



Get Set 4 Education

Knowledge Organiser Cricket Year 5

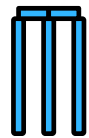
About this Unit

Cricket is a popular team sport played on a large oval field with a bat and ball. It involves two teams, one batting and one fielding, taking turns to play. The batting team aims to score runs by hitting the ball and running between two sets of wickets, while the fielding team tries to get the batsmen out by various means.

A match can last several hours or even days, depending on the format being played. Cricket is known for its use of tactics, thrilling moments, and passionate fans around the world.

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



wickets

Can you think of any other striking and fielding games that share these principles?



Key Vocabulary



- backing up:** fielder moves to support another fielder in case they misfield
- close catch:** having both hands relatively close to the body to catch, little fingers together
- compete:** play against someone else
- decide:** make a choice
- deep catch:** catch a ball from height, thumbs together in front of head
- grip:** how you hold the ball or bat
- long barrier:** a fielding action used to stop a ball coming at speed
- momentum:** the direction created by weight and power
- run out:** fielder hits the wickets with the ball when the batter isn't there
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- situation:** circumstances that create the environment
- stance:** the body position taken
- tactic:** a plan

Ladder Knowledge



Striking:
Stance is important to allow you to be balanced as you hit.

Fielding:
Backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.

Throwing and catching:
Look at where the batter is before deciding where to throw. Use a close catch if the ball is coming straight and a deep catch if the ball is coming in from high.

Movement Skills

- deep and close catching
- underarm and overarm throwing
- overarm bowling
- long and short barrier
- batting

This unit will also help you to develop other important skills.

Social collaboration, communication, respect

Emotional honesty, perseverance, determination

Thinking observation, provide feedback, select and apply skills, tactics, assessing

Rules

BOWLING

- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).
- Overarm bowling with a straight arm is preferred.

RUNS

- 1 run for each changeover.
- 4 runs if they hit it past the boundary after a bounce.
- 6 runs if they hit it past the boundary - no bounce.

Batters

- Look to play in free space.
- Run when it is agreed by both batters (batter 'on strike' is usually best to decide)
- Choose to play boundary shots (4 and 6), when appropriate.
- Stay at the wicket if the ball is too close to a fielder.

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielder catches a batted ball
- Run out: fielder hits the wickets with the ball when the batter isn't there
- Stumped out: fielder stumps the wicket when the batter isn't there

Fielders

- Organise yourselves in fielding positions e.g. spread out and stand inside the semi circle to stop 4's and 6's. All stand on the batter's side and go for 'outs'
- Look to backup throws towards wickets.
- Throw between your fielding team to send the ball to the wickets.

Healthy Participation

Always keep a safe distance between yourself and a batter. Ensure you handle the bat in the way suggested by the teacher at all times.

If you enjoy this unit why not see if there is a cricket club in your local area.

How will this unit help your body?

Balance, speed, strength, co-ordination, agility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Roll and Run

What you need: 2 or more players, two markers, one ball or rolled up pair of socks.

How to play:
Place two markers 10m apart. Practice rolling to each other. Stop the ball with a long or short barrier.



Time 1 minute. How many can you stop in that time? Repeat. Can you beat your score?

After each roll, run to the opposite marker and back.



Time 1 minute. How many changeovers can you make in that time? Repeat. Can you beat your score?

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Head to our youtube channel to watch the skills videos for this unit.



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Knowledge Organiser

Fitness Year 5 and Year 6

About this Unit

Regular participation in physical activities can significantly improve your mood. Exercise releases endorphins, which are natural chemicals in the body that create a feeling of wellbeing. Exercise can also reduce stress and anxiety, improve sleep and give you more energy.

Physical fitness includes different components including agility, balance, co-ordination, speed, stamina and strength. The wonderful thing about fitness is that no matter where your fitness levels are, you can always make improvements with practise.

These are the tests you will use to measure each component of fitness.

- Agility: T-test
- Balance: stork test
- Co-ordination: skipping
- Speed: 30m sprint
- Stamina: 4m run
- Strength: calf raises



Key Vocabulary

- abdominals:** muscles in the stomach
- agility:** the ability to change direction quickly
- analyse:** examine in order to understand
- calves:** a muscle in the bottom back of leg
- co-ordination:** moving two or more body parts at the same time
- consistent:** to repeat something in the same way
- drive:** a forceful and controlled movement to help move you forward
- engage:** to activate
- measure:** to mark a distance
- motivate:** to encourage
- persevere:** to continue trying
- power:** speed and strength combined
- quadriceps:** the muscles in the thighs
- record:** to make note of
- rhythm:** a strong, regular repeated pattern of movement
- stable:** to be balanced



Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
Year 5: to change direction you need to push off your outside foot and turn your hips.	Year 5: dynamic balances are harder than static balances as the centre of gravity changes.	Year 5: people have varying levels of co-ordination that can improve with practice.	Year 5: taking big consistent strides will help to create a rhythm that allows you to run faster.	Year 5: muscles all have different names.	Year 5: keeping a steady breath will help you to move for longer periods of time.
Year 6: agility requires speed, strength, good balance and co-ordination.	Year 6: apply force to maintain control and balance.	Year 6: co-ordination also requires good balance.	Year 6: speed can be improved by training. Different distances require different speeds.	Year 6: you can build up strength by practicing in your own time.	Year 6: different exercises can develop stamina which can be improved by training over time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

- Social** support and encourage others, collaboration
- Emotional** perseverance, determination
- Thinking** observation, analysis, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of set your plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

Healthy Participation



- Focus on your own results without comparing them with others.
- Work within your own capabilities.
- All actions need to be performed with control.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Red or black?

What you need: A pack of cards.

How to play:

- One player guesses whether the first card will be red or black.
- If they are correct they get to guess if the next card will be higher or lower than the first.
- If they are correct they get to guess if the next card will be a number in between the first two cards or a number outside of the first two cards.
- If they are correct they win one hand.
- If they are wrong at any stage they complete 10 x of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 x hands.

Red or black / higher or lower / in or out?



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