

## Grade 3 Striking and Fielding Games: Cricket (6 weeks)

| Lesson Objective  | Warm - Up  | Main Theme   | Key Questions/<br>Differentiation  | Cool-down/Evaluation  |
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| <p><b>Lesson 1:</b><br/>To develop fielding and throwing skills</p> <p><b>Resources:</b><br/>Cricket bat<br/>Stumps<br/>Cones<br/>Tennis Ball</p> | <p><u>Traffic lights game.</u><br/>Students to move around area in different ways (skipping, walking, jogging, crawling, lunging etc).<br/>Teacher to stand at the side and hold up cones.<br/>Red – Students stop<br/>Orange – Students slow down<br/>Green – Students speed up<br/>Blue – Students change direction.</p>   | <p>Teacher demonstrates how to catch a ball using both hands (<i>cupped hands, inline with ball</i>)</p> <p><b>Activity 1</b><br/>Working in pairs students to throw the ball over a short distance (under arm). Students to move a greater distance apart and practice throwing over arm.</p> <p>Teacher demonstrates how to stop a ball (<i>Get low to the ground behind the oncoming ball, cupped hands on the ground to receive the ball, get in line with a ball to stop it.</i>)</p> <p><b>Activity 2</b><br/>Students to roll the ball along the ground to each other and practice stopping a moving ball. Throw back to partner.</p> <p><b>Activity 3</b><br/>Students to play a game of kick cricket (same as kwik cricket) with small sponge ball to apply stopping and throwing skills.</p> | <p><b>What are different ways of throwing a ball?</b><br/><b>When might we need to use an over arm throw?</b></p> <p><b>Skilled students to have one hand behind their back. Can they throw and catch using just one hand?</b></p> <p><b>Teacher/Educational Assistant to support students who are struggling to catch ball.</b></p> | <p>Students to skip or jog slowly in given area. Teacher to shout freeze. Teacher taps each student on the shoulder and they join the line.</p> |
| <p><b>Lesson 2:</b><br/>To grip and use a bat correctly</p> <p><b>Resources:</b><br/>Cricket bat<br/>Stumps<br/>Cones<br/>Tennis Ball</p>         | <p>Students to move around area in different ways.<br/>Teacher to say a number and students to respond.</p> <ol style="list-style-type: none"> <li>1. Star jump</li> <li>2. Touch the ground</li> <li>3. Run on the spot</li> </ol> <p>(Say numbers using a fast pace)</p> <p>Students to play <u>scarecrow tag</u>.<br/>Choose 3 students to be IT and change when necessary.</p> | <p>Teacher demonstrates how to hold a cricket bat correctly.<br/>Show poor model of standing in front of the wickets.<br/>Teacher demonstrates how to hit a ball correctly (<i>stand sideways in front of wicket, look at the ball, transfer weight from back to front foot, swing through and hit</i>)</p> <p><b>Activity 1</b><br/>Students to work in groups of 5 (1 bat, 3 balls, 1 wicket)<br/>1 batter, 3 bowlers, 1 wicket keeper<br/>Bowlers take it in turns to bowl to the batter. Batter to hit the ball back to the bowler. Swap roles every 2 minutes.</p>  | <p><b>For more skilled students ask them to think about different hitting styles with focus on footwork</b><br/><b>i.e.: If bowl is dropping short then can move forward to hit the ball.</b></p> <p><b>Ask more skilled students to 'buddy up' with someone who is struggling to understand correct grip and stance.</b></p>        | <p>Teacher leads students through stretches, whilst carrying out evaluation. What is it important to remember when hitting a ball?</p>          |

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|   |   | <p><b>Activity 2</b><br/>Students to work in groups of 5 (1 bat, 1 ball, 1 wicket) 1 batter, 1 bowler, 1 wicket keeper, 2 fielders. Same as before but to hit towards fielders who are spread out.</p>   |   |  |
| <p><b>Lesson 3</b><br/>To put skills into a match situation</p> <p><b>Resources:</b><br/>Cricket bat<br/>Stumps<br/>Cones<br/>Tennis Ball</p> | <p><b>Why is stretching important? What muscles will be important to stretch? Why?</b></p> <p>Teacher led stretching</p> <p><u>Catching relay</u> – in groups spread out in a line with about 5 metres between each student.<br/>Students throw the ball down the line until it gets to the last person. Last person runs and joins end of the line and everyone moves up. Keep going until students are back in original spot!</p> | <p>Explain to students that they will be using their skills in a match situation. Recap skills learnt. Teacher to model correct grip.</p> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>• Student to be split into three teams</li> <li>• One team bats whilst other two teams field</li> <li>• Students take it in turns to bat</li> <li>• If a student hits a ball they must run</li> <li>• They can run to cone 1 for 1 run or to cone 2 for 2 runs.</li> <li>• Fielders try to get the ball back to bowler he continues to bowl</li> <li>• Students are out if they are caught or if bowler hits the wicket.</li> </ul>   | <p><b>How to we hold a bat?</b></p> <p><b>Why are rules important?</b></p> <p><b>What tactics can we use? Where is it best to hit the ball?</b></p> <p><b>Why is it important to spread out when fielding?</b></p> <p><b>During game praise children who find space when hitting.</b></p> | <p>Who performed well? - <b>WOWs</b><br/>What tactics did they use?<br/>Batting/fielding</p> |
| <p><b>Lesson 4</b><br/>To put skills into a match situation</p> <p><b>Resources:</b><br/>Cricket bat<br/>Stumps<br/>Cones<br/>Tennis Ball</p> | <p><b>Why is stretching important? What muscles will be important to stretch? Why?</b></p> <p>Students led stretching</p> <p><u>1 minute challenge</u> – In groups; how many catches you can you complete without dropping the ball?</p>  | <p>Explain to students that they will using their skills in a different match situation.</p> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>• Students to be split into three teams.</li> <li>• Each team given 10 minutes to bat.</li> <li>• To score 1 run batter must hit the ball and run to the cone where the bowler is standing.</li> <li>• If they miss the ball they still have to run and can score 1 run</li> <li>• Fielding team need to get the ball back to the bowler as quickly as possible.</li> <li>• If batter doesn't get to the cone before the ball gets to the cone they lose 2 runs.</li> <li>• If the ball is bowled and it hits the wicket they lose 2 runs</li> <li>• If they hit the ball and it is caught they lose 2 runs</li> </ul> | <p><b>How can we adapt the game from last week?</b></p> <p><b>What tactics were useful last week?</b></p>   | <p>Which game did you prefer?<br/>How could we make these games better?</p>                  |

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|  |  | <ul style="list-style-type: none"> <li>Once a batter has taken a shot they return to the back of the line and await their next go</li> </ul>   |   |  |
| <b>Lesson 5</b><br>To organise and take part in a cricket tournament<br><br><b>Resources:</b><br>Cricket bat<br>Stumps<br>Cones<br>Tennis Ball | <b>Why is stretching important?</b><br><b>What muscles will be important to stretch? Why?</b><br><br>Students led stretching | Ask students to consider the two games they have played in previous weeks.<br><b>Which one did they prefer? Why?</b><br><br>Explain to students that they will be taking part in a cricket tournament.<br><b>Which game would they prefer to play?</b><br><b>Do we need to change or adapt any of the rules?</b><br><br>Establish rules.<br>Explain that the tournament will be played using three teams. <b>How could we organise it?</b> |   | How does your body feel after batting?<br>How does it feel after fielding?<br>Is there any difference? |
| <b>Lesson 6</b><br>To organise and take part in a cricket tournament<br><br><b>Resources:</b><br>Cricket bat<br>Stumps<br>Cones<br>Tennis Ball | <b>Why is stretching important?</b><br><b>What muscles will be important to stretch? Why?</b><br><br>Students led stretching | Remind students of rules and progress from last lesson.<br><br>Continue with tournament.   | <b>What good tactics can you remember from last week?</b> | Self evaluation<br>What have you learnt?<br>What can you improve on?                                   |

**Unit Objectives:**

- to consolidate and develop the range and consistency of their skills in striking and fielding games
- to choose and use a range of simple tactics and strategies
- to keep, adapt and make rules for striking and fielding games
- to recognise how specific activities affect their bodies
- to begin to understand the importance of warming up
- to recognise good performance and identify the parts of a performance that need improving