

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 - Year A – Cricket

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

POS aims from NC:

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to:
- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Pupils know how to throw and catch a ball.
- Pupils know how to strike a ball off a tee and with some accuracy.
- Pupils know how to get into the ready position to catch.
- Pupils know how to communicate effectively with others.
- Pupils understand rules and boundaries.

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

Cricket- Throwing and Catching, Bowling, Batting, Scoring Runs, Fielding, Game play.

- To know how to throw and catch underarm with both hands and with one hand
- To know how to bowl over arm at a wicket in a modified game against a batter
- To know how to hold a cricket bat correctly and how to strike the ball in a direction for strategy
- To know how to use fielding techniques with throwing, catching, stopping, running and scooping up the ball.
- To know how to play adapted games using tactics of striking in a strategic direction and throwing as a fielder
- To evaluate the technique others and themselves in batting, bowling and directing

Key Vocabulary

Agility, balance, coordination, striking, wicket, bowling, batting, fielding, stumps, bails, barrier, decision, positioning, power, control, run, accuracy, direct, teamwork

Recommended Resources:

- Plastic or wooden cricket bats
- Soft tennis or wind balls for safe striking
- Cricket stumps and bails
- Cones for boundary/crease lines
- Fielding bibs or markers

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Curriculum Connections:

Literacy

Use modal verbs to give strategic instructions (e.g. "You should stand closer when fielding.")

Apply imperative verbs in tactical commands (e.g. "Run!", "Bowl it!").

Reinforce prepositions through game play ("Throw the ball over the wicket", "Stand behind the crease").

Mathematics

Scoring: Addition and comparison of individual/team scores.

Measuring: Estimate bowling/throwing distances. Place cones by estimating distances from the wickets.

Science

Explore joints and bones used in throwing and striking.

Discuss reaction time and coordination in batting and fielding.

PSHE/Citizenship

Promote sportsmanship, resilience, teamwork and decision making.

Career Opportunities:

1. Professional Cricketer
2. Cricket Coach / PE Specialist
3. Commentator / Sports Journalist
4. Cricket Umpire or Scorer
5. Event Organiser (Club/Community Competitions)
6. Sports Scientist / Performance Analyst

Role Model: Ben Stokes (England)

A leading all-rounder known for his powerful batting and precise fielding. Famous for his never-give-up attitude, especially during the **2019 Ashes** match at Headingley where he led England to one of its most dramatic victories.

Session 1 – Fielding and Barrier Technique

LO: To be able to field a ball using the correct technique.

Objectives:

- I can stop a moving ball using the correct barrier position.
- I can use correct body shape and hand position to field.
- I can retrieve the ball quickly and return it to the bowler.
- I can show alertness and readiness in the field.

Teaching Content:

- **Warm-up:** *Quick Catch Relay* – In teams, pupils roll and collect balls using barrier technique.
- **Skill Practice:** Pairs practise rolling and stopping using the “long barrier” technique.
- **Game Scenario:** *Field and Return* – Stop the ball and pass to the bowler as quickly as possible.
- **Plenary:** What helped you get into a strong barrier position quickly?

Vocabulary: Fielding, barrier, stop, return, roll

Healthy Participation:

To understand how staying alert and ready helps reduce injury risk and improve reaction time

Session 2 – Throwing Accuracy and Teamwork

LO: To be able to throw with accuracy to a teammate.

Objectives:

- I can use an overarm throw with a strong arm position.
- I can aim carefully at a target.
- I can communicate clearly when throwing and catching.
- I can support my team by moving into good receiving positions.

Teaching Content:

- **Warm-up:** *Target Throw* – Throwing beanbags or balls into hoops from different distances.
- **Skill Practice:** In pairs, practise overarm throws, focusing on direction and follow-through.
- **Game Scenario:** *Relay Throw Challenge* – Teams must hit a cone target with limited throws.
- **Plenary:** What made your throw more accurate? What could improve your control?

Vocabulary: Throw, target, overarm, aim, support

Healthy Participation:

To understand how teamwork and communication improve performance and reduce stress in sports.

Session 3 – Bowling with Control

LO: To be able to bowl a ball underarm with accuracy.

Objectives:

- I can bowl underarm using correct body position.
- I can aim toward the stumps or batter.
- I can use my non-dominant arm for balance.
- I can make adjustments to improve accuracy over time.

Teaching Content:

- **Warm-up:** *Bowl and Move* – Pupils bowl at cones and retrieve their own ball to reset.
- **Skill Practice:** Practice bowling with a straight arm, using stumps or cones as targets.
- **Game Scenario:** *Knock the Cone* – Aim at cones placed on stumps for points.
- **Plenary:** What part of your body helps control the bowling action?

Vocabulary: Bowl, underarm, accuracy, aim, delivery

Healthy Participation:

To recognise how technique and repetition build muscle control and accuracy over time.

Session 4 – Batting and Striking Technique

LO: To be able to strike a ball using a cricket bat.

Objectives:

- I can hold the bat using the correct grip.
- I can strike a stationary ball with control.
- I can aim to hit the ball into space.
- I can return to my stance after the strike.

Teaching Content:

- **Warm-up:** *Strike the Target* – Strike foam balls off a tee towards cones in the field.
- **Skill Practice:** Focused striking technique: grip, stance, swing and balance.
- **Game Scenario:** *Hit and Run* – Pupils hit the ball and run between cones to score points.
- **Plenary:** What helped your shot go further or more accurately?

Vocabulary: Strike, bat, grip, stance, swing

Healthy Participation:

To understand how upper body strength and eye–hand coordination develop through striking skills.

Session 5 – Decision Making and Game Awareness

LO: To be able to make decisions in game situations.

Objectives:

- I can choose when to run and when to wait.
- I can field the ball quickly and return it to stop runs.
- I can show awareness of team positions.
- I can use movement and positioning to support team play.

Teaching Content:

- **Warm-up:** *Run or Wait?* – Pupils simulate run/no-run decisions based on rolling ball speed.
- **Skill Practice:** Small-sided scenarios with batting pairs and fielders.
- **Game Scenario:** *Mini Game 4v4* – Rotate through roles: batter, bowler, fielder.
- **Plenary:** What helped you make better decisions during the game?

Vocabulary: Run, wait, field, decision, teamwork

Healthy Participation:

To recognise how strategic thinking in sport supports focus, discipline and decision making in everyday life

Session 6 – Tournament and Performance Reflection

LO: To participate in a cricket tournament and evaluate my performance.

Objectives:

- I can apply all skills in a small-sided game.
- I can support my team and show good sportsmanship.
- I can reflect on my performance and set a target to improve.
- I can use cricket vocabulary to describe my role in the game.

Teaching Content:

- **Warm-up:** *Team Skills Circuit* – Stations revisiting batting, bowling, fielding and throwing.
- **Skill Practice:** Focused review of weak areas from previous sessions.
- **Game Scenario:** *Tournament Match Play* – Round-robin or team matches, pupils keep score.
- **Plenary:** What was your best moment this unit? What would you like to get even better at?

Vocabulary: Tournament, reflection, role, sportsmanship, target

Healthy Participation:

To celebrate how participating in team sport improves self-esteem, motivation and physical health.

Future learning this content supports:

This unit will support future subjects in Phase 3. Pupils will be able to transfer these skills into Summer 2 when pupils will be looking at target games of boules and ultimate frisbee. Pupils will be able to transfer skills such as working effectively in a team and communicating with other. Fielding and batting skills and techniques are transferable into target games.