

# Key Stage 4 PE – Year 11 Cricket

**Enquiry Question: How do manipulate the ball in front/behind the wicket?**



## 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 – Timing the Cut shot</p> <p>To be able to execute the cut and pull shots from stance to moving into position and begin to manipulate ball using timing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> High hands</li> <li><input type="checkbox"/> Back foot moves back and across</li> <li><input type="checkbox"/> Bat high to low-</li> <li><input type="checkbox"/> Late = behind square (behind wicket)</li> <li><input type="checkbox"/> Early hit in front of square (in front of wicket)</li> </ul>	<p><b>Skill practice</b> = In groups of 5, one batter, one <b>feeder</b>, 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 <b>feed</b>, towards 2 large coned target, one set up square to behind and one square to cover region. 1 fielders per coned target to collect ball at least 15 yards back, w/k in case ball missed. 4 attempts then rotate roles. Hit two balls per gap. Feeder – 6 yards and feeding on full from shoulder-waist <b>Differentiation</b> – Focus on contact not timing <b>Differentiation +</b> Reduce size of coned targets</p> <p><b>Adapted game</b> = Lords game (Batters playing ball from stance and get into position play shot) - 2 teams fielding and batting team - Teacher feeds ball for cut shot, all field set off side. - fielding team protecting this area – batters not allowed to hit leg side Batter now must identify gaps is it in front of square/behind square and try manipulate field - 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>	<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 - Moving into and manipulating the Pull shot</p> <p>To be able to move into the correct position to execute a pull shot and begin to manipulate the ball in front and behind square (Similar lesson to cut shot but for pull shot)</p> <p>Teaching points</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> front foot out in front</li> <li><input type="checkbox"/> head towards ball</li> <li><input type="checkbox"/> let it come closer (play it later) to get it behind square</li> <li><input type="checkbox"/> Play out in front earlier with follow through to get it in front</li> <li><input type="checkbox"/> Hands High to low</li> </ul>	<p><b>Skill practice</b> = In groups of 5, one batter, one <b>feeder</b>, 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 <b>feed</b>, towards 2 large coned target one set up in front of square leg side one behind. 2 fielders behind coned target to collect ball at least 15 yards back, w/k in case ball missed. 4 attempts then rotate roles. Hit two balls per gap Feeder – 6 yards and feeding on full from shoulder-waist <b>Differentiation</b> – slow feed down and focus on making contact <b>Differentiation +</b> Go from stance to pul shot position</p> <p><b>Adapted game</b> = Lords game (Batters playing ball from stance and get into position play shot) - 2 teams fielding and batting team - Teacher feeds ball for pull shot, all field set legside. - fielding team protecting this area – batters not allowed to hit offside Batter now must identify gaps is it in front of square/behind square and try manipulate field - 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>	<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>

## Key Stage 4 PE Yr 11 Cricket

How do I manipulate the ball to get it behind/in front of the wickets?



## Background

Students will have a basic understanding of the game and a unit of work experience of the skills

## Why we teach it

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

## Values

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

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
4	Fielding Running and reverse pick up  To be able to attack towards weaker side and pick up using reverse technique  Teaching points; <input type="checkbox"/> Run at pace towards ball <input type="checkbox"/> Rotate using same foot as pick throwing hand <input type="checkbox"/> Turn back to ball - <input type="checkbox"/> Jump and spin into set position <input type="checkbox"/> Quick release	<b>TGFU</b> Direct hit competition Stumps in middle Non fielding team backing up collecting throws Fielding team run out attack ball reverse pick up and throw at stumps Differentiation - = Pick up two handed intercept  <b>Game</b> 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	Students to officiate their own game. Give feedback to other students  Think about their own performance and how it can be improved	Cooperation - Working with different people in groups  Integrity - Honesty in games scoring  Resilience - Overcoming challenges and unsuccessful attempts  Team BA – Sportspersonship shaking hands with opponents at end of games	Pivoting in basketball/netball  As you run and rotate around one foot to get into position to pick ball up
5	Game play (Boundary focus)  To learn the terminology for different fielding positions  Tactical fielding focus Learn the fielding positions	<b>TGFU</b> – 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  Tactical – Aim of lesson If you do not hit a 4/6 of 3 balls in a row it counts as "out" and –5 runs so on third ball must run	Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation - Working with different people in groups  Integrity - Honesty in games scoring  Resilience - Overcoming challenges and unsuccessful attempts  Team BA – Sportspersonship shaking hands with opponents at end of games	Choosing the attacking brave slightly risky option  Like going for a 3 pointer in basketball  Like trying to score from outside box in football
6	Game play (Yorker focus)  Building on from last lesson Understand Why is it easier to hit length balls for boundary What ball can you bowl to make it harder	<b>TGFU</b> – 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  Tactical – Aim of lesson	Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation - Working with different people in groups  Integrity - Honesty in games scoring  Resilience - Overcoming	Basketball – Bounce pass if passed at feet hard to catch  Just like yorker bowled hard to hit  But if bounce pass to waist

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
7	<p>Game play</p> <p>Batting focus Rotating strike</p> <p>Learn the importance of running between the wickets and rotating the strike</p>	<p><b>TGFU</b> – 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 If you do not score of 3 balls in a row it counts as "out" and –5 runs so on third ball must run</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>Football – tactical understanding if one winger has got beating of a full back let them play that side Here, if one batter likes to play a bowler rotate strike so they face that bowler.</p>
8	<p>Assessment</p> <p>- Technical Consistency in being able to bowl a ball accurately</p> <p>Tactical Being able to play a variety of shots based on where ball is bowled/where field is set</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>Bowling -= Javelin non bowling arm extended out in front</p> <p>Throwing – Like pitcher in baseball wide stance for maximum power</p>