

Year 5 – Term 6

Has the time come to trust machines more than humans?

PE - Cricket



National Curriculum Links:

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
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Essential Prior Learning:

Mastered basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities .
 Participate in team games, developing simple tactics for attacking and defending.

Progression in Skill:

When batting, angle the bat with the intention of aiming the ball in different directions.
 Develop the skill of overarm bowling, concentrating on alignment, direction and balance.
 Catch a ball bowled/hit over different distances.
 Cricket uses a hard ball so protective clothing is worn.

By playing the different roles (bowler, fielder, batter) in cricket, the whole body will be used – especially hips and shoulders, so it is important to warm up effectively.

Fielders place themselves around the field according to where they think the ball will be hit, in order to catch their opponent out; compare this to rounders.

Rachael Heyhoe-Flint put together the first women’s cricket world cup; campaigned for women to be allowed to become members of MCC; played in 22 test matches, never losing a match as captain

Long-term Memory Knowledge:

Demonstrate how changing the angle at which the bat is facing will change the direction the ball travels.
 Bowl a ball overarm in the direction in which you want it to go.
 Catch a ball that has been bowled/hit from a short and a long distance.
 Explain the importance of wearing protective clothing when playing cricket.
 Name the different roles in a cricket team and which body parts each predominantly uses.
 Explain why fielders stand in particular places around the field.
 Talk about some of Rachael Heyhoe-Flint’s achievements.

Key Vocabulary

| | |
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| cricket bat | a wooden club, shaped like a paddle, that players use to hit the cricket ball in the game of cricket |
| cricket ball | a round, hard object used in the sport of cricket. It's typically made of leather, with a seam on the outside |
| bowler | the player on the fielding team who throws the ball towards the batsman |
| stumps | three vertical posts that support the bails and form the wicket. |

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| ball | one of the two small pieces of wood that lie on top of the stumps to form the wicket |
| boundary | the perimeter of a playing field |
| batter | person who hits the ball with a bat to score runs and prevent the loss of one's wicket. |

Progression in Resources:

bat, ball, wicket, stumps, bails

Relevance

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| Now | Children join a cricket team or play cricket with their families. Children develop an awareness of how to improve scoring runs by angling the bat when hitting. Children develop an awareness of how to prevent the other team scoring by noticing gaps in fielding, and throwing and catching with accuracy to get the other team out. |
| Future | Children participate in team games in secondary school and beyond, appreciating that they can develop their personal and teamwork skills. |
| Aspiration | Pursue a career in professional sport as an athlete, coach, referee or strength and conditioning support. Be able to clearly explain the benefits of physical activity to their children. |