



Cricket Medium Term Plans Key Stage One

Key Stage:	KS1	Unit	Cricket
<p><u>Prior Learning Required – EYFS Progression</u></p> <ul style="list-style-type: none"> • Showing increased control when catching a ball. • shows increasing control over an object, pushing, passing, throwing, catching or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 			
<u>National Curriculum Links</u>	<p>1a. Master basic movements including running, jumping, throwing and catching as well as developed balance, agility and coordination and begin to apply these in a range of activities.</p> <p>1b. Participate in team games, developing simple tactics for attacking and defending.</p>	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To move a ball. • Step 2: To throw a ball at a target. • Step 3: To catch a ball. • Step 4: To hit a ball • Step 5: To work with others. • Step 6: To compete against others. 	<u>Progression</u>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed, • Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Show good awareness of others when playing games.
<u>Resources and Equipment</u>	Tennis balls, hoops, marker spots, cones, bats, wickets, beanbags, balls	<u>Key Vocabulary</u>	Throwing, barring, fielding, catching, wickets, experiment, striking, long barrier, teamwork, get in line, communication, tracking the ball, wicket keeper, feeder, fielder, underarm.

Cricket Medium Term Plans Lower Key Stage Two

Key Stage:	LKS2	Unit	Cricket
<u>Prior Learning Required – KS1</u>			
<ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed, • Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Show good awareness of others when playing games. 			
<u>National Curriculum Links</u>	2a: Use running, jumping, throwing and catching in combination. 2b: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 2f: compare their performances with previous ones and demonstrate improvements to achieve their personal best.	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: Throw a ball with increasing accuracy. • Step 2: Catch a ball with increasing control. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball towards a target. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Participate in modified competitive games, showing good teamwork. 	<u>Progression</u>	<u>Declarative Knowledge</u>
			<u>Procedural Knowledge</u>
<u>Resources and Equipment</u>	Football, goals, cones, bibs, marker spots	<u>Key Vocabulary</u>	Cricket, fielding, striking, teamwork, score, wickets, runs, batting, aiming, overarm, accuracy, underarm, throwing, bowling, wicket keeper, long barrier.

Cricket Medium Term Plans Upper Key Stage Two

Key Stage:	UKS2	Unit	Cricket
<p>Prior Learning Required – LKS1</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. • Show control, coordination and consistency when throwing and catching a ball. 			
<u>National Curriculum Links</u>	<p>2a: Use running, jumping, throwing and catching in combination.</p> <p>2b: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>2f: compare their performances with previous ones and demonstrate improvements to achieve their personal best.</p>	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To throw the ball in different ways. • Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. • Step 3: To retrieve, catch, intercept, and stop a ball when fielding. • Step 4: To use skills and tactics to outwit opponents when fielding. • Step 5: To use skills and tactics to outwit opponents when batting. • Step 6: To participate in competitive games. 	<u>Progression</u>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, adapting games and activities making sure everyone has a role to play.

			<ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Use team work when defending to cover areas and make it hard for the batter to score runs.
<u>Resources and Equipment</u>	Cones, balls, bats, marker spots, wickets.	<u>Key Vocabulary</u>	Fielding, striking, teamwork, bowling, wicket keeper, long barrier, wickets, runs, batting, aiming, overarm, underarm.