

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 1 - Year A – Kwik Cricket

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- Pupils will know how to catch a ball after one bounce.
- Pupils will know how to work well with other and within a defined space.
- Pupils will know how to throw the ball using over arm and under arm.
- Pupils will have some understanding of rules and boundaries.

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

Kwik Cricket- Catch, Throw, Bowl, Batting, The Rules of the Game, Game Play.

- To know about what wickets and bails are.
- To know how to play Kwik cricket in small groups and demonstrate the school values, beginning to show some strategy (e.g. strike the ball to a space where there are no fielders)
- To know where the fielders stand and what they do, beginning to understand basic fielding strategies such as rolling, catching and stopping the ball
- To throw and catch with 2 hands in fielding with tennis ball or cricket sized balls
- To know how to bowl underarm to a target
- To know that a bowl is different to a throw.
- To know how to hold a bat correctly with two hands and bat a ball using the correct technique.

Key Vocabulary

Agility, balance, coordination, control, power, confidence, accuracy, throw, catch, bowl, bat, target, roll, retrieve, wicket, bail, stance, cradle, tee, release, aim, stop

Recommended Resources:

- Plastic cricket bats and soft tennis balls
- Cones and floor markers for defining pitch, zones and stations
- Cricket stumps and bails
- Tees for batting practice
- Target mats or hoops for throwing and bowling games

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Curriculum Connections:

Literacy

Use imperative (bossy) verbs in game instructions (e.g. "Stop!", "Throw!", "Run!").

Reinforce prepositions in positional language (e.g. "behind the stumps", "through the cones").

Introduce adjectives to describe movement (e.g. "slow throw", "quick catch").

Use key vocabulary for labelling, describing and explaining cricket actions.

Maths

Count runs or catches

Estimate and measure throwing or rolling distances.

Use language of comparison: nearer/further, faster/slower, more/less accurate.

Science

Discuss how our body moves during bowling, throwing, and batting.

Talk about the effects of exercise on the body (e.g. heart rate, breathing, sweating).

PSHE/Citizenship

Take turns, play fairly, and accept decisions

Build confidence through challenge and resilience through repetition

Promote inclusion, supporting all learners in paired and group games

Career Opportunities:

1. **Professional Cricketer**
2. **Primary PE Teacher**
3. **Kwik Cricket Coach or Festival Organiser**
4. **Youth Sports Development Leader**
5. **Match Scorer or Assistant Umpire**
6. **Wellbeing and Activity Coordinator (Sport in Schools)**

Role Model: Sophie Ecclestone (England Women's Cricketer)

- Sophie became one of the youngest spin bowlers to represent England at the international level.
- She is known for her calm focus, teamwork, and commitment to developing her bowling technique.
- Sophie inspires young players to enjoy cricket and shows that practice, not just power, leads to success.

Session 1 – Throwing and Rolling at a Target

LO: To be able to throw and roll a ball at a target.

Objectives:

- I can roll a ball towards a cone or wicket.
- I can use both hands to throw safely.
- I can stand behind a line and aim.
- I can focus on the target and improve my aim.

Teaching Content:

- **Warm-up:** *Roll and Chase* – Roll a ball then run to stop it before it hits a cone.
- **Skill Practice:** Pairs practise rolling and throwing underarm at a target (e.g. cones or stumps).
- **Game Scenario:** *Knock the Cone* – Pupils aim to roll/throw balls to knock over a target for points.
- **Plenary:** What helped you aim better? Where were your eyes looking?

Vocabulary: Roll, throw, target, aim, behind, underarm

Healthy Participation:

To understand how rolling and throwing build strength and control in the arms and how they support accuracy.

Session 2 – Catching with Control

LO: To be able to catch a ball using two hands.

Objectives:

- I can use two hands to catch the ball.
- I can keep my eyes on the ball.
- I can cradle the ball into my body.
- I can move to get into the best catching position.

Teaching Content:

- **Warm-up:** *Catch and Freeze* – Pupils catch a thrown ball and freeze in their position.
- **Skill Practice:** Throw and catch in pairs, starting close, then stepping back to increase challenge.
- **Game Scenario:** *Catch Race* – Move around the space catching as many partner throws as possible.
- **Plenary:** What part of your hands did you use to catch? What made it easier?

Vocabulary: Catch, cradle, safe hands, eyes on ball, near, far

Healthy Participation:

To recognise how catching improves focus, reaction time and coordination in sport.

Session 3 – Striking a Ball from a Tee

LO: To strike a ball from a tee using a bat.

Objectives:

- I can hold the bat with two hands.
- I can stand in a strong batting position.
- I can hit the ball off a tee into a space.
- I can hit the ball using control and balance.

Teaching Content:

- **Warm-up:** *Bat Tap Challenge* – Bounce a ball on the bat as many times as possible.
- **Skill Practice:** Hit a ball off a tee into a target area (e.g. hoop or cones).
- **Game Scenario:** *Hit and Run* – Pupils hit the ball and run to a cone before the fielders return the ball.
- **Plenary:** What helped your ball travel further or straighter?

Vocabulary: Strike, bat, tee, stand, balance, space

Healthy Participation:

To explore how striking builds coordination and how body position helps control direction and power.

Session 4 – Stopping and Returning the Ball

LO: To be able to stop the ball and return it to a teammate.

Objectives:

- I can use my hands and body to stop the ball.
- I can return the ball to a partner quickly.
- I can use the correct underarm throwing action.
- I can talk with my teammate to share ideas.

Teaching Content:

- **Warm-up:** *Rolling Relay* – Pupils roll the ball and stop it using their body, then return it to the next person.
- **Skill Practice:** Fielding pairs practise stopping the ball with hands and body then returning with a throw.
- **Game Scenario:** *Stop and Throw Race* – Teams score points for quick stops and returns.
- **Plenary:** What part of your body helped you stop the ball best?

Vocabulary: Stop, return, partner, roll, throw, ready

Healthy Participation:

To understand how stopping and returning the ball builds fitness, accuracy, and teamwork in fielding.

Session 5 – Playing a Mini Game of Kwik Cricket

LO: To use taught skills in a mini game of cricket.

Objectives:

- I can strike a ball off a tee and run to score.
- I can field the ball and return it to the stumps.
- I can work with my team and follow the rules.
- I can show good sportsmanship during a game.

Teaching Content:

- **Warm-up:** *Bat and Run Circuit* – Hit the ball then run around cones while others field.
- **Skill Practice:** Small-group rotations: batting, fielding, throwing, and catching stations.
- **Game Scenario:** *Mini Match 4v4* – Use simplified Kwik Cricket rules: bat, run, field, and rotate.
- **Plenary:** What skills did you use best? How did your team help you?

Vocabulary: Batting, fielding, run, teamwork, score, rules

Healthy Participation:

To celebrate how sport helps us build confidence, share effort with teammates, and develop coordination.

Session 6 – Tournament and Reflection

LO: To take part in a cricket tournament and reflect on my progress.

Objectives:

- I can apply my throwing, catching, hitting and stopping skills.
- I can follow the rules of a game.
- I can support my team and show fair play.
- I can say what I have improved and what I want to practise next.

Teaching Content:

- **Warm-up:** *Fielding Challenge* – Quick-fire fielding games (e.g. cone target races).
- **Skill Practice:** Pupils practise their weakest skill before tournament play.
- **Game Scenario:** *End-of-Unit Tournament* – Class splits into teams for round-robin style matches.
- **Plenary:** What cricket skill are you proud of? What would you like to keep practising?

Vocabulary: Tournament, fair play, improve, proud, practise

Healthy Participation:

To reflect on how physical activity helps us feel proud, strong, and happy—and how we can keep improving with practice.

Future learning this content supports:

This unit will support future subjects in Phase 2. Pupils will be able to transfer skills into the summer 2 term when pupils will be looking at Disk golf and Skittle bowl. Pupils will know how to bowl underarm and at a target and be able to play modified games encouraging teamwork.