

# Key Stage 3 PE – Year 9 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: Where do I bowl if a batter favours leg side ?



Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
1	<p>Batting - Front foot drive (straight) <b>(underarm feed)</b></p> <p>To be able to strike a delivered ball with control and accuracy (front foot drive) and understand when to defend</p> <p>Reminder of (Yr 7 basics) plus</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eyes focused on ball</li> <li><input type="checkbox"/> Head towards ball</li> <li><input type="checkbox"/> Front foot close to where ball lands</li> <li><input type="checkbox"/> If ball to far to get foot close defend</li> </ul>	<p><b>Skill practice</b> = In groups of 4, one batter, one <b>feeder</b>, 2 fielders. Batter hits a straight drive from the <b>feed</b>, towards large coned target. 2 fielders behind coned target to collect ball. 3 attempts then rotate roles.</p> <p>Feeder – 8 yards from batter underarm feed 1-2 bounces</p> <p><b>Differentiation</b> – peer assessor bobble feeds ball / 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> <li>- Ring made around batter no fielder allowed encouraging to defend and run</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>(Underarm feed)</b></p> <p>To be able strike a delivered ball in different areas with technique</p> <p>Teaching points</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choice of shot depending on line of ball</li> <li><input type="checkbox"/> front foot close to the ball</li> <li><input type="checkbox"/> Backing up (fielding)</li> </ul>	<p><b>TGFU</b></p> <p><b>Adapted game</b> = Kwik cricket</p> <p>Ring set up only W/k bowler batter allowed here</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 understand line and length and when to bowl the ball according to batsmen strengths</p> <ul style="list-style-type: none"> <li>•What is a yorker and why is it bowled</li> <li>•Use of front arm</li> <li><input type="checkbox"/>Follow through for momentum</li> </ul>	<p><b>Adapted game</b> =</p> <p>Competition in group bowl out</p> <p>First round good length</p> <p>Second round Yorker</p> <p>Third round wider of off stump</p> <p>Fourth round Straight</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>

## Key Stage 3 PE Yr 8 Cricket

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



## 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	<p>Fielding backhand flick and relay throw – travelling ball</p> <p>To be able to chase the ball in pairs and return quickly using a relay throw</p> <p>Teaching points;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ball picked up on side of pick up hand</li> <li><input type="checkbox"/> side of pick up hand is back foot</li> <li><input type="checkbox"/> Quick release</li> <li><input type="checkbox"/> Chase in pairs</li> </ul>	<p><b>Skill practice</b> = 4/5 groups, lesson set up in 4/5 parallel lines end of each group, a cone at other end ~25 yards away,. Each group has one wicket keeper at stumps end, and other pupils lined up behind safely W/K who rolls ball out, 2 fielders go one backhand flicks it the other catches and throws</p> <p><b>Differentiation +</b> = roll ball out quicker</p> <p><b>Differentiation -</b> = Place ball on cone and chase performing on stationary ball</p> <p><b>Adapted 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 2 Fielding team member go one picks up backhand flick and other 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 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- 1 handed intercept and overarm throw</p> <p>•Teaching points</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Back foot same as dominant hand – behind the ball</li> <li><input type="checkbox"/> Get low and keep eyes level</li> <li><input type="checkbox"/> Experiment with throw off balance and throwing after getting in ste position</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 1 handed intercept to field the rolled ball from wicket keeper</p> <p>Aim of game is in 2 minutes which team had most goes, will show who has been quickest but also most accurate as ball has been kept to W/k</p> <p><b>Differentiation +</b> Change angle of throw</p> <p><b>Differentiation -</b> = two handed</p> <p><b>Game</b> = Pairs cricket Familiarisation in time for lesson 7-8 game based lessons Reminder of importance of backing up</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 circuit</p> <p>Teaching points;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maximum surface area, make hand as big as possible</li> </ul>	<p><b>Station 1</b> – High catches</p> <p><b>Station 2</b> – High catch over head</p> <p><b>Station 3</b> – Circle batter in middle catches given</p> <p><b>Station 4</b> – Diving catches</p>	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they</p>	<p>Cooperation - Working with different people in groups</p> <p>Integrity - Honesty in games scoring</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 tactics of game</p> <p>Tactical Teaching points Bowling focus Planning where to bowl and set field accordingly</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 Have a plan where you are going to bowl using skills learnt in lesson 3, set field accordingly Then base plan on strengths and weaknesses of batter (most likely batters will favour leg side so bowl off side)</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>Like in rounders stealing yards and leaving base as thrower releases it</p>
8	<p>Assessment</p> <p>- Technical Variety of pick ups Variety of front foot shots</p> <p>Tactical Hitting the ball where fielders are not Telling fielders where to go based on strengths of opponent</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>