

THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

Unit Title: <i>Cricket 2</i>		Unit Length: 6 x 50 minute practical lessons		Year: 9 – Term 3	
Syllabus Outcomes			Skills that enhance learning in PDHPE		
5.4 adapts, transfers and improvises movement skills and concepts to improve performance 5.5 composes, performs and appraises movement in a variety of challenging contexts			5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>) 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>) 5.14 confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)		
Evidence of Learning (What students will know, understand, be able to do)					
By the end of this unit, students will be able to: - Demonstrate movement skills in increasingly complex and challenging activities from striking/fielding games - Adapt, transfer and improvise movement in increasingly demanding contexts - Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition - Use movement to effectively communicate and interact in group/team contexts					
Physical Literacy Continuum Focus: Movement Competencies (MC) Cluster 4, 5 & 6 Markers (End of Year 6 through to End of 10)					
MOVEMENT COMPETENCIES Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings. MC		Stability skills (A) Object control skills (B) Locomotor skills (C) Combinations (D) End of Year 6 Cluster 4 End of Year 8 Cluster 5 End of Year 10 Cluster 6 MC 4.1 Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) MC 4.2 Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) MC 4.3 Applies movement skills to perform sequences in dynamic physical activity contexts MC 5.1 Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) MC 5.2 Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts MC 5.3 Transfers similar movement skills and sequences appropriately across physical activity contexts MC 6.1 Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space MC 6.2 Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts			
Cross-curriculum content		Resources - BOS NSW (2003). <i>Personal Development, Health & Physical Education – Years 7-10 Syllabus</i>. Sydney: Author. - Australian Cricket Board (2000). <i>Coaching Youth Cricket</i>. Champaign, IL: Human Kinetics			

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			9.1	9.2	9.3	9.4	9.5	
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games	• Bouncer/Half Volley – Back Foot Defensive Skills (L1) MC 5.1						
		• Sweep Drill – The Sweep Shot (L1) MC 6.1						
		• High-Tee Pulls – Pull Shot Drill (L2) MC 6.2						
		• Cut Shot Drill – Practising the Cut Shot (L2) MC 6.2						
		• Half Volleys (L4) MC 5.3						
		• Slips Catching Drill (L5) MC 5.2, 5.3						
		• Field Ball – Practice Fielding Game (L5) MC 6.2						
		• Playing a Game of Cricket (L6) MC 6.1, 6.2						
	• adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm	• Beat the Fielder – Back Foot Driving Drill (L1) MC 6.2						
		• Run up and Bowl Technique (L3) MC 5.3						
		• High Balls (L4) MC 5.2						
		• Stumping Drill (L4) MC 6.1						
		• Nicks Drill (L4) MC 6.2						
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations	• Beat the Fielder – Back Foot Driving Drill (L1) MC 6.2						
		• Run-a-Two – Run Out Drill (L2) MC 5.3						
		• Stumping Drill (L4) MC 6.1						
		• Nicks Drill (L4) MC 6.2						
		• Wall Catching Drill (L4) MC 6.1						
		• Multiple Ball Throw – Fielding Drill (L5) MC 6.1						

Learn About's	Learn To's	Teaching & Learning Strategies	Registration					
			9.1	9.2	9.3	9.4	9.5	
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique	• Tee & Marker – Front Foot Driving Skills (L1) MC 6.1						
		• Sweep Drill – The Sweep Shot (L1) MC 6.1						
		• High-Tee Pulls – Pull Shot Drill (L2) MC 6.2						
		• Cut Shot Drill – Practising the Cut Shot (L2) MC 6.2						
		• Rock & Bowl – Basic Bowling Drill (L3) MC 4.1						
		• Wrist Flick – Building an Action Drill (L3) MC 4.2						
		• Gather and Explode – Building an Action Drill (L3) MC 4.3						
		• Pulling the Chain – Building an Action Drill (L3) MC 4.3						
		• Half Volleys (L4) MC 5.3						
		• Hip Rotation – Basic Throwing Drill (L5) MC 5.1						
		• Crow Hop – Basic Throwing Drill (L5) MC 6.2						
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition	• Bouncer/Half Volley – Back Foot Defensive Skills (L1) MC 5.1						
		• Beat the Fielder – Back Foot Driving Drill (L1) MC 6.2						
		• Walk up and Bowl Technique (L3) MC 5.1						
		• Run up and Bowl Technique (L3) MC 5.3						
	• use movement to effectively communicate and interact in group/team contexts	• Running between wickets Relay (L2) MC 5.1						
		• Run-a-Two – Run Out Drill (L2) MC 5.3						
		• Nicks Drill (L4) MC 6.2						
		• Slips Catching Drill (L5) MC 5.2, 5.3						
		• Field Ball – Practice Fielding Game (L5) MC 6.2						
		• Playing a Game of Cricket (L6) MC 6.1, 6.2						
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts	• Run up and Bowl Technique (L3) MC 5.3						
		• Stumping Drill (L4) MC 6.1						
		• Wall Catching Drill (L4) MC 6.1						
		• Multiple Ball Throw – Fielding Drill (L5) MC 6.1						