

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year B Striking and fielding

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)

- developed basic fielding and batting skills
- cooperated in small group games
- learned what a striking and fielding game is and the type of tactics they have to use to play well
- learned about rules and how to apply and adapt them

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

<u>Y5 Skill</u>	<u>Y6 skill</u>
Develop the range and consistency of their skills, especially in specific striking and fielding games.	To apply with consistency standard cricket rules in a variety of different styles of games.
Know how to warm up.	To attempt a small range of recognised shots in isolation and in competitive scenarios.
Understand what to include in a warm up in order to improve performance.	To use a range of tactics for attacking and defending in role of bowler, batter and fielder.
Understand why exercise is good for their fitness, health and well-being	

In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.

End of unit:

- Strike a bowled ball;
- Use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency;
- Work collaboratively in pairs, group activities and small-sided games;
- Use and apply the basic rules consistently and fairly;
- Understand and implement a range of tactics in games;
- Recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve

Key Vocabulary

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

- stance
- the crease or batting point
- non-striker
- leg-side
- offside
- home base

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- pitch
- over
- innings
- Strike
- Retrieve
- Field
- Throw
- Bowl

Lesson 1

Skills: I can....

Catch consistently well under pressure (Year 5)

Throw accurately overarm (Year 6)

Knowledge: I know....

To slide my bat over the crease when running (Year 5)

What a position of anticipation looks like when fielding (Year 6)

Assessment: I can....

Perform routines and a range of skills seamlessly

Lesson 2

Skills: I can....

Pull a ball from a short delivery to the leg side

I can bowl with a short run up and straight arm with some accuracy

Knowledge: I know....

How to grip the bat correctly, take up a suitable stance and strike the ball consistently well

To bowl from the crease line and that my foot can land on the line itself

Assessment: I can...

Knows what they need to do to improve and what others need to do to improve their performance.

Lesson 3

Skills: I can....

Perform a range of fielding techniques confidently and consistently

Bowl with a run up

Knowledge: I know....

Which ground fielding technique to use and why

Which calls I should use when batting

Assessment: I can...

Demonstrates specific tactical/performance awareness as an individual and team member.

Lesson 4

Skills: I can....

Bowl with consistent accuracy and length

Pick up and return a ball with one hand quickly and consistently well

Use my feet to get to the pitch of the ball when batting

Knowledge: I know....

That I can leave my crease to hit balls

Why I might leave my crease

When I might use a one handed pick up technique

Assessment: I can...

Able to perform routines and a range of skills seamlessly.

Lesson 5

Skills: I can....

Show tactical awareness as a fielder

Bowl out of the back of my hand

Play a square cut shot

Knowledge: I know....

How to bowl leg spin

What overthrows are

Why it is important for outfielders to walk in with the bowler as he/she runs up

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Assessment: I can...

Knows what they need to do to improve and what others need to do to improve their performance.

Lesson 6

Skills: I can....

Link my skills and perform in a competitive game

Bowl by running in close to the wickets

Knowledge: I know....

To work as a team ensuring that I back up for possible overthrows

The importance of great communication when batting

Assessment: I can...

Demonstrates specific tactical/performance awareness as an individual and team member.

Future learning this content supports:

- The transferable element of footwork, object manipulation, hand-eye coordination and striking will support elements of invasive sports where equipment is required for controlling and passing of a ball. Object manipulation i.e Bowling shares intricate footwork patterns that are repeated within athletics in some throwing events.