

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A Team Games-Modified Cricket/Rounders

**Key Concept- Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking and action  
**PoS aims from NC:**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

### Prior Learning (what pupils already know and can do)

- taken part in throwing and catching activities
- practised striking a ball, eg with rackets, sticks
- played a range of running games, eg beat the runner (chasing a ball passed around bases)

### Long-term Learning (what pupils MUST know and remember) End Goals

<u>Year 1 related skill acquisition</u>	<u>Year 2 related skill acquisition</u>	
<p>*Be confident and safe in the spaces used to play games.</p> <p>*Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>*Understand that being active is good for them.</p> <p>*Participate in team games.</p> <p>*Pass and receive a ball in different ways with control and increased accuracy.</p> <p>*Perform fielding techniques with increased control and co-ordination.</p>	<p>*Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>*Use information to improve their work.</p> <p>*Participate in team games.</p> <p>*Pass and receive a ball in different ways with control and increased accuracy.</p> <p>*Perform fielding techniques with increased control and co-ordination.</p>	<p>They outline the basic principles and tactics of attack and defence; giving pupils the opportunity to join in throughout.</p> <p>This topic provides a link to the key invasion games in KS2</p> <p>By the end of this unit:</p> <p><b>All children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify useful spaces for passing and receiving a ball</li> <li>• Defend a goal or space</li> <li>• Indicate their intentions to their teammates</li> <li>• Attempt to evade defenders</li> <li>• Identify strengths and areas in which they could improve</li> </ul> <p><b>...some children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use space effectively and intentionally</li> <li>• Use both attacking and defending skills at the same time during a team game</li> <li>• Identify ways they can improve</li> </ul> <p><b>...most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Begin to use space well to pass and receive a ball</li> </ul>

### **Key Vocabulary**

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Batting-Striking
- fielding- Throwing, catching
- bowler- Underarm/overarm
- score- Runs - points

Lesson 1

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Skills: I can...

Use both hands whilst fielding

Get into line with the ball and field it

Knowledge: I know....

That I need to run, after striking a ball, to accumulate runs

To touch my bat over the crease line and slide it on my final run

Assessment: I can...

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

### Lesson 2

Skills: I can...

Stop a ball with 2 hands, creating a barrier behind it with my feet or body

Hit a ball to the leg side

Knowledge: I know....

When to run and when not to

How to form a long barrier to stop a ball

Assessment: I can...

Is proactive in seeking adult support and able to articulate their wants and needs.

### Lesson 3

Skills: I can..

Bowl a ball overarm at a target

Strike a ball off a tee through the off side

Knowledge: I know..

That I have to bowl from on or behind the crease

To try and bowl keeping my arms straight

Assessment: I can..

Is aware of behavioural expectations and sensitive to ideas of justice and fairness

### Lesson 4

Skills: I can..

Pick up a ball with one hand and throw it underarm

Call for runs sensibly and decisively when batting

Knowledge: I know..

That I need to communicate with my partner to accumulate runs

The different calls used by batsmen/women when they want to run

Assessment: I can..

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

### Lesson 5

Skills: I can..

Chase and retrieve a ball

Make good decisions when batting about when to run and when not to

Knowledge: I know..

That a batsman/woman should always call after each ball

That, as a batter, I don't always have to run

Assessment: I can..

Is proactive in seeking adult support and able to articulate their wants and needs

### Lesson 6

Skills: I can..

Bowl either under or overarm with some accuracy

Wicket keep effectively

Apply a range of skills

Knowledge: I know..

The importance of staying in my crease

How to adopt a wicket-keeping stance

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To demonstrate The School Games values

Assessment: I can..

Is aware of behavioural expectations and sensitive to ideas of justice and fairness

Future learning this content supports:

- This unit lays the foundations for future striking and fielding games units, in which children will play a variety of games, eg stoolball, rounders, kwik cricket. They will develop and adapt the games themselves, making up their own rules and choosing which equipment to use. They will also have opportunities to use their skills of throwing, catching, hitting and kicking in invasion and net/wall games units.