

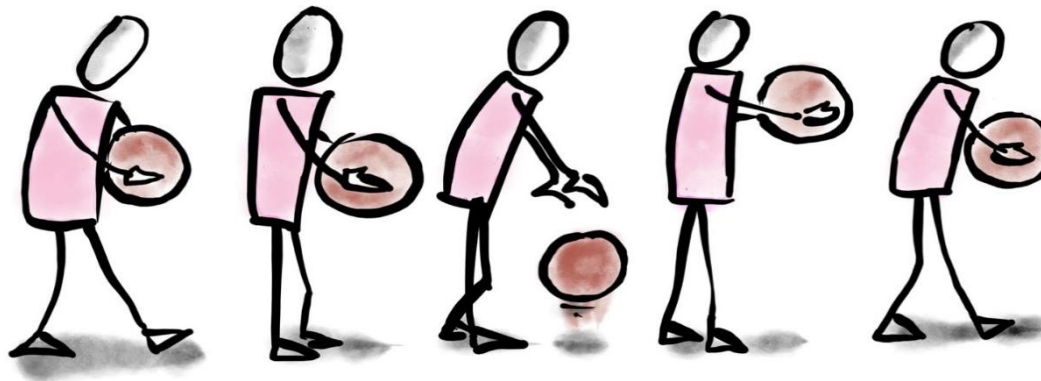
Topic	Cricket	Year	2	Theme	Lesson 2 of 6 - Fielding - Ball Skills
Learning Objectives	<ol style="list-style-type: none"> 1. Perform a range of catching and gathering skills with control. 2. Perform a range of actions with control of the ball. 3. Begin to understand the importance of preparing safely and carefully for exercise - warming up. 				

Literacy Keywords	Long barrier, Fielding, Teamwork, Get in line, Communication, Tracking the Ball	Citizenship	Work well as part of a team, Teamwork	Numeracy	Keep score of the game, How many?
Risk Assessment	<ul style="list-style-type: none"> • Area safe and checked - any hazards removed • Equipment safe and checked • Safety information highlighted to participants • Equipment suitable for participants • Suitable clothing and footwear worn by pupils • Awareness of space 			Equipment	<ul style="list-style-type: none"> • Ball • Marker cones

Teacher Notes	<ul style="list-style-type: none"> • Fielding is the action of a player (fielder)/groups of players (fielders) performed after the batter has hit the ball, it involves using skills such as stopping, gathering and collecting the ball, catching and throwing skills. • The aim when fielding is to stop the batters from scoring runs, the best way to do this is to get them out. • The lesson should focus on developing the children's basic ball skills and increase their confidence in handling and controlling a ball. • Improving basic skills such as controlling, stopping, sending and receiving balls should form the main content of the lesson.
Knowledge Checks	<ul style="list-style-type: none"> • Throughout this plan you will see 'Knowledge Checks' to help you ensure the pupils are acquiring the intended knowledge as the lesson progresses. The two types of knowledge to focus on in PE are... • DECLARATIVE KNOWLEDGE: Factual knowledge concerning movement, rules, tactics, strategies, health and participation (best practiced through spoken or written observations of a practical demonstration). • PROCEDURAL KNOWLEDGE: Knowing how to apply declarative facts (best practiced through demonstration or participation).



Warm Up	Look After The Ball	Duration: 3-5 mins	Teaching Points
<ul style="list-style-type: none">• Give each child a ball that they have to 'look after' - They must keep it under control.• Ask the children to 'take the ball for a walk' - Move around the area with the ball in their hands.			<ul style="list-style-type: none">• Keep the ball close - under control• Look where you are going• Avoid other children - look for space• Look after the ball• Gradually increase speed to increase heart rate
To make activity harder			
<ul style="list-style-type: none">• Increase the speed of the activity - but ensure the ball is kept under control			
To make activity easier			
<ul style="list-style-type: none">• Use a larger ball that is easier to handle and keep control of			



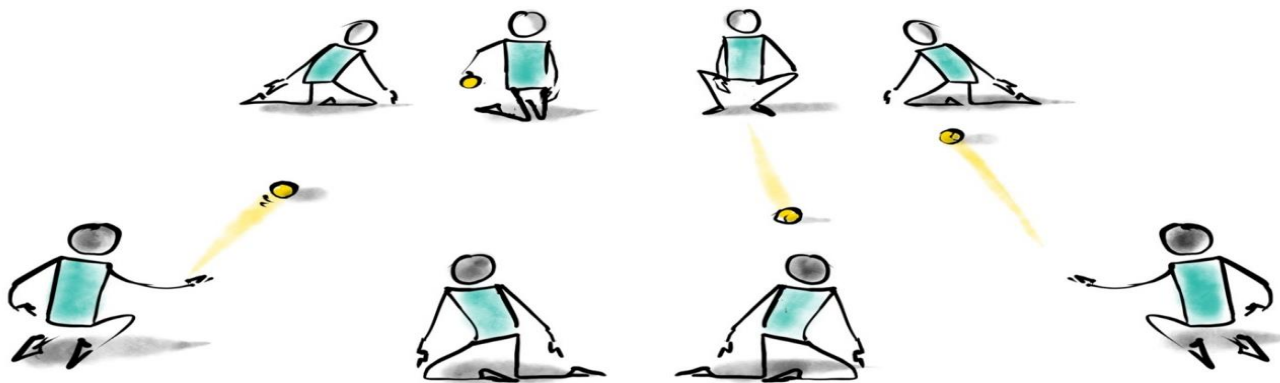
Coordination and Movement	Balance the ball	Duration: 5-10 mins	Teaching Points
<ul style="list-style-type: none">• Each child requires a ball and a space to work in.• Ask the children to balance the ball on a part of their body - start with the palm of the hand, hold the palm flat, keep the ball balanced on the hand.• Once the children have the idea ask them to think off different parts of their body they can balance the ball on.• Stop the class and show them interesting ideas that some of the pupils used.			<ul style="list-style-type: none">• Keep the ball balanced on the part of the body.• Keep the part of the body the ball is balanced on still.• Think of different parts of the body where the ball can be balanced.• Watch other children and see if you can copy their ideas.
To make activity harder			
<ul style="list-style-type: none">• Use a smaller ball			
To make activity easier			
<ul style="list-style-type: none">• Use a lighter ball			
Knowledge Check			
<ul style="list-style-type: none">• PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill.• DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success.			



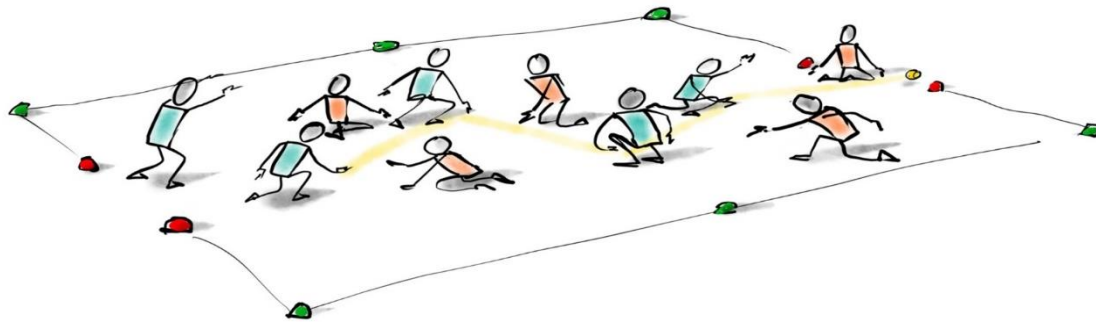
Coordination and Movement	Circle Catch	Duration: 5-10 mins	Teaching Points
<ul style="list-style-type: none">• Split the class into groups of 5/6 children and give each group 1 ball.• Each group should find a space and form a small circle as shown in the diagram with one child standing with the ball in the centre.• The child in the middle can throw the ball to any of the children in the circle who must catch it and throw it back to the child in the middle.• The child in the centre should keep throwing the ball to different children.• Keep changing the child in the centre.			<ul style="list-style-type: none">• Hands ready• Watch the ball• Be ready• Aim your throw• Concentrate
Knowledge Check			
<ul style="list-style-type: none">• PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill.• DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success.			



Skill Development	The Long Barrier	Duration: 10-15 mins	Teaching Points
<ul style="list-style-type: none"> • The Long Barrier is a fielding technique used to stop the ball. • Demonstrate the technique for the long barrier to the children - ask them to copy you as you perform and talk them through the steps. • The children should then work in pairs with 1 ball between them in space. • The pairs should stand 8 - 10 steps apart facing each other and roll the ball back and forth to each other using the long barrier technique to stop the ball each time. 			<ul style="list-style-type: none"> • Move to get in line with the ball as it comes towards you. • Get into the position in line with the ball. • Always attempt to use the hands to stop the ball first - it is then easy to throw quickly. • The legs form a barrier to stop the ball in case it is missed with the hands Keep eyes on the ball.
<p>To make activity harder</p>			
<ul style="list-style-type: none"> • Increase the distance to be rolled 			
<p>To make activity easier</p>			
<ul style="list-style-type: none"> • Use a larger, softer ball 			
<p>Knowledge Check</p>			
<ul style="list-style-type: none"> • PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. • DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



Game	Roll It Football - Teams	Duration: 10-15 mins	Teaching Points
<ul style="list-style-type: none"> • The game is played on a small pitch with a goal at each end. • The class should be split into teams of 5 children - two teams play the game against each other. • Set up enough pitches for all the children to play on. • The aim of the game is for a team to use rolling and gathering skills to get into a position to roll the ball over their opponent's goal line. • The ball can be intercepted but there is no contact allowed. • One child can be selected to be a Goalkeeper and is allowed to stop the ball from being rolled over the goal line. • If the ball goes off the side of the pitch the opposition team restart the game with a throw from the place the ball went out. 			<ul style="list-style-type: none"> • A child is not allowed to move when holding the ball • Get in line to stop the ball • Choose who/where to roll the ball to • Communicate with your team • Teamwork • Move into space to support team
<p>To make activity harder</p>			
<ul style="list-style-type: none"> • Make the goal smaller 			
<p>To make activity easier</p>			
<ul style="list-style-type: none"> • Make the goal wider 			
<p>Knowledge Check</p>			
<ul style="list-style-type: none"> • PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. • DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



Cool Down

Circle Stretch

Duration: 3-5 mins

- Each child should stand with their feet shoulder width apart and reach down so their hands hang near the ground.
- The ball is then passed around the group – children should roll it around the circle.
- Ask the children to roll the ball around the circle 3 times in one direction and then 3 times in the opposite direction.



Plenary / Knowledge Check

What is control?

- Control is the ability to look after the ball and manipulate it the way you want

How do you keep the ball under control?

- Keep it close and look after it
- Keep your eyes on the ball and always know where it is

Evaluation

How did the children get on with the activities today?

- Most were successful and displayed a good understanding when questioned - Move on to the next theme in the unit
- Most struggled and were not successful at the activities - Recover this theme next week with a focus on developing the skills the children struggled with

