

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A 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

Y5 skill

*To link together a range of skills and use in combination.

*To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.

*To collaborate as a team to choose, use and adapt rules in games.

Y6 skill

*To apply with consistency standard cricket rules in a variety of different styles of games.

*To attempt a small range of recognised shots in isolation and in competitive scenarios.

*To use a range of tactics for attacking and defending in role of bowler, batter and fielder.

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

Session 1

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Skills: I can....

Dodge

Be aware of my environment and others

Knowledge: I know...

To travel with my head up.

Assessment: I can....

Reads the play; and shows tactical awareness when performing across the curriculum.

Session 2

Skills: I can....

I can adopt sideways on positions to receive the ball

User the full width of the pitch

Knowledge: I know...

That I get a better view of the whole pitch when I get wide and sideways on.

That sometimes it is better to go backwards with the ball if nobody is free forwards

Assessment: I can....

Demonstrates a range of leadership skills and is happy to take the initiative

Session 3

Skills: I can....

Overlap and underlap

Make runs which overload the other team's defence

Knowledge: I know..

When to attack and when not to

How to create space for my teammates

Assessment: I can....

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

Session 4

Skills: I can....

Defend one on one

Track an opponent playing man to man

Adopt a low press and defend a zone

Knowledge: I know...

The importance of defending as a team

That I need to be alert in defence and always have one eye on the ball and one on my opponent.

That there are different ways to defend

Assessment: I can....

Reads the play; and shows tactical awareness when performing across the curriculum.

Session 5

Skills: I can....

Pass attackers on to other defenders when they run across the pitch.

Come off my line, if I am in goal, to narrow the angle

Knowledge: I know...

Some strategies to cope with having fewer players than my opponents by having good shape and discipline

That a goalkeeper can play as an additional defender if they are alert and prepared to come off their line

Assessment: I can....

Demonstrates a range of leadership skills and is happy to take the initiative

Session 6

Skills: I can...

Make diagonal runs to confuse defenders

I can be mobile and fluid in my attacking and not stick rigidly to one position

Knowledge: I know..

How to make use of extra players

To communicate with my fellow attackers to confuse defenders

Assessment: I can....

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

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

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.