

Lesson Objective	To field the ball in a variety of different ways			Lesson 1/6
Equipment Needed	Markers, cones, cricket stumps, cricket balls.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Use your foot to back up when fielding a short ball</li><li>• Understand the 'long barrier' technique when fielding a low driven ball</li><li>• Know which type of throw and catch is needed depending on where you are on the field</li><li>• Field with increased accuracy and know where they need to throw the ball back to</li><li>• Understand to 'back up' the fielder in case of overthrows</li></ul>			
EDSTART KNOW	I can explain what the long barrier and short barrier are	I can describe why backing up other fielders is important	I can understand which type of throw or catch to use in different situations	
EDSTART GO	I can use the short barrier for close balls	I can use the long barrier for low, driven balls	I can throw accurately at the stumps to get batters out	
EDSTART SHOW	I can encourage my partner when fielding	I can work as part of a team to protect the stumps	I can respect my teammates and opponents when playing games	
Key Questions	How can good catching, blocking, and throwing help your team be more successful in cricket? By using the correct catching stance, strong barrier techniques, and accurate throwing, players can stop runs, protect the stumps, and create chances to get batters out. Working as a team, communicating clearly, and reacting quickly helps everyone defend effectively and apply pressure on the opposition.			
Warm Up	CATCH / HOWZAT!: Pupils jog around; on "Catch!" they freeze in a catching stance, on "How is he?" they throw their arms up and shout "Howzat!" PROGRESSION: Add a ball — the teacher throws random catches (high/low) for pupils to react quickly and adjust their body position.			
Main Activity	<p><b>BARRIER HEROES:</b> Become a Barrier Hero! Work in pairs and practise your short barrier (kneeling like a goalkeeper to block the ball) and your long barrier (side-on with one knee down, ready to scoop it up). The challenge is to stop every ball from getting through your "goal." Shout "Barrier!" each time you make a clean stop! <b>TECHNIQUE:</b> Get low early with knees bent and body behind the ball, keep your head over the ball with eyes watching it all the way in, and keep hands together to form a strong, flat surface. For the short barrier, place both knees on the floor with elbows tucked in and trap the ball safely against the body. For the long barrier, turn side-on, place the front knee down, angle the body to guide the ball into your hands, then scoop smoothly and recover quickly to a ready position. <b>PROGRESSION:</b> 1-minute challenge — how many successful rolls and stops can your pair make? Add points for perfect technique or go head-to-head in a "best of 3" Barrier Battle!</p> <p><b>STUMP STRIKERS:</b> Time to test your aim like a real cricketer! Line up in teams of 4–5 behind a cone. Take turns to throw the ball at the stumps — hit the target and score a point for your team. Create coloured power zones beside the stumps for extra points (red = 5, yellow = 3, blue = 1). Celebrate each hit with a team chant, encouraging focus, accuracy, controlled throwing, teamwork, and positive communication after every attempt. <b>PROGRESSION:</b> Step back to increase the challenge, try a moving ball rolled by a partner, or compete in a "Hit the Stumps Relay" — only move to the next cone after a clean hit!</p> <p><b>CRICKET FORTRESS:</b> Build your Cricket Fortress! In groups of 4–5, mark out a circle with stumps in the middle — that's your castle! One player is the batter-guardian protecting the stumps, while the bowler tries to hit them using an underarm throw. If the stumps are hit, the castle "crumbles"! Rotate every 6 balls so everyone gets a turn to defend and attack, encouraging quick reactions, strong positioning, anticipation, and clear communication within the team. <b>PROGRESSION:</b> Shrink the fortress circle to make defending trickier, add two bowlers for double danger, or challenge batters to protect the stumps using only one hand as their "shield."</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Shorter throws for beginners, longer throws for advanced.	Practise barriers first, then add competitive fielding challenges.	Use softer balls for beginners, regulation cricket balls for advanced.	Work in pairs for barriers, teams for protect the stumps and paired cricket.
Cooldown	MIRROR DRIBBLE: Pupils walk slowly while gently tossing and catching a ball, then stretch their arms and legs to warm up and improve coordination and control. PROGRESSION: Pair up and mirror each other's stretches after tossing and catching the ball. PLENARY: What did you do today to stop the ball quickly and accurately?			
Key Technical Points	Long Barrier: <ul style="list-style-type: none"><li>• Lower left leg parallel and close to floor</li><li>• Right foot touching left knee so there is no gap</li><li>• Hands out in front to stop ball</li></ul>		Short Barrier: <ul style="list-style-type: none"><li>• Place foot behind the path of the ball aiming to stop the ball with hands</li><li>• Ball hits foot if missed by the hand</li></ul>	

**Lesson Objective** To play the correct batting shots from a variety of different feeds

**Lesson 2/6**

**Equipment Needed** Markers, cones, cricket stumps, cricket balls.

**Success Criteria** Children can:

- Hold the bat correctly
- Understand the correct stance when batting
- Have their bat upwards, ready to play their shot when the ball is bowled
- Hit the ball on both sides of their body and direct away from fielders

### EDSTART KNOW

- I can explain how to hold the bat correctly
- I can describe the correct stance when batting
- I can understand how to score runs and direct the ball away from fielders

### EDSTART GO

- I can hit the ball on both sides of my body
- I can play controlled batting shots from a bowler's feed
- I can keep my bat up and ready before playing a shot

### EDSTART SHOW

- I can play fairly against my bowler and fielder
- I can encourage my partner when they bat
- I can respect the rules of batting and scoring runs

### Key Questions

How can different roles in cricket work together to help a team score runs and prevent the opposition from scoring? Each role has a clear purpose — batters focus on control and placement to score runs, bowlers aim for accuracy and consistency to create pressure, and fielders and wicketkeepers react quickly to stop the ball and take wickets. Working together, communicating clearly, and understanding each role helps the team play effectively and succeed.

### Warm Up

**ROUND THE CLOCK:** Children stand in circles with one player in the middle who throws the ball to each player in turn and receives it back, working on quick catching, accurate returns, and constant readiness. **PROGRESSION:** Add a time challenge — how many successful catches can the group complete in 1 minute?

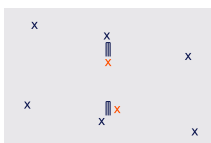
### Main Activity



**BATTING LANES CHALLENGE:** Children work in groups of four (one batter, one bowler, one wicketkeeper, and one fielder) The batter faces 10 balls, aiming to make clean contact while the bowler tries to hit the stumps. The wicketkeeper and fielder work together to return the ball quickly. After 10 balls, rotate roles so everyone experiences each position. **TECHNIQUE:** Batters stand side-on with knees slightly bent, eyes on the ball, and hands together on the bat, swinging smoothly from low to high and following through towards the target. Bowlers use an underarm action, stepping forward with the opposite foot, keeping the arm straight and releasing the ball smoothly towards the stumps. Wicketkeepers stay low in a balanced stance with soft hands, watching the ball closely and collecting it cleanly. Fielders approach the ball quickly, get their body behind it, and return it accurately with a controlled throw. **PROGRESSION:** Add targets for the batter to aim at, award points for accurate bowling, or challenge the group to complete all rotations in under five minutes.

**CRICKET POINTS LEAGUE:** Now it's time to turn up the competition! Use the same setup but add a scoring system to make the game fun and tactical: 1 point for the batter for hitting the ball; points for runs made; 1 point for the bowler if the batter misses; 3 points for bowling the batter out; 3 points for a catch; 1 point for the wicketkeeper if they catch a missed ball; -1 point for a wide or no-ball. Each player bowls 10 balls before swapping roles. Keep score to find the ultimate Cricket Champion! **PROGRESSION:** Reduce reaction time for batters, allow only one bounce before catching, or add bonus points for boundaries.

**STRIKE THE TARGET:** Set up cones, hoops, or markers as targets across the field. Each batter aims to hit specific zones for different scores (near zone = 1 point, mid-zone = 2 points, far zone = 3 points). Fielders must react quickly and return the ball to the bowler. Emphasise control, accuracy, and shot placement. **PROGRESSION:** Make targets smaller, allow fielders to score by hitting the stumps with a direct throw, or limit batters to six hits per round for quicker games.



**PAIRED CRICKET CUP:** Organise pupils into pairs and split the class into eight teams, creating four mini pitches for simultaneous play. Each pair bats for 2 overs (12 balls), losing 1 run for every wicket. Fielding teams earn bonus points for teamwork, 50 for a first-time catch and 10 for clean, drop-free returns through all teammates. Rotate pairs so everyone bats and fields. **PROGRESSION:** Add time limits between overs, introduce power plays where runs count double, or crown Team of the Day for best teamwork and sportsmanship.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use smaller batting areas for beginners, full lanes for advanced.

#### TASK

Start with underarm feeds, progress to overarm bowling.

#### EQUIPMENT

Use plastic bats/soft balls for support, wooden bats/ cricket balls for challenge.

#### PEOPLE

Rotate roles in groups of 4 (batter, bowler, wicket keeper, fielder).

### Cooldown

Pupils gently tap a ball with their bat to a partner, slowing to soft taps, then stretch. **PROGRESSION:** Try one-handed stretches while holding the bat. "Which batting shot helped you direct the ball into space today?"

### Key Technical Points

**Holding a Bat:** Stand side on, knees slightly bent. Weak hand at the top of the grip, holding the bat tight strong hand at the bottom of the grip, holding the handle loosely.

# Year 6 - Cricket

## Lesson Plan

**COMPLETE**  
**EDSTART**

### Lesson Objective

To bowl the ball overarm towards a batsman

Lesson 3/6

### Equipment Needed

Markers, cones, cricket stumps, cricket balls.

### Success Criteria

Children can:

- Have a two fingered grip on the ball when bowling
- Have a straight arm when bowling, and stay away from a throwing action
- Release the ball as high as possible and use front arm as a guide towards the target
- Follow a simple step pattern when approaching the crease to bowl

### EDSTART KNOW

- I can explain how to grip the ball correctly
- I can describe the difference between bowling and throwing
- I can understand what a wide ball is

### EDSTART GO

- I can bowl with a straight arm using correct technique
- I can release the ball high and use my front arm to guide
- I can follow a simple run-up and bowl towards the stumps

### EDSTART SHOW

- I can respect others when they are batting
- I can encourage my partner when they bowl
- I can play fairly in bowling competitions

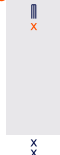
### Key Questions

How do bowling, fielding, and teamwork combine to be successful in cricket games? Accurate bowling creates pressure, strong fielding prevents runs and takes wickets, and clear teamwork and communication help teams make quick decisions and succeed together in matches.

### Warm Up

**BOUNCE GAME:** Pairs work in small grids, trying to make the ball bounce three times in their opponent's grid while stopping it with clean catches and quick reactions. Emphasise soft hands, movement into line, and awareness of space. **PROGRESSION:** Reduce the grid size or allow only one bounce to increase speed and decision-making.

### Main Activity



**BOWLER'S BULLSEYE:** Start by teaching pupils how to grip the cricket ball correctly, two fingers on top and the thumb underneath. Demonstrate the straight-arm underarm bowling action, emphasising that the arm must not bend and the bowler steps forward with the opposite foot. Pupils practise aiming at the stumps, focusing on accuracy and control rather than speed. Once confident, introduce the Bowler's Bullseye Challenge by setting up targets around the stumps (hoops, cones, or buckets) worth different points. Teams bowl in turns for four minutes to collect as many points as possible. **PROGRESSION:** Step further back, bowl from a short run-up, aim for specific targets (top of stumps, bottom, off stump), or add pressure by timing each delivery.

**FIELDING FRENZY:** Split the class into four groups. Each group forms a fielding ring with one thrower, one catcher, and one stumper. Pupils practise quick pickup-throw-catch combinations, returning the ball to the wicketkeeper with control and accuracy. Add scoring: 1 point for clean catches, 2 points for direct hits on the stumps, and 3 points for teamwork if all three fielders touch the ball before the wicketkeeper catches it. **PROGRESSION:** Add moving targets, throw with the weaker hand, or turn it into a timed relay, which team can complete the most successful returns in one minute?

**BATTLING DUEL:** In groups of four (batter, bowler, fielder, wicketkeeper) pupils compete using a point system: 1 point for a hit, runs = points; Bowler: 1 point for a miss, 3 points for bowling the batter out; Fielder: 3 points for a catch; Wicketkeeper: 1 point for catching a missed ball; -1 point for a wide or no-ball. Rotate after 10 bowls so everyone bats and bowls, keeping a team scoreboard running throughout. **PROGRESSION:** Add targets for batters to hit or introduce fielding zones where catches are worth double points.

**TEAM CRICKET SHOWDOWN:** Organise the class into 4-6 teams of six. Each team plays a short-format game (for example, 5 overs per side) on mini pitches, rotating between batting, bowling, and fielding. Encourage clear communication, quick running between wickets, backing up in the field, and positive team support. Runs and wickets scored decide the winners of the Edstart Cricket Cup. **PROGRESSION:** Add power-play overs where runs count double, award bonus points for teamwork (for example calling "yes/no" and backing up), or present Star Performer awards for fair play and skill.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter pitches for beginners, full-length for advanced.

#### TASK

Practise grip and action separately before combining.

#### EQUIPMENT

Use soft balls for beginners, cricket balls for advanced.

#### PEOPLE

Work alone to practise bowling, in groups for batting lanes or paired cricket.

### Cooldown

Pupils bowl slowly at stumps, focusing on smooth arm action, then stretch shoulders, arms, and legs. **PROGRESSION:** Pupils lead each other through one bowling stretch: "Why must we keep a straight arm when bowling?"

### Key Technical Points



**Bowling Grip:** Fingers each side of the seam. Thumb supports the ball. When releasing the ball fingers should point to the wickets.

**Bowling Action:** Stand side on when starting to bowl. Non-bowling arm brushes ear as you keep arm straight. Finish pointing at middle stump.

# Year 6 - Cricket

## Lesson Plan

**COMPLETE**  
**EDSTART**

Lesson Objective	To decide what shots to play and where depending on the delivery of the ball			Lesson 4/6
Equipment Needed	Markers, cones, cricket stumps, cricket balls.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Play a defensive shot when the ball is bowled fast</li><li>• Know when they can go for the 'big shots' when the ball is delivered slower</li><li>• Direct the ball towards areas of the field in which they will be able to score more runs</li><li>• Play the pull shot, by stepping out and across to the ball</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain what offside and legside mean</li><li>• I can describe when to play defensive and attacking shots</li><li>• I can understand how to place the ball into space</li></ul>	<ul style="list-style-type: none"><li>• I can play defensive shots against faster balls</li><li>• I can hit attacking shots against slower balls</li><li>• I can use the pull shot with correct foot movement</li></ul>	<ul style="list-style-type: none"><li>• I can respect my bowler and fielders in games</li><li>• I can encourage my teammates during batting</li><li>• I can share positive feedback when others bat</li></ul>		
Key Questions	Why is choosing the right type of shot important in cricket? Choosing the correct shot helps batters control direction and power, score runs safely, and reduce the risk of getting out by poor decision-making.			
Warm Up	GOAL STOPPERS: Pairs roll or throw balls aiming for small goals while the batter stops the ball using a controlled long barrier or a clean catch. Emphasise getting side-on, body behind the ball, soft hands, and quick recovery to ready position. PROGRESSION: Add points for successfully stopping balls aimed at the offside or legside goals.			
Main Activity	<div></div> <p><b>PICK YOUR SPOT CHALLENGE:</b> Time to think like real cricketers! Split into groups using the same setup as Protect the Stumps. Each group has a bowler, batter, and fielder(s). Before delivering the ball, the bowler clearly calls “LEGSIDE!” or “OFFSIDE!,” and the batter must place their shot into that area using control and decision-making rather than power. Encourage batters to adjust their stance (side-on body position), move their feet early, keep their eyes on the ball, and time the shot to guide the ball into space. Fielders work together to anticipate the call, move quickly into position, and stop clean hits with good body shape and safe pickups. Turn the activity into a target game by placing cones or hoops in legside and offside zones, 3 points for hitting the correct area, 1 point for any contact, and 5 points for hitting the golden zone. Rotate roles regularly so all pupils experience batting, bowling, and fielding responsibilities. PROGRESSION: Add moving fielders, introduce timed rounds to increase pressure, reduce target sizes for accuracy, or call out fake sides to challenge reactions, focus, and decision-making under pressure.</p> <p><b>POWER HITTERS ARENA:</b> Set up scoring zones around the field. Inner Zone = 1 point, Mid Zone = 2 points, Boundary Zone = 4 points, and Over the Boundary = 6 points. Batters face 6 balls (one over) while bowlers and fielders work together to limit runs. Groups keep score and rotate after each over. Emphasise clean timing, correct shot selection, balanced stance, and clear communication between teammates. PROGRESSION: Add mystery balls where one delivery per over scores double runs, or introduce power play periods where all runs count double for two minutes.</p> <p><b>RUN RUSH RELAY:</b> In teams of four, one pair bats while the other pair fields. Batters hit the ball and sprint between two cone wickets, scoring 1 point per completed run before the fielder returns the ball to the bowler. If the fielder drops the ball, batters score double runs. After each 6-ball over, swap roles and total the runs scored. PROGRESSION: Add bonus zones for powerful or accurate shots, or introduce a Last Man Standing round where the batter stays in until bowled out.</p> <div></div> <p><b>THE EDSTART BIG BASH:</b> Bring everything together for the grand finale a Year 6 Big Bash Tournament! Split the class into 4-6 franchise-style teams (for example Bury Blazers, Rochdale Rockets, Salford Strikers). Each team bats for 2 overs (12 balls) while another fields. Scoring: +4 for boundaries, +6 for big hits, +3 for wickets or catches, and +5 for teamwork moments such as great communication, quick fielding, and fair play. Every team plays at least two matches, with the highest total runs winning the Edstart Big Bash Trophy. PROGRESSION: Add walk-on music, team chants, or Player of the Match awards to celebrate skill and sportsmanship.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use closer bowlers for beginners, further back for advanced.	Call out offside/legside targets to practise shot direction.	Use tennis balls or softer balls for support, cricket balls for challenge.	Bat in pairs with bowler, wicket keeper, and fielder rotations.
Cooldown	Pupils rally gently rolling/throwing balls side to side, then stretch legs and back. PROGRESSION: Children show their partner their favourite stretch. “How did you decide whether to play to offside or legside today?”			
Key Technical Points	Offside/Legside: <ul style="list-style-type: none"><li>• A cricket pitch is referred to in two halves</li><li>• ‘Legside’ is the side behind the batter</li><li>• ‘Offside’ is the side in front of the batter</li><li>• Great batters can play shots to both sides!</li></ul>			

# Year 6 - Cricket

## Lesson Plan

**COMPLETE**  
**EDSTART**

Lesson Objective	To understand the rules of cricket and follow them in small games			Lesson 5/6
Equipment Needed	Markers, cones, cricket stumps, cricket balls.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>Understand the basic rules of the game</li><li>Understand how a batter is deemed 'out'</li><li>Bowl and field in order to get the batter 'out'</li></ul>			
EDSTART KNOW	I can explain the basic rules of Kwik Cricket	I can describe how a batter can be given out	I can understand the role of fielders and bowlers in the game	
EDSTART GO	I can bowl and field to get batters out	I can bat fairly and run between wickets	I can apply the rules of Kwik Cricket in small games	
EDSTART SHOW	I can support my team when fielding and batting	I can respect umpiring decisions	I can encourage others to follow the rules	
Key Questions	How do quick reactions, shot placement, and teamwork help teams succeed in cricket? Quick reactions improve catching and fielding, accurate shot placement creates scoring chances, and strong communication helps teams run safely, apply pressure, and make better decisions in game situations.			
Warm Up	CALL & REACT CRICKET: Pupils jog freely around the space with a soft cricket ball each. On the teacher's call, pupils react immediately: "CATCH!" freeze in a strong catching stance with hands ready, "BARRIER!" drop into a long barrier position, "RUN!" sprint to the nearest cone and back, and "TURN!" pivot and change direction quickly. Emphasise light feet, eyes up, quick reactions, and safe stopping positions to raise heart rate while reinforcing key cricket movements. PROGRESSION: Add a partner who throws a quick catch on "CATCH," introduce fake calls to test focus, or time how many correct reactions pupils complete in 60 seconds.			
Main Activity	<p>SHOT PLACEMENT CHALLENGE: n groups of 4–5 with one wicket per group, pupils practise placing the ball rather than just hitting it hard. The bowler calls "OFFSIDE!" or "LEGSIDE!" as they deliver the ball, and the batter must direct their shot into that area using good timing, balanced footwork, and controlled bat swing. Encourage a side-on stance, soft hands and eyes focused on the ball. Add target cones in each zone: 3 points for hitting the correct side, 5 points for hitting the target cone, and 1 point for any clean connection. Rotate roles every 6 balls so all pupils bat, bowl, and field, promoting full understanding of the game and teamwork. PROGRESSION: Add random calls such as "SWITCH!" mid-bowl so batters must quickly change direction, or introduce a mystery delivery where no side is called to test reactions and decision-making.</p> <p>CRICKET ROUNDERS: Merge cricket and rounders for a fun, fast-paced twist. Set out four bases in a clear diamond shape. Batters hit from a bowled or underarm delivery and sprint around as many bases as possible before the fielding team returns the ball to the bowler at the stumps. Batters score 1 point per base reached safely; if the ball is caught on the full, the batter is out. Emphasise strong running technique, sharp turns at bases, and clear calling between runners. Fielders communicate clearly, move quickly to back each other up, and throw accurately to stop scoring. After each batter faces one ball, rotate roles so everyone experiences batting and fielding. PROGRESSION: Introduce power zones for big hits or award bonus runs if a batter completes a full circuit before the ball is returned.</p> <p>SUPER SIXES SHOWDOWN: Play in small teams of six (two batters, one bowler, one wicketkeeper and three fielders). Once the ball is hit, batters must run, even if it's risky. Bowlers can deliver again as soon as the ball is returned. Rotate after each wicket or after two minutes per batter. Emphasise fast thinking, teamwork, and communication under pressure. The team with the most runs after a set time wins. PROGRESSION: Add scoring zones (1 point for close hits, 4 points for mid-range, 6 points for boundaries) or limit bowlers to 10 seconds between deliveries for a high-intensity cricket challenge.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use smaller pitches for beginners, larger for advanced.	Start with simplified cricket, progress to full Kwik Cricket.	Use plastic bats/soft balls for beginners, regulation for advanced.	Rotate roles in small groups so all experience batting, bowling, fielding.
Cooldown	Pupils play Walking Cricket, gently pass the ball around their group while walking slowly, then stretch. PROGRESSION: Add a rule, each player must call the name of the person they pass to. "Which rule of Kwik Cricket was most important for your team today?"			
Key Technical Points	Offside/Legside: <ul style="list-style-type: none"><li>A cricket pitch is referred to in two halves</li><li>'Legside' is the side behind the batter</li><li>'Offside' is the side in front of the batter</li><li>Great batters can play shots to both sides!</li></ul>			

# Year 6 - Cricket

## Lesson Plan

**COMPLETE**  
**EDSTART**

Lesson Objective	To play small, modified games of cricket			Lesson 6/6
Equipment Needed	Markers, cones, cricket stumps, cricket balls.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Play the games using the techniques shown throughout the term</li><li>• Understand the scoring system, and how players can be played 'out'</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain the scoring system in cricket</li><li>• I can describe how players can be out</li><li>• I can understand how to use the skills I've learned in a game</li></ul>	<ul style="list-style-type: none"><li>• I can bat, bowl, and field in small-sided cricket games</li><li>• I can score runs and follow the rules of cricket</li><li>• I can apply techniques learned across the unit</li></ul>	<ul style="list-style-type: none"><li>• I can play fairly and respect all roles in cricket</li><li>• I can encourage teammates during matches</li><li>• I can show good sportsmanship whether I win or lose</li></ul>		
Key Questions	How does match play help players improve decision-making and teamwork in cricket? Match play allows pupils to apply skills in real situations, make quick decisions about running, batting, and fielding, communicate clearly with teammates and understand how different roles work together to succeed.			
Warm Up	BOWLING AT THE STUMPS: Pupils practise bowling technique while aiming at targets on the stumps, focusing on a straight arm, smooth release, and accuracy rather than power. PROGRESSION: Add scoring zones on the stumps (top, middle, bottom) to reward accuracy and challenge control.			
Main Activity	<p>FIELDERS VS RUNNERS: Set up 4–5 mini playing areas, each with a set of stumps and a soft ball. Split each group of eight into two teams. FIELDERS and RUNNERS. One fielder begins with the ball at the stumps, while two runners work together to score as many runs as possible by sprinting between two cones set 10 metres apart. Runners must communicate clearly using calls such as “yes,” “no,” or “wait,” turn sharply at the cones, and ground their bat or hand behind the line to score. Fielders react quickly, move into space to back each other up, and return the ball accurately to the stumps to stop scoring. Rotate roles after 60 seconds to maintain intensity and fairness. Emphasise fast running, controlled throwing, teamwork, and sharp decision-making under pressure. PROGRESSION: Add a POWER RUN rule where runs count double if both runners slide their bat or hand behind the line, introduce a time limit for the return throw, or award bonus points for accurate returns that hit the stumps on the full.</p> <p>EDSTART CRICKET MATCH: Split the class into groups of eight based on ability, with each group playing on a small pitch to ensure all pupils remain active, involved, and challenged throughout the game. Using smaller pitches increases touches of the ball, decision-making opportunities, and engagement for every player. RULES: Two wickets are set 16 metres apart. Each pitch includes 2 batters, 1 bowler, 1 wicketkeeper, and 4 fielders. Batters play in pairs for 2 overs (12 balls), while bowlers deliver 6 balls per over, using overarm or underarm actions depending on ability, confidence, and safety considerations. Teams score 2 runs for every completed run, encouraging quick thinking and strong communication between batters. Losing a wicket results in a 5-run deduction, promoting careful shot selection, awareness of field placements, and smarter risk management. After 12 balls, roles rotate so every pupil experiences batting, bowling, fielding, and wicketkeeping, developing a full understanding of the game and appreciation of each role's responsibilities. Encourage pupils to think tactically by deciding when to run, where to place shots, how to spread out effectively in the field, and how to back up throws to prevent extra runs. Emphasise leadership, communication, and positive encouragement between teammates, celebrating effort as well as outcomes. PROGRESSION: Add scoring zones (4 points for boundary hits and 6 points for over-the-boundary shots), limit the number of running attempts per ball to increase decision-making under pressure, or introduce GOLDEN OVERS where all runs count double to raise excitement, intensity, and strategic thinking.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use smaller pitches and shorter overs for beginners, full-sized for advanced.	Play with simple rules first, then add complexity (e.g., overs, wides, no-balls).	Use lighter bats/softer balls for beginners, regulation for advanced.	Play in groups of 8 with rotating roles for fairness and engagement.
Cooldown	CELEBRATION CATCH: Pupils stand in a circle and gently throw and catch the ball as a group, gradually slowing the activity before finishing with calm breathing and whole-body stretches. PROGRESSION: Pupils take turns to lead one stretch each for the group. Which skill from this term will help you most in a real cricket match?			
Key Technical Points	Children to remember the key technical points of cricket and be able to play small sided, modified games.			