

| Curriculum area | Topic | Year | Session Number | Skill |
|----------------------|---------|------|----------------|------------------|
| Strike & Field Games | Cricket | 3/4 | #3 | Fielding Session |

Equipment

- Cricket/tennis balls
- Cones for set up
- Bibs
- Cricket stumps

Learning Objective

- To return the ball quickly and accurately using correct techniques
- To learn the different cricket positions

Success Criteria

- I know the different roles in cricket
- I can use the long barrier to stop the ball.
- I can collect and throw the ball smoothly.

Key words

- Fielders
- Wicket keepers
- Short barrier
- Long barrier

Preparation Ideas/Warm Up

Knows The Roles

Use 4 cones/markers of different colours in each corner of the area. Explain that each corner is a role in cricket:

- >1 corner is fielder
- >1 corner is batter
- >1 corner is bowler
- >1 corner is wicket keeper

The children will move around the area in a creative way. This could be jogging, sidesteps, running backwards, skipping, hopping etc. When the teacher shouts out one of the roles, the children must move to that corner.

Skill Development

Short and long barrier

Get the children into pairs and ask them to stand around 5m apart with a ball between them. The partner with the ball will roll the ball along the floor to their partner who must create a short or long barrier and collect the ball in two hands before rolling it back to their partner who will do the same

Progression:

- >Increase the distance between the groups
- >Get the player with the ball to roll the ball to the side so that those fielding need to move to the side

before getting into position

Hit the wicket

Get the children into even groups with a ball and a set of wickets. The team line up to the side of the stumps with one person acting as the wicket keeper behind the stumps. One fielder will position themselves at a distance away from the wicket keeper.

The wicket keeper rolls the ball out to the fielder who will use a short or long barrier to stop the ball, and then throw the ball towards the wicket. If they hit the wicket, they get a point. Once they have been the fielder, they become the wicket keeper and the wicket keeper joins the back of the fielding queue.

Progression:

>Increase the distance between the fielder and the wickets.

>Place the fielder at different angles to the wickets to make it more challenging to hit the wickets.

Game

HOWZAT!

Split the groups into even teams. 2 teams will play each other in an area with a set of wickets at either end of the area. The idea is for the team to get the ball to their opponent's wickets and hit the wickets whilst defending their own wickets.

They can only use underarm technique to roll the ball, using the short and long barrier to stop the ball. 1 point awarded for hitting the wicket.

Teaching points

- Short barrier – Turn the foot sideways and place it behind the ball with hands in front to collect the ball. If you miss the ball with your hands, the foot should act as a barrier. This can be done if the ball is rolling slowly
- Long barrier – Bend one knee (using the back leg) down towards the floor to again act as a barrier. This surface area is larger so is harder for the ball to get through. This can be done if the ball is rolling more quickly.
- Get the children to understand when each of the barriers should be used when playing a game. The short barrier should be used either when the ball is travelling slowly or when you need to quickly run out a player. The long barrier should be used when the ball is travelling quicker and you are at risk of missing the ball

Key Questions

- Can we name the two types of barriers?
- Can we name the positions on the cricket pitch and the role of each player?
- When should we use the short barrier and when should we use the long barrier?

National curriculum links:

- Use running, throwing and catching in isolation and combination
- Developing control and technique through playing cricket
- Play competitive games against others, applying basic principles for attacking and defending

Social and environmental skills:

- Developing team work and collaboration skills
- Developing good communication skills
- Developing resilience in looking for improvements to their work
- Showing creativity in their work