

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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</li> </ul>	Out	Is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team.	Wicket Keeper	Like a back stop in rounders but stands behind the stumps in cricket.	Maths—counting and adding scores. English—vocabulary. Specific words and phrases used. Science—how exercise can effect the body, functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map. PSHE—team work, social skills,, leadership, health and wellbeing.
	Fielder	A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.	Batting	Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.	

Lessons Sequence	Key Knowledge/Substantive Knowledge	Disciplinary Knowledge / Skills
1. To know and understand what batting and fielding is.. 2.To demonstrate an understanding of batting and fielding.	Pupils will understand the objective of each team; batting and fielding.	Pupils throw overarm. Pupils catch. pupils return the ball to a target. Pupils (the batter) can identify spaces and strike (throw) the ball towards it. Pupils understand the concept of batting. Pupils understand the concept of fielding
1. To know and understand how to throw effectively overarm. 2.To demonstrate an effective overarm throwing technique.	Pupils will develop an understanding of how, when and why to throw a ball overarm with power and distance . Side on, opposite arm to opposite foot, arm high, elbow as high as your shoulder, extend the throwing arm.	Pupils know how to throw overarm . Pupils throw overarm. Pupils stop the ball and return the ball to the bowler or wicketkeeper .Pupils stop the ball with their hands.
1. To know and understand how to throw effectively underarm. 2.To demonstrate an effective underarm throwing technique.	Pupils will develop an understanding of how to throw a ball accurately underarm. Opposite arm to opposite foot, Use non throwing arm to aim.	Pupils know how to throw underarm. Pupils throw underarm. Pupils return the ball to the target. Pupils stop the ball with their hands.
1. To know and understand how to catch using an effective technique. 2. To demonstrate how to catch using an effective technique.	Pupils will develop an understanding of how to catch in different ways. Eyes track the ball, head still, balanced body position	Pupils demonstrate how to catch. Pupils catch. Pupils show they are ready to catch. Pupils adjust their body and hand position when catching a high ball compared to a low ball.
1.Toknow and understand how to strike a ball with intent away from fielders to score runs . 2. To demonstrate an understanding of striking the ball with intent away from fielders to score runs .	Pupils will learn why they need to strike the ball with intent to score runs. Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.	Pupils hold the bat safely. Pupils strike the ball with intent. Pupils direct the ball away from fielders. Batters can identify spaces and strike the ball towards it. Pupils hit the ball on both sides of their bodies
1. To know and understand how the sequence of learning can be applied to mini games. 2. To demonstrate an understanding of the sequence of learning and apply it to mini games.	This suggested sequence of learning focuses on the competition between the individual batter and the fielders.	Pupils throw overarm. Pupils can return the ball to the target. Pupils can throw underarm. Pupils can stop the ball and return the ball to the bowler or wicketkeeper. Pupils can catch. Pupils strike the ball with intent. Pupils direct the ball away from fielders. Pupils hit the ball on both sides of their bodies.

Themes		Diversity in the Curriculum
Fielding (throwing and catching)	Pupils begin to demonstrate that they can catch a tennis ball, with two hands using the correct technique, when fielding. Pupils begin to demonstrate that they can throw a tennis ball underarm and overarm accurately with their dominant hand using the correct technique, when fielding.	Highlight the success that teams of BAME backgrounds have had e.g. India winning the world cup in 2011, Pakistan winning the T20 world cup in 2009.  Highlight significant successes within the female game e.g. England women winning the world cup in 2009 and 2017.  Sachin Tendulkar or the Little Master is a former Indian cricketer and the highest run scorer of all time in international cricket. He is the only player to have scored one hundred international centuries.
Batting	Children begin to understand and demonstrate how to hit a ball with the correct technique away from fielders to score runs.	
Bowling	Children understand and demonstrate the ability to bowl underarm with the correct technique.	
Evaluation	To say what they did well and how they could improve.	

Outcome	Character Traits	Stickability	WOW
Be able to apply or more of the basic elements of batting, fielding and wicket keeping in a different practices.	Ambitious Curious Resilient Respectful	Exploring and experiencing new skill sets, achieving success and the learning that takes place with that.	Being outside, using various pieces of equipment which they would not have regular access to leading to possible chances to attend clubs and competitions.

## Curriculum Objectives

- 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

## Vocabulary

Batting Crease	A horizontal line which is in front of the stumps, where a batter normally stands.	Wicket Keeper	Like a back stop in rounders but stands behind the stumps in cricket.
Runs	These are the equivalent of points for the batting team	Long Barrier	is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, but positioning their body in line with the ball just in case they miss the ball with their hands.
Bowler	Using an overarm or underarm technique, to propel a ball towards the batter, typically in such a way that the ball bounces once .		

## Links Across the Curriculum

Maths—counting and adding scores.  
 English—vocabulary. Specific words and phrases used.  
 Science—how exercise can effect the body, functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.  
 PSHE—team work, social skills,, leadership, health and wellbeing.

## Lessons Sequence

- To know what batting and fielding can look like.
  - To refine and demonstrate batting and fielding techniques.
- .To explain some aspects of the bowling techniques.
  - To refine and demonstrate one of the bowling techniques.
- To explain one or more ways of stopping and returning the ball.
  - To refine and demonstrate one or more ways of stopping and returning the ball.
- To explain one or more ways of retrieving and returning the ball to prevent the batters from scoring runs.
  - To refine and demonstrate one or more ways of retrieving and returning the ball to prevent batters from scoring runs.
- To explain how, where and why we need to strike the ball to score runs.
  - To refine and demonstrate how, where and why we strike the ball to score runs.
- To explain how to play small games of pairs cricket
  - To refine and demonstrate playing a game of pairs cricket.

## Key Knowledge/Substantive Knowledge

Pupils should apply their developing knowledge and understanding of batting (where and why they are striking the ball to score runs) and fielding (how can they prevent the batters from scoring runs) to achieve the learning objective. Pupils will understand where, when and why they can apply different physical and cognitive skills when they are batting or fielding

Explore different ways of bowling underarm. Pupils will explore different ways of bowling underarm applying them into mini games to prevent the batters from scoring runs .

Pupils will learn different ways of returning the ball to the bowler or wicketkeeper, developing an understanding of why they need to do this quickly and accurately to prevent the batters from scoring runs. Pupils will learn how to stop the ball (barrier) when a batter strikes the ball towards them. Develop pupils understanding of returning the ball to stop the batter from scoring.

Pupils will develop different way of retrieving and returning the ball, developing an understanding of why they need to do so quickly.

Pupils will continue to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.

This suggested sequence of learning focuses on the competition between the batting pair and the fielders. Ask pupils to show you what they have learnt from the unit of work consolidating the sequence of learning .

## Disciplinary Knowledge / Skills

Pupils can throw overarm. Pupils can catch. Pupils can return the ball to a target. Pupils stop the ball with their hands. Pupils can strike the ball with intent.

Pupils can bowl underarm. Pupils can vary the speed when bowling underarm. The bowler can bowl the ball on the opposite side to which the batter is striking the ball.. Pupils can aim when they are bowling .

Pupils can stop the ball with their hands?. Pupils can throw underarm. Pupils can throw overarm. Fielders can pick the ball up cleanly. Fielders move towards the ball.

Pupils run after the ball once it goes past them. Pupils pick the ball up with their throwing hand. Pupils understand why they have to retrieve the ball quickly.

Pupils can hold the bat safely. Pupils strike the ball with intent. Pupils direct the ball away from fielders. Batters identify spaces and strike the ball towards them.

**Pupils can** bowl underarm. Pupils vary the speed when bowling underarm. Pupils can throw overarm. Pupils can catch. Pupils strike the ball with intent. Pupils direct the ball away from fielders.

## Themes

Fielding (throwing and catching)	Develop ways to stop, retrieve and return the ball back to the bowler or wicket keeper. Pupils to demonstrate that they can catch a tennis ball, with two hands using the correct technique, when fielding. Pupils demonstrate that they can throw a tennis ball underarm and overarm accurately with their dominant hand using the correct technique, back to the bowler or wicker keeper.
Batting	Children understand and demonstrate how to hit a ball, with increasing accuracy, using the correct technique, away from fielders to score runs on both sides of their body.
Bowling	Children understand and demonstrate the ability to bowl underarm accurately with the correct technique.
Evaluation	To say what they did well and how they could improve.

## Diversity in the Curriculum

Highlight the success that teams of BAME backgrounds have had e.g. India winning the world cup in 2011, Pakistan winning the T20 world cup in 2009.

Highlight significant successes within the female game e.g. England women winning the world cup in 2009 and 2017.

Baroness Rachael Heyhoe Flint was a pioneer for women's cricket. Flint led England to their first World Cup victory in 1973. Did you know that Flint was the first women to hit a six in a test match!

Outcome	Character Traits	Stickability	WOW
Be able to apply basic elements batting, bowling, fielding and wicket keeping in a small sided, competitive game.	Ambitious Curious Resilient	Exploring and experiencing new skill sets, achieving success and the learning that takes place with that.	Being outside, using various pieces of equipment which they would not have regular access to leading to possible chances to attend clubs and competitions.

Curriculum Objectives	Vocabulary			Links Across the Curriculum
<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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</li> </ul>	Wide	A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit.	Wicket Keeper	Like a back stop in rounders but stands behind the stumps in cricket.
	Bye	A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.	Attack the ball	To run towards the ball when fielding.
	No Ball	A no ball is an unfair delivery bowled by the bowler that is either: dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.	Run Out	A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.
<p>Maths—counting and adding scores.</p> <p>English—vocabulary. Specific words and phrases used.</p> <p>Science—how exercise can effect the body, functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.</p> <p>PSHE—team work, social skills,, leadership, health and wellbeing.</p>				

Lessons Sequence	Key Knowledge/Substantive Knowledge	Disciplinary Knowledge / Skills
1.To explain how to refine batting and combine simple batting tactics in mini games and begin to understand the components of effective performance. 2. To combine and apply skills to mini games and to analyse their peers performance.	Pupils should apply their developing knowledge and understanding of batting (where and why they are striking the ball to score runs).  Pupils will learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs . Focus on bowling with accuracy and control. HA can bowl overarm.	Pupils can hit the ball on both sides of their bodies into space away from fielders. Pupils can direct the ball away from fielders into space, varying the speed and angles at which they strike the ball.
1.To explain how to refine bowling and combine simple bowling tactics in mini games and begin to understand the components of effective performance. 2. To combine and apply bowling skills to mini games and to analyse their peers performance.	As the focus of learning is on fielding, condition the game so that if the batter strikes the ball they must attempt to make a run. This will increase the opportunities fielders have of returning the ball under pressure, creating more, 'run out,' chances. Pupils should apply their developing knowledge and understanding of fielding.	Pupils can bowl accurately and consistently. Pupils can vary the way they bowl depending on who is batting. The bowler and fielders work together to outwit the batter.
1.To explain how to refine and combine skills to fielding skills; catching, stopping and throwing techniques and begin to understand the components of effective performance. 2. To combine some of the fielding techniques and to analyse their peers performance.	Each team should be allowed time to create their bowling and fielding tactics before applying them to the games. During each over, (rotation between bowlers), pupils should be given time to evaluate and make suggestions as to how they can improve their bowling and fielding tactics. Ask pupils what tactics their team are applying and do they understand what their role is within their team.	Fielders return the ball quickly and accurately? Pupils can throw overarm with accuracy and over a long distance. Pupils attack the ball when fielding.
1. To explain how to refine and combine fielding to prevent the batters from scoring runs and begin to understand the components of effective performance. 2. To combine a variety of fielding techniques and to analyse their peers performance.	Structure the game as suggested in sequence of learning part 1. This time each pair only have a limited number of wickets (1, 2 or 3 depending on their ability). Ask pupils if this will change the way that the batters approach the game. How will they adapt to this situation? Even though the focus of learning is on the batters, what tactics will the fielders and bowler create and apply.	Pupils can vary the way they bowl depending on who is batting. Pupils can vary the way they are bowling depending on the game situation. Pupils can bowl accurately and consistently. Pupils attack the ball when fielding.
1. To explain how to refine and combine batting techniques in order to score runs and begin to understand the components of effective performance. 2. To combine a batting technique and tactics in order to score runs and to analyse their peers performance.	Structure the game as suggested in sequence of learning part 4. Ask pupils to show you what they have learnt from the unit of work consolidating the sequence of learning. Ability set the groups to add appropriate challenge.	Pupils can direct the ball away from fielders into space, varying the speed and angles at which they strike the ball. Pupils change the way they are batting, depending on the game situation. Pupils apply pressure to the fielders when batting.
1.. To explain how to refine and combine batting, bowling and fielding techniques into mini games and to begin to understand the components of effective performance. 2. To combine batting, bowling and fielding techniques into mini games and to analyse their peers performance.		The fielders can return the ball quickly and accurately. Pupils can hit the ball on both sides of their bodies into space away from fielders. Pupils can direct the ball away from fielders into space, varying the speed and angles at which they strike the ball

Themes		Stickability	Character Traits	Diversity in the Curriculum
<i>Tactics</i>	Pupils are beginning to can create, evaluate, adapt and execute simple batting, bowling and fielding tactics effectively.	Exploring and experiencing new skill sets, achieving success and the learning that takes place with that.	Ambitious Curious Resilient	Highlight the success that teams of BAME backgrounds have had e.g. India winning the world cup in 2011, Pakistan winning the T20 world cup in 2009.
<i>Fielding (throwing and catching)</i>	Pupils can space themselves effectively to stop, retrieve and return the ball back to the bowler or wicket keeper. Pupils to demonstrate that they can catch a tennis ball, with two hands using the correct technique, when fielding over a range of distances. Pupils begin to demonstrate that they can throw a tennis ball underarm and overarm accurately with their dominant hand using the correct technique, back to the bowler or wicket keeper, over a range of distances. Pupils beginning to can catch a tennis ball with one hand and use non-dominant hand to throw. Pupils are beginning to adapt their fielding set up depending on the other team's batter.			Highlight significant successes within the female game e.g. England women winning the world cup in 2009 and 2017.
<i>Batting</i>	Children understand and begin to demonstrate how to hit a range of shots (pull shot, straight drive and cover drive), with increasing accuracy and power, using the correct technique, into spaces and away from fielders to score runs. Pupils are beginning to adapt their batting shots depending on the other team's bowling and fielding.	Be able to apply elements batting, bowling, fielding and wicket keeping in a small sided, competitive game.		Sir Don Bradman was an Australian cricketer, and is widely acknowledged as the greatest batsman of all time. When Bradman retired from international cricket in 1948 he had a test batting average of 99.94!
<i>Bowling</i>	Children understand and demonstrate the ability to bowl underarm accurately and with pace using the correct technique. Pupils begin to bowl overarm effectively. Pupils are beginning to adapt their bowling technique depending on the other team's batter.			
<i>Evaluation</i>	To be able to tell another child what they did well and how they could improve.	Being outside, using various pieces of equipment which they would not have regular access to leading to possible chances to attend clubs and competitions.		

## Curriculum Objectives

- 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.

## Vocabulary

Over	An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler.	Wicket Keeper	Like a back stop in rounders but stands behind the stumps in cricket.
Batting Crease	A horizontal line which is in front of the stumps, where a batter normally stands.	Attack the ball	To run towards the ball when fielding.
Six Runs	The batter scores six runs if the ball crosses the boundary in the air not having touched the ground.	Four Runs	The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first.

## Links Across the Curriculum

Maths—counting and adding scores.  
 English—vocabulary. Specific words and phrases used.  
 Science—how exercise can effect the body, functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

## Lessons Sequence

- 1.To explain the components of effective performance and how they apply to batting and analyse their own performance.  
 2. To apply and combine components of effective performance when performing batting and when to adapt their performance as a result of their own self-evaluation.
- 1.To explain the components of effective performance and how they apply to fielding and their tactics and analyse their own performance.  
 2. To apply and combine components of effective performance when performing fielding and when to adapt their performance as a result of their own self-evaluation.
- 1.To explain the components of effective performance and how they apply to bowling and their tactics and analyse their own performance.  
 2. To apply and combine components of effective performance when bowling and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how they apply to bowling, batting and fielding and their attacking tactics and analyse their own performance.  
 2. To apply and combine components of effective performance when performing botting, bowling and fielding and when to adapt their performance as a result of their own self-evaluation.
- 1.To explain the components of effective performance and how they apply to bowling, batting and fielding and their defensive tactics and analyse their own performance.  
 2. To apply and combine components of effective performance when performing botting, bowling and
- 1.To explain the components of effective performance and how they apply to bowling, batting and fielding and their tactics and analyse their own performance.  
 2. To apply and combine components of effective performance when performing botting, bowling and fielding and when to adapt their performance as a result of their own self-evaluation.

## Key Knowledge/Substantive Knowledge

As the focus of learning is on the batting side question the team batting on how they are going to approach their innings

As the focus of learning is on fielding, introduce and apply fielding restrictions into the game. These can be differentiated depending on pupils' ability. Even though the focus of learning is on fielding, question the batting side on the tactics.

As the focus of learning is on bowling, introduce and apply fielding restrictions which limit where fielders are allowed to start so to test the capabilities on

During this sequence of learning, "attacking," means ways of winning the game. Structure the game as suggested in sequence of learning part 1, applying a scenario to each game. Fielding restrictions can be applied as suggested in sequence of learning

During this sequence of learning. "defensive" means ways of not losing the game. Structure the game as suggested in sequence of learning part 4, applying a scenario (see appendix for example scenarios) to each game. Fielding restrictions can be applied as suggested in sequence of learning part 2 or 3 based upon the pupils ability.

Structure the game as suggested in sequence of learning part 1. Ask pupils to show you what they have learnt from the unit of work consolidating the sequence of learning. Ability set the groups to add appropriate challenge.

## Disciplinary Knowledge / Skills

Pupils direct the ball away from fielders into space, varying the speed and angles at which they strike the ball. Pupils change the way they are batting depending on the game situation.

Fielders can return the ball quickly with increased accuracy. Pupils can throw overarm with accuracy and over a long distance. Pupils attack the ball when fielding. Pupils change where they are fielding depending on where the batter is striking the ball.

Pupils can bowl accurately and consistently. Pupils use different ways of bowling? i.e. fast, slow or spinning the ball. Pupils can vary the way they bowl depending on who is batting.

Pupils can use different ways of bowling i.e. fast, slow or spinning the ball. Pupils hit the ball on both sides of their bodies into space away from fielders. Pupils direct the ball away from fielders into space, varying the speed and angles at which they strike the ball. Pupils vary the way they bowl depending on who is batting.

Pupils can use different ways of bowling i.e. fast, slow or spinning the ball. Pupils can bowl accurately and consistently. Fielders can return the ball quickly and accurately. Pupils hit the ball on both sides of their bodies into space away from fielders. Pupils direct the ball away from fielders into space, varying the speed and angles at which they

## Themes

Tactics	Pupils can create, evaluate, adapt and execute simple batting, bowling and fielding tactics effectively.
Fielding (throwing and catching)	Pupils can space themselves effectively to stop, retrieve and return the ball back to the bowler or wicket keeper with increased speed and accuracy. Pupils to demonstrate that they can catch a tennis ball, with hands using the correct technique, when fielding over a range of distances. Pupils begin to demonstrate that they can throw a tennis ball underarm and overarm accurately with their dominant hand using the correct technique, back to the bowler or wicket keeper, over a range of distances. Pupils can catch a tennis ball with one hand and use non-dominant hand to throw. Pupils adapt their fielding set up depending on the other team's batter.
Batting	Children understand and demonstrate how to hit a range of shots (pull shot, straight drive and cover drive), with increasing accuracy and power, using the correct technique, into spaces and away from fielders to score runs. . Pupils adapt their batting shots depending on the other team's bowling and fielding.
Bowling	Children understand and demonstrate the ability to bowl underarm accurately and with pace using the correct technique. Pupils bowl overarm effectively with accuracy. Pupils are able to adapt their bowling technique depending on the other team's batter.
Evaluation	To be able to tell another child what they did well and how they could improve.

## Stickability

Exploring and experiencing new skill sets, achieving success and the learning that takes place with

## Character Traits

Ambitious, curious and resilient.

## Outcome

Be able to apply batting, bowling, fielding and wicket keeping in a small sided, competitive game.

## WOW

Being outside, using various pieces of equipment which they would not have regular access to leading to possible chances to attend clubs and competitions.

## Diversity in the Curriculum

Highlight the success that teams of BAME backgrounds have had e.g. India winning the world cup in 2011, Pakistan winning the T20 world cup in 2009.

Highlight significant successes within the female game e.g. England women winning the world cup in 2009 and 2017.

West Indian cricketer Brian Lara holds the record for the most runs scored, 400 in a mens Test Match. Kiran Baluch from Pakistan holds the record for the most runs scored in an innings, 242 in a women's Test Match.