

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - 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 best.

Prior Learning (what pupils already know and can do)

- Pupils know how to throw and catch a ball accurately.
- Pupils know how to play competitive games fairly.
- Pupils know how to back each other up when fielding.
- Pupils know how to bowl with a run up and bat with some accuracy.
- Pupils know how to work well with others and communicate effectively.
- Pupils understand rules and boundaries.

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

Cricket- Basic fielding techniques, Fielding (in/out field), Batting (Straight drive), Bowling (Pace), Scoring, Game Play.

- To know how to throw overarm and catch under pressure in modified games and know how to get into the correct positioning to field the ball (both throwing and stopping it).
- To know how to use a stance when batting and step forward into the swing and begin to aim shots on the onside and offside and around the field.
- To know how to use a bowling grip and know how to use a bowling action toward a target (wicket) with a run up to the crease.
- To know how to score runs by running to the opposite crease. Knowing when to run and when not to run and communicating with the opposite runner.
- To know and use tactics for a bowler e.g. faster and slower, shorter and longer bowls or bowls that are to the left or right of the batter.
- To know how to play games of cricket improving the accuracy of the bowling, fielding, and batting, and begin to develop team strategies.
- To evaluate team tactics focusing on fielding positions and decision making

Key Vocabulary

Agility, stamina, awareness, confidence, batting, bowling, drive, fielding, striking, straight drive, wicket, pull shot, run-up, pace, direction, spin, sweep, crease, innings, tactics, decision-making, placement, positioning

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

Cross-Curricular Links

Literacy

Use modal verbs to express advice in tactical discussions (e.g. You should aim for the offside gap.)

Apply imperative verbs when giving peer coaching feedback (Watch the ball! Step forward!)

Explore prepositions in coaching language (behind the crease, along the ground, over the stumps)

Maths

Scoring – addition, comparison, calculating run rate

Measurement – estimate distance of throws, timing deliveries, calculate average bowl speed

Science

Muscle use and body systems in fast bowling and sprinting

Heart rate and stamina tracking

Understanding the physical impact of hydration, warm-up, and recovery

Citizenship/PSHE

Decision-making under pressure

Accepting roles and outcomes (batting order, umpire decisions)

Team strategy and respectful competition

Career Opportunities:

- Professional Cricketer
- Cricket Coach (Community or Elite Level)
- Sports Psychologist
- Umpire/Match Official
- Analyst (Video/Performance)
- Cricket Journalist or Broadcaster
- Physiotherapist
- Athlete Development Manager

Role Model: Heather Knight (England Women's Cricket Captain)

Why choose Heather Knight?

- She led England to victory in the **2017 ICC Women's Cricket World Cup** at Lord's, one of the most iconic moments in modern English cricket.
- Known for her **composure under pressure**, **tactical intelligence**, and **resilience**, she is an excellent example of **female leadership in sport**.
- She is committed to **growing the women's game** and inspiring young players of all backgrounds.

Why she's a great fit for UKS2:

- She helps pupils see **inclusivity** and **gender representation** in top-level sport.
- She demonstrates that **leadership**, **teamwork**, and **strategic thinking** are key skills both on and off the pitch.

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- She embodies respect, resilience, and reflective practice — values directly mirrored in the objectives of your UKS2 cricket unit.

Session 1 – Bowling with Direction and Accuracy

LO: To develop bowling with direction and accuracy.

Objectives:

- I can bowl underarm and overarm towards the wickets.
- I can use a consistent run-up and release point.
- I can control pace and aim to target zones.
- I can work as a team to create fielding strategies.

Teaching Content:

- **Warm-up:** *Stump Aim* – Bowl at cones placed over stumps from a set distance.
- **Skill Practice:** Overarm bowling with a partner, focusing on stride and follow-through.
- **Game Scenario:** *Target Bowl* – Teams earn points for hitting target areas (wickets or zones).
- **Plenary:** What helped your bowling become more accurate? How did your team support your success?

Vocabulary: Bowl, accuracy, target, run-up, overarm

Healthy Participation:

To understand how overarm bowling strengthens the upper body and improves coordination and control.

Session 2 – Striking with Power and Placement

LO: To strike a bowled ball with control and accuracy.

Objectives:

- I can strike a moving ball using proper grip and stance.
- I can aim to hit the ball into open space.
- I can adjust my shot type based on field placement.
- I can begin to make tactical decisions with my batting partner.

Teaching Content:

- **Warm-up:** *Grip and Swing* – Practise controlled swings off tees.
- **Skill Practice:** Pairs practise striking bowled balls, aiming into gaps.
- **Game Scenario:** *Run and Hit* – Strike and run drills with partner decision making.
- **Plenary:** What decisions did you make before swinging? How did your footwork help?

Vocabulary: Strike, placement, stance, gap, decision

Healthy Participation:

To explore how technique and power combine to create effective striking, and how that develops coordination and strength.

Session 3 – Throwing for Distance and Accuracy

LO: To throw with accuracy and power over longer distances.

Objectives:

- I can throw overarm with control and accuracy.
- I can hit a moving or static target.
- I can recover quickly to support the next play.
- I can communicate and call in fielding drills.

Teaching Content:

- **Warm-up:** *Accuracy Archery* – Throw beanbags or balls into hoop zones for points.
- **Skill Practice:** Practise long throws from the boundary with correct technique and follow-through.
- **Game Scenario:** *Throw to Run Out* – Fielders retrieve and return to hit wickets to prevent scoring.
- **Plenary:** What improved your throwing accuracy? What cues helped with distance?

Vocabulary: Overarm, distance, recovery, throw, return

Healthy Participation:

To understand how flexibility and strength work together in throwing, and why technique prevents injury.

Session 4 – Tactics and Fielding in Teams

LO: To develop fielding tactics and awareness in game scenarios.

Objectives:

- I can anticipate where the ball will go and react quickly.
- I can choose the right throw for the situation.
- I can support my teammates by backing up and communicating.
- I can reflect on my positioning and decisions.

Teaching Content:

- **Warm-up:** *Quick Field* – Balls rolled randomly – react, field and return quickly.
- **Skill Practice:** Work in fielding trios to cover space, communicate, and rotate.
- **Game Scenario:** *Field the Hit* – Batters try to place, fielders use tactics to stop and return.
- **Plenary:** What helped your team cover more ground? What tactics did you use?

Vocabulary: Anticipate, support, position, react, cover

Healthy Participation:

To understand how teamwork improves performance and how movement increases heart rate, building stamina and resilience.

Session 5 – Running Between the Wickets and Tactical Decisions

LO: To work with a partner to make decisions about when to run.

Objectives:

- I can run with my partner between cones or wickets.
- I can decide when it is safe to run or when to stay.
- I can communicate clearly and quickly during play.
- I can use tactical awareness to gain an advantage.

Teaching Content:

- **Warm-up:** *Run/No Run* – Teacher rolls ball, pairs react and run or stay based on visual cues.
- **Skill Practice:** Batting pairs make decisions after hitting – aim for quick singles or stay.
- **Game Scenario:** *Mini Game 4v4* – Batters try to score while fielders aim to prevent runs.
- **Plenary:** What helped you make quicker decisions? What role did your partner play?

Vocabulary: Decision, call, run, wicket, safe

Healthy Participation:

To understand how communication and quick thinking help players stay safe and succeed under pressure.

Session 6 – Tournament and Tactical Review

LO: To apply skills in a competitive match and reflect on performance.

Objectives:

- I can contribute to my team using striking, bowling and fielding skills.
- I can keep track of scores and rotate roles fairly.
- I can review my performance using key vocabulary.
- I can show respect and encouragement for teammates and opponents.

Teaching Content:

- **Warm-up:** *Fielding Circuit* – Pupils rotate through catching, throwing, striking and reacting stations.
- **Skill Practice:** Pupils practise weak areas identified in warm-up.
- **Game Scenario:** *Cricket Tournament* – Teams rotate through games with live scoring.
- **Plenary:** What skill are you most proud of? What's your next goal in cricket?

Vocabulary: Reflect, rotation, performance, score, respect

Healthy Participation:

To reflect on how being active through cricket supports mental health, cooperation, and the development of self-discipline

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 crown green boule and tri golf. 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.