

Key Stage 3 PE – Year 7 Cricket



Inquiry Question: Why am I using long barrier/underarm attack?

Background

Students will have a basic understanding of the game and an experience of the 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 - Front foot drive (straight) (stationery ball/bobble feed)</p> <p>To understand how to hold a cricket bat and apply correct technique to play a front foot drive</p> <p>Teaching points</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grip (2 V's) <input type="checkbox"/> Stance (parallel feet, head level) <input type="checkbox"/> Bat lift (flexion at wrist and elbow) <input type="checkbox"/> Full face of bat <input type="checkbox"/> Front foot point to ball and knee bent (kiss the ball) 	<p>Skill practice = In groups of 4, one batter, one peer assessor, 2 fielders. Batter hits a straight drive of a stationery cone where ball is placed, towards large coned target. 2 fielders behind coned target to collect ball. 3 attempts then rotate roles.</p> <p>Differentiation + = peer assessor bobble feeds ball</p> <p>Differentiation - = don't move to ball, in front foot drive position beforehand</p> <p>Adapted game = Fielders now placed within coned target, aim of batter is to hit ball pass fielders through coned area 3 sets of cones 4 runs if hit through medium cone, 6 if smallest and 2 if widest cones , 3 turns each. Now learning in game scenario hitting the ball with both technique and power to beat fielders. And learning cricket language (runs)</p>	<p>Students to officiate their own game.</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>Non kicking foot in football next to ball for balance = front foot pointing to ball for balance</p> <p>Chest sideways like rugby swing pass/badminton forehand serve = chest sideways in drives</p>
2	<p>Batting - Front foot drives (on/off/cover) (stationery ball/bobble feed)</p> <p>To understand how to hit the ball in different areas and understand why</p> <p>Teaching points</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full face of bat <input type="checkbox"/> Front foot point to ball and knee bent (kiss the ball) 	<p>Skill practice = In groups of 5, one batter, one peer assessor, 2 fielders. Batter hits an on, off and cover t drive of a stationery cone where ball is placed, towards the 3 coned areas. A fielder behind each coned target to collect ball. 3 attempts then rotate roles.</p> <p>Differentiation + – peer assessor bobble feeds ball</p> <p>Differentiation - = don't move to ball, in front foot drive position beforehand</p> <p>Adapted game = 6 goes each (teach this is how many balls per over for future reference, one other in group shouts which coned target they must hit off (orange) on (blue) cover (white), out of 6 how many successfully went through correct cones</p>	<p>Students to officiate their own game.</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>Non kicking foot in football next to ball for balance = front foot pointing to ball for balance</p> <p>Chest sideways like rugby swing pass/badminton forehand and serve = chest sideways in drives</p>
3	<p>Bowling</p> <p>To understand and demonstrate a legal bowling action with accuracy</p> <p>Teaching points</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grip (bunny ears) <input type="checkbox"/> Brush the ear (12 o clock) <input type="checkbox"/> Straight arm (extension at elbow) 	<p>Skill practice = Same set up as underarm throw lesson (4), without middle cone. Bowler bowls, wicket- keeper catches and rolls ball to next person who is to bowl, bowler becomes wicket-keeper and cycle continues.</p> <p>Differentiation + = discuss run up</p> <p>Differentiation - = decrease size of pitch</p> <p>Adapted game = Same set up, now place square coned target where ball ideally lands Each pupil in each team bowls 3 balls each, if ball lands in coned area 5 points if they also hit stumps they earn another 5 points. Team with most points wins (teach this is how many balls per over for future reference, one other in group shouts which coned target they must hit off (orange) on (blue) cover (white), out of 6 how many successfully went through correct cones</p>	<p>Students to officiate their own game.</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>Javelin throwing position = stance at crease</p>

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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
4	<p>Fielding – underarm attack – Stationery ball</p> <p>To be able to pick up using correct technique and throw accurately using the underarm attack technique</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Same foot as pick up hand behind ball • Get low and stay low at release • Fingers pointing down • Follow through 	<p>Skill practice = 4/5 groups, lesson set up in 4/5 parallel lines, stumps at one end of each group, a cone at other end ~15 yards away, halfway between ends cone placed with ball on top of cone. Each group has one wicket keeper at stumps end, and other pupils behind cone at other end. Pupil runs out picks ball up throws to wicket keeper using teaching points, W/K catches ball runs back places ball on cone and joins back of line, pupil who threw ball becomes wicket keeper.</p> <p>Differentiation + = Increase distance of throw Differentiation - = Reduce distance of throw</p> <p>Adapted Game = First few rounds, the group who completes the practice quickest win. (Speed element). Then shift to accuracy element and group to hit the stumps on most occasions using underarm attack in 4 minutes, Achievement points to winning group</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>Like ten pin bowling</p>
5	<p>Ground fielding- Long barrier and overarm throw</p> <p>Teaching points</p> <ul style="list-style-type: none"> □ Long barrier - Step the foot out to the side □ Place the knee of your other leg at the heel of the foot first moved <p>Overarm throw -</p> <ul style="list-style-type: none"> □ Action- shoulder, elbow and wrist □ Step forward for power 	<p>Skill practice = Same set up as underarm throw and bowling lesson but distance greater, in 4 groups, pupils are performing long barrier to field the rolled ball from wicket keeper and this time overarm throwing the ball to wicket keeper using teaching points.</p> <p>Differentiation + – Swap, so as oppose to performing skill on dominant side, instead to weaker side. Differentiation - = pace of roll slower</p> <p>Game = Introduce pupils to pairs cricket, how to set up, in fielders and outfielders and which numbers goes where, Pupils rehearsing all learnt skills and specifically from lesson to stop ball correctly use of overarm throw when ball hit at a distance.</p>	<p>Students to officiate their own event.</p> <p>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>Usain Bolt celebration = throwing position</p> <p>Pick up non kicking foot in football next to ball for balance</p> <p>Maths /science = Traingle position is strongest shape that's base made at pick up</p>
6	<p>Fielding – catching</p> <p>Teaching points;</p> <ul style="list-style-type: none"> □ Baby fingers and thumbs together □ Extend at elbow □ Flex at elbow when ball comes to the hands (Give or cushion effect) 	<p>Skill practice = Pupils in pairs opposite one another, 5 yards away. Progression, pupils move 1 step back if they catch 10 successfully, but one step forward (closer to each other) every time ball dropped, pairs who reach the furthest distance apart win achievement points. Differentiates itself with distance.</p> <p>Adapted game = Hand hockey – 4 teams of 6/7, 2 small American football</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>Science – firm ground = painful crash landing</p> <p>Soft ground = cushioning blow</p>

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7	<p>Combining 3 facets of game and understanding the rules of game</p> <p>Teaching points</p> <ul style="list-style-type: none"> - What an over is - How to get someone out - Concept of game most runs wins 	<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>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>Some similarities with catching = out with rounders</p>
8	<p>Assessment</p> <ul style="list-style-type: none"> - Technical Pick ups/throws/legality and accuracy of bowling/technique and success batting <p>Tactical</p> <p>Hitting the ball where fielders are not Telling fielders where to go based on strengths of opponent</p>	<p>Pairs cricket</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>