



Knowledge Organiser for Physical Education - Cricket

Key Enquiry Questions:	
What is Kwik Cricket?	Kwik Cricket is a fully inclusive format of the game, played in schools, where the emphasis is on participation and enjoyment. It is specifically tailored for children up to the age of 11, but it can also be played recreationally by anyone.
How do you play it?	Each Kwik Cricket team has eight players (both girls and boys) and bats for eight overs. Games are played with a plastic bat and ball. Although teams are generally eight a side, there are numerous ways in which different-sized groups of children can play Kwik Cricket – any number can play in a match, from 2 to 32. You simply adapt the game to suit the number of children involved and the available playing time.

Glossary	
1.	An over consists of six balls.
2.	LBW – this law will only be used if the batter deliberately blocks or kicks away a ball that would have been hitting the stumps.
3.	Byes and leg byes – if a batter misses the ball, or if it hits their body, they may still run and score byes.
4.	Wides – a ball that is too far from the batter to hit it will be called a wide and two runs will be scored along with any additional runs that are run by the batters.
5.	No Balls – any ball that either bounces more than once before reaching the batter or passes above shoulder height without bouncing. Two runs will be scored along with any additional runs that are run by the batters.

Key Rules:
Please see Kwik Cricket Rules

Progression of Skills:

See Games Progression Document

How to structure a PE lesson

1. Warm up

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm up to the learning question (LQ)

Tip: It's good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Main Lesson

The main lesson is where we focus on the development of those key skills.

Building upon the theme of the warm up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans).

Tip: During the main phase of the lesson, it's effective practice to:

- a. Model the outcomes focusing on one teaching point at a time
- b. Observe for best practice and allow pupils to model the outcomes
- c. Ask pupils to assess their own progress and the performance of others to raise performance outcomes

3. Competition / Conditioned Game (Apply)

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the game can be: *"How many gates can you dribble through in 30 seconds? – I want you to count out loud each time you dribble through a gate – Go!"*

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.

4. Cool down (Assess)

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games

Health and Safety

See outdoor risk assessments

STEP Progression

<p>Space Where the activity is happening</p>	<ul style="list-style-type: none"> ▪ Level (height, e.g. a floor – based activity has different requirements from an ambulant activity) ▪ Length/height aimed for ▪ Distance travelled ▪ Nearer or further away targets, smaller/larger working space ▪ Allow some pupils to start at different times or from different places ▪ Large/small targets 		
<p>Task What is happening</p>	<ul style="list-style-type: none"> ▪ Easier – simplify the activity ▪ Harder – introduce more rules/technical elements ▪ Rotate roles ▪ Allocate specific roles, e.g. timer, measurer ▪ Change rules to aid inclusion, e.g. allow different places to start ▪ Try different ways of taking part, e.g. seated, standing, no-arms running etc. ▪ Use different targets from some pupils 		
<p>Equipment What is being used?</p>	<p>By type:</p> <ul style="list-style-type: none"> ▪ Balls ▪ Mats ▪ Flags ▪ Scarves ▪ Quoits ▪ Cones ▪ Beanbags ▪ Hurdles ▪ Plastic markers ▪ Ropes ▪ Canes ▪ Soft throwing equipment 	<p>By varying:</p> <ul style="list-style-type: none"> ▪ Size ▪ Shape ▪ Colour ▪ Texture ▪ Weight ▪ Environment ▪ Play surface ▪ Indoor/outdoor 	
<p>People Who is involved</p>	<p>By type:</p> <ul style="list-style-type: none"> ▪ Independently ▪ In groups ▪ In pairs ▪ In teams 	<p>People with:</p> <ul style="list-style-type: none"> ▪ Different/same roles ▪ Different/same ability ▪ Different same size 	<p>People in:</p> <ul style="list-style-type: none"> ▪ Big spaces ▪ Small spaces ▪ Restricted space ▪ Open space

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Key Skills

Skill	Description
batting	A skill which allows the bat to contact the ball.
throwing	A technique to field the ball to the correct position at the correct pace and direction.
catching	The ability to get in the correct position to field the ball.
bowling	A technique to deliver the ball in the correct position for the batter to hit.
match play	A skill used to understand the basics of the game, the scoring, the rules and the player's positions.

Match

The aim of the game is for the batters to score runs.

The game begins with one team fielding and one team batting.

A complete game can last until the fielders get the batters out or by a set number of overs.



Scoring

A run is scored when a batter hits the ball and runs the length of the wicket.

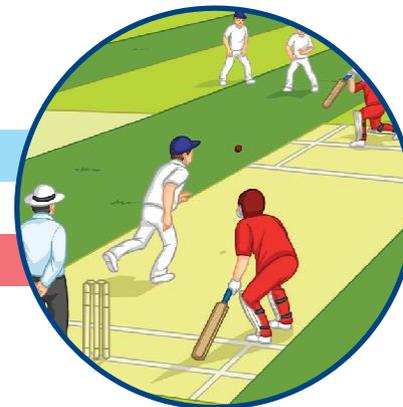
A 'four' is scored when a struck ball reaches the boundary.

A 'six' is scored when a struck ball passes over the boundary without touching the ground.

Pitch

The pitch is a large area, usually made of grass, which has a strip called the wicket in the centre where the batters run along.

At each end of the wicket are a set of stumps.



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Equipment

Both batters each have a bat of their own and wear protective pads and helmet.

Wicketkeepers also wear protective pads, helmet and gloves.

The bowler starts with a hard leather ball.



Common Fouls

A 'leg before wicket' (LBW) occurs if a batter's pad stops the ball hitting the wicket.

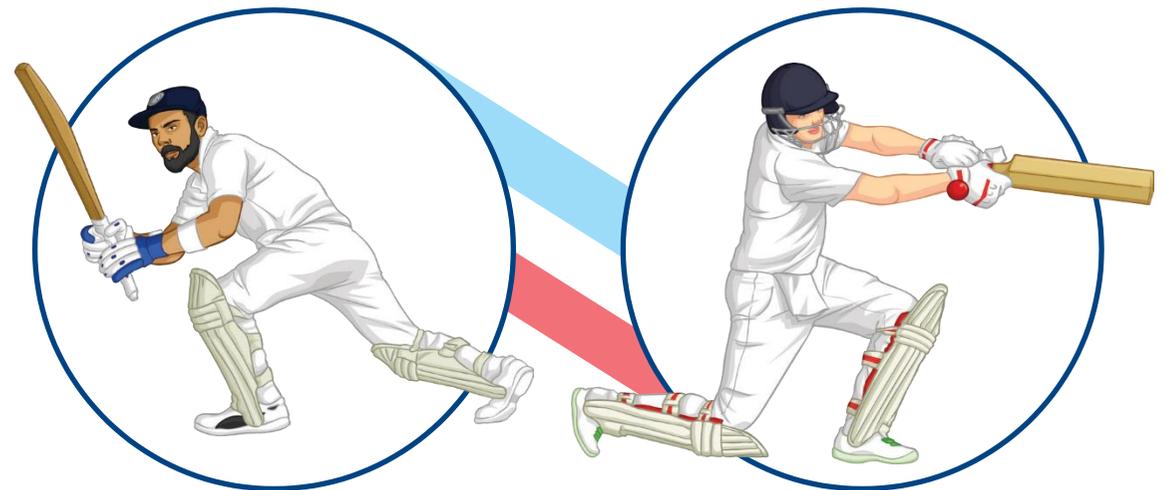
A 'no ball' occurs if a ball is illegally bowled; examples include high, wide or dangerously bowled balls.

Tactical Skills

- changing speed and direction
- awareness of others
- timing
- decision making
- team work

Physical Fitness

- coordination
- agility
- reaction time
- strength
- speed
- flexibility



Cricket Rules – Kwik Cricket/Continuous Cricket

Kwik cricket (or continuous cricket) is a fantastic version of cricket suitable for younger or beginner players.

It is the umpire's job to make sure that the cricket match is played fairly. The umpire has two roles. The first is to keep score (counting up the runs on the score sheet). The second is to make sure that all players stick to the rules of the game. It's not always easy to interpret the rules. Here's a quick guide to the rules for diamond cricket.

The Team

A team can have any number of players (just make sure that each team has the same number of players). This is a great game for small groups.

Length of Game

Games usually last for two innings of a set number of 'overs' (6 balls in 1 over, then change bowler). An innings starts with the first bowl and ends when all the batters are out. You can adapt this number for fun games, so long as you keep the number fair for both teams. Use our Cricket Score Sheet to help. You can complete a timed innings if time is tight.

How to Play

Divide into two equal teams. Only one player can bat at one time; the remaining batters wait in a safe area ready to come on and bat (you can adapt this game to suit two batters facing each other's wicket). Bring on a new batter each time a batter is out. Retire any batters who are scoring lots of runs so that everyone gets a chance to bat.

Fielders spread out. It is a good idea to have a fielder at the wicket (as a wicket keeper).

The bowler stands at the bowling cone (or wicket) and bowls a straight-arm bowl to the wicket, where the batter is waiting. The batter **has to** run to one of the cones on either side of him/her on each good ball. This is what makes the game exciting. The fielders try to get the batter out by catching them out or by throwing the ball to the bowler, who bowls at the wicket or the wicket keeper. The bowler can keep bowling at the wicket, and the batter keep running, until the batter is out and the next batter steps up.

Batters should hit the ball as far and hard as possible to give them the best chance of getting runs. Encourage them to aim for gaps left by the fielding team to buy more time for running to score!

Scoring

A batter scores a run if they:

- Hit the ball and make it to a cone and back safely.

When there are no more batters left, the two teams switch over.

Getting Batters Out

A batter is 'out' if a fielder catches the ball that they hit, if the bowled ball hits their wicket before they hit it or if they hit their own wicket with their bat.

Winning the Game

Add up the runs for each team at the end of each innings. The winning team is the one with the most runs. Ask the team members to congratulate each other at the end of the game, shake hands and choose a 'player of the match' from the other team.

