



Striking & Fielding - Lesson 5

Year 2

WALT

- Progress knowledge of the rules for cricket to increase chance of success.
- Practice batting, focusing on hitting accurately over distance.

WILF

- Attempt to hit the ball with the flat side of the bat in a forward direction, not worrying about speed or distance.

Equipment

- Floor Markers
- Cones
- Ladders
- Tennis Balls
- Stumps
- Bats

Any Other Information

- Prioritise using an outdoor space.

Get Active- Dynamics Tag Tennis Ball

- Children move around a marked-out area, performing dynamic movements (e.g., jogging, high knees, heel flicks, lunges, side steps, hopping, skipping, bunny hops, bear crawls, elf walks).
- There are 4 ladders (1 on each side of the area).
- One child has a ball chosen by the teacher.
- That child moves freely (not completing the dynamic movement) and tries to tag others with the ball.
- When a player is tagged, they must leave the area, complete one ladder drill, and then return to the game.
- The tagger role changes every minute, alongside a new dynamic movement for everyone else.

S -Reduce or enlarge the playing area depending on group size and ability.

T -Limit dynamic movements to jogging or walking for some pupils.

E -Replace ladders with floor spots or chalk lines for simpler alternatives.

P -Rotate multiple taggers to increase activity and reduce pressure.

SEND Adaptation

- Give step-by-step instructions, one movement at a time.
- Offer adapted movements (e.g., march instead of high knees, walking instead of hopping).
- Reduce ladder complexity (just walk through).
- Allow children to opt out of being the tagger if anxious.

Athletic Development- Skydive

- Children run around the marked area at a steady, continuous pace.
- When the teacher calls out a number:
- 1 = Skydive !' lie on stomach, arms & legs lifted slightly off floor.
- 2 = Bicycle !' lie on back, kick legs as if cycling, arms held up.
- 3 = Plank !' hands and feet on floor, back & bum straight.
- On teacher's call of "Stand up!", children return to running.
- Teacher varies numbers to keep the game fun and unpredictable.

S -Increase space for higher challenge or to manage a bigger group.

T -Reduce to just 1 or 2 numbers instead of 3.

E -Use mats for comfort when lying on the floor.

P -Use group challenges (all children hold plank together until teacher says "stand").

SEND Adaptation

- Start with only one position until the child is confident, then add more.
- Allow extra response time before everyone gets into position.
- Offer adapted positions:
- Skydive !' lie flat with just arms out.
- Bicycle !' move legs slowly or pretend cycle while seated.
- Plank !' do on knees/forearms instead of full plank.
- Allow children to choose a favourite position instead of following all numbers.

Skill- Island Batting

- Set up 4–5 stumps with a batter and bowler in front of each.
- Place 4–5 circles (markers/hoops) opposite each set of stumps – these are for the fielders.
- Bowler stands ~5m away from the batter.
- Bowler bowls the ball !' batter tries to hit it towards the fielder in the opposite circle.
- If the fielder catches the ball on the full, their team scores 1 point.
- After 5 turns each, children rotate roles so everyone bats, bowls, and fields

S -Adjust bowling distance (shorter for beginners, longer for challenge).

T -Bowler can roll/underarm throw instead of bowl.

E -Use bigger bats (plastic cricket bat or tennis racket) for accessibility.

P -Rotate mixed-ability pairs (confident bowler with developing batter).

SEND Adaptation

- Use visual rotation charts showing Batter !' Bowler !' Fielder.
- Allow practice in one role before rotating to others.
- Demonstrate each role clearly before play.
- Allow rolling instead of bowling for children with coordination challenges.

Game- Kwik Cricket

- Class is split into two teams: batting and fielding.
- Fielders spread out across the playing area.
- One fielder acts as bowler, delivering the ball to the batter.
- One batter bats at a time.
- The batter is out if:
- The ball hits the stumps.
- The ball is caught by a fielder before bouncing.
- After every bowl, batter must run to a cone placed -4m either side of the stumps (whether they hit the ball or not).
- After all batters have had a turn, teams swap roles.
- Activity continues until both teams have batted.

S -Use larger spaces for stronger throwers/ batters.

T -Introduce points for each safe run completed, or longer runs for confident groups

E -Use plastic bats or rackets to make hitting easier.

P -Use mini-groups (e.g., 6 vs 6) to increase engagement and reduce waiting time.

SEND Adaptation

- Allow children to practice hitting and running separately before combining.
- Offer a simplified version (batter always runs, no outs).
- Offer cooperative goals (e.g., "How many runs can the team make in 5 minutes?").

Plenary	What have you enjoyed about today's lesson?	What skills have we worked on today?	Can you give an example of a new skill you have learned today?
----------------	---	--------------------------------------	--