition 2 groups in each group 2 teams Every catch taken +1 every drop -1 Team with most points win + Hits catches - Not as high</p> <p>Adapted game Six hitting game (Range hitting) (maximises high catching) 2 teams one batting and fielding each batter gets 3 hits Clear the fielders 6 runs No singles no running But fielders are trying to catch for every catch they take 6 points (runs)</p>	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Volleyball set shot - Similar set position for Australian method</p> <p>Football – When long range ball is played first thing is you need to judge flight and then be balanced to control ball</p>
6	Game play To learn the terminology for different fielding positions Tactical fielding focus Learn the fielding positions	<p>TGFU – Pairs ricket 2 games simultaneous based on ability Find a partner, each partner given number 1 bat, 2 one is bowler 1 is wicket keeper, the rest fielders, after 2 overs 2 is batters 3 is bowlers etc... Each pair starts on 100, -5 every time out, no 4's/6's must run for every run</p> <p>Use of whiteboard to show all fielding positions</p>	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming</p>	<p>Basketball football netball – how different positions are called different names and has a particular role</p>

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
7	<p>Game play</p> <p>Batting focus Hitting gaps</p> <p>Identifying where gaps are and how to manipulate the ball into these gaps</p>	<p>TGFU – Pairs ricket 2 games simultaneous based on ability Find a partner, each partner given number 1 bat, 2 one is bowler 1 is wicket keeper, the rest fielders, after 2 overs 2 is batters 3 is bowlers etc... Each pair starts on 100, -5 every time out, no 4's/6's must run for every run</p> <p>Tactical – Aim of lesson Hit the gaps, identify where the gaps are and be able to manipulate ball into these gaps thus demonstrating tactical awareness and a range fo shots</p>	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Maths = keeping scores</p> <p>Table tennis – timing of shot manipulates direction and power generated, can't always hti ball as hard as you can</p>
8	<p>Assessment</p> <p>- Technical Ability to play a range of shots both back foot and front foot</p> <p>Tactical Do they know how to control swing of ball? Is there consistent backing up in the field</p>	<p>Pairs cricket</p> <p>Assessment of pupils technical and tactical learning from unit of work</p>	<p>Students to officiate their own event.</p> <p>Give feedback to other students</p> <p>Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</p> <p>Resilience - Overcoming challenges and unsuccessful attempts</p> <p>Team BA – Sportspersonship shaking hands with opponents at end of games</p>	<p>Maths = keeping scores</p> <p>Science – Understanding how the seam dictates direction ball will swing in air</p>