

# Key Stage 3 PE – Year 8 Cricket

## 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

Enquiry Question: How does the pace of ball and distance to stumps dictate fielding technique used?



Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
1	<p>Batting - Front foot drive (straight) <b>(bobble feed)</b></p> <p>To be able to strike a moving ball with control and accuracy (front foot drive)</p> <p>Reminder of (Yr 7 basics) plus</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foot to pitch of ball</li> <li><input type="checkbox"/> Head over ball</li> <li><input type="checkbox"/> Bend front knee</li> </ul>	<p><b>Skill practice</b> = In groups of 4, one batter, one <b>bobble feeder</b>, 2 fielders. Batter hits a straight drive from the <b>bobble feed</b>, towards large coned target. 2 fielders behind coned target to collect ball. 3 attempts then rotate roles.</p> <p>Feeder – On off side of batter few yards away 1-2 bounces</p> <p><b>Differentiation</b> – Place ball on T</p> <p><b>Differentiation +</b> coned target smaller</p> <p><b>Adapted game</b> = Lords game</p> <ul style="list-style-type: none"> <li>- 2 teams fielding and batting team</li> <li>- batting team if hit coned area (set for straight drive) 6 runs</li> <li>- fielding team protecting this area as well as rest of field</li> <li>- Every time teacher feeds ball, batter must play and run (10 yards up and down) , fielders return ball to teacher every time fielded</li> </ul>	<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) <b>(bobble feed)</b></p> <p>To be able strike a moving ball in different areas with technique</p> <p>Teaching points</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Angle of front foot</li> <li><input type="checkbox"/> Manipulation of bat face</li> </ul>	<p><b>Skill practice</b> = In groups of 5, one batter, <b>one bobble feeder</b>, 2 fielders. Batter hits an on, off and cover drive from <b>bobble feed</b>, towards the 3 coned areas. A fielder behind each coned target to collect ball. 3 attempts then rotate roles.</p> <p><b>Differentiation</b> – peer assessor bobble feeds ball / place ball on T</p> <p><b>Differentiation +</b> coned area smaller</p> <p><b>Adapted game</b> = Kwik cricket</p> <p>Coned areas straight, on/off and cover drive regions no fielders allowed there encouraging batter to hit there</p> <p>Ball must be returned to feeder (teacher) batter must run every time ball delivered</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 begin to run in and deliver ball using a legal action</p> <p>Bowling Teaching points</p> <ul style="list-style-type: none"> <li>•Recap basic technical points</li> <li><input type="checkbox"/> Why is the coned area a good place to bowl?</li> <li><input type="checkbox"/> How do you control ball distance</li> </ul>	<p><b>Skill practice</b> = 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><b>Differentiation +</b> Place varied coned targets (yorker)</p> <p><b>Differentiation</b> – Bowling from stationery side on position</p> <p><b>Adapted game</b> = 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 (twice) (4 session cricket longgrass field and length)</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> <p>Run up smooth and building momentum like in long jump, triple jump control better than pace</p>

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**Enquiry Question: What is the purpose behind backing up ?**



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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
4	<p>Fielding underarm throw – travelling ball</p> <p>To be able to attack a ball and release quickly using underarm attack technique</p> <p>Teaching points;</p> <ul style="list-style-type: none"> <li>□ Same Foot as pick up hand behind ball as safety if ball missed</li> <li>□ Quick speed to ball, but slowing down for balance last few steps towards ball</li> <li>□ Quick release</li> </ul>	<p><b>Skill practice</b> = 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. Each group has one wicket keeper at stumps end, and other pupils behind cone at other end. W/K feeds ball to person at front of line, they underarm attack catch, W/K drops ball to floor and joins back of line person who underarm attacked now W/K</p> <p><b>Differentiation +</b> = add element of change in angle of throw</p> <p><b>Differentiation -</b> = Reduce pace of feed</p> <p><b>Adapted Game</b> = Kwik cricket Same as lesson 2 no coned zones for no fielders this time Game should emphasise fielding opportunities</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> <p>Maths/science - trajectory – if rise to early which direction will ball, so why important to stay low</p>
5	<p>Ground fielding- 2 handed intercept and overarm throw</p> <p>Teaching points</p> <ul style="list-style-type: none"> <li>• Back foot same as dominant hand – behind the ball</li> <li>□ Get low and keep eyes level</li> <li>□ Triangle base</li> <li>□ Backing up at non strikers end</li> </ul>	<p><b>Skill practice</b> = Same set up as underarm throw and bowling lesson but distance greater, in 4 groups, pupils are performing 2 handed intercept to field the rolled ball from wicket keeper and this time overarm throwing the ball to wicket keeper using teaching points.</p> <p><b>Differentiation +</b> Change angle of throw</p> <p><b>Differentiation -</b> = Long barrier</p> <p><b>Game</b> = Run out game 2 teams – fielding and running Teacher rolls ball as soon as released one running team member must run to cone and back Fielding team picks roll up overarm throws to teacher and if runner not back in crease 1-0 to them vice versa 0-1</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 = Triangle 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"> <li>□ Maximum surface area, make hand as big as possible</li> <li>□ Getting in balanced position, knees bent, on toes and head still</li> </ul>	<p><b>Skill practice</b> = Hand hockey – 4 teams of 6/7, 2 small American football style pitch set up. in teams pupils aim to make 5 passes and catches before throwing to end zone to score a goal. Rules: If pupil drops catch possession is given to other team; If pupil intercepts pass even if dropped they regain possession; person with ball cannot travel; cannot pass back and forth to same person</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>

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
7	Combining 3 facets of game and understanding the tactics of game  Tactical Teaching points Recap of rules - Backing up at non-strikers end - Backing up throws from fielders - Seeing where gaps are and try hitting the ball there	<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 – Teaching notion of backing up when throw is released and where each person should back - Importance of backing up at non strikers end to gain advantage in running between wickets - identifying individually own strengths	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	Maths = keeping scores  Like in rounders stealing yards and leaving base as thrower releases it
8	Assessment  - Technical Picking ball up efficiently, accurate throws, backing up, accuracy and legality in bowling, success in percentage of ball hit  Tactical Hitting the ball where fielders are not Telling fielders where to go based on strengths of opponent	Pairs cricket  Assessment of pupils technical and tactical learning from unit of work	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	Maths = keeping scores