

## THOMAS REDDALL HIGH SCHOOL PDHPE UNIT PLAN

<b>Unit Title: <i>Cricket 2</i></b>	<b>Unit Length: 6 x 50 minute practical lessons</b>	<b>Year: 9 – Term 3</b>						
<b>Syllabus Outcomes</b>		<b>Skills that enhance learning in PDHPE</b>						
<p><b>5.4</b> adapts, transfers and improvises movement skills and concepts to improve performance</p> <p><b>5.5</b> composes, performs and appraises movement in a variety of challenging contexts</p>	<p><b>5.11</b> adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations (<i>Communicating</i>)</p> <p><b>5.13</b> adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives (<i>Interacting</i>)</p> <p><b>5.14</b> confidently uses movement to satisfy personal needs and interests (<i>Moving</i>)</p>							
<b>Evidence of Learning (What students will know, understand, be able to do)</b>								
<p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate movement skills in increasingly complex and challenging activities from striking/fielding games</li> <li>• Adapt, transfer and improvise movement in increasingly demanding contexts</li> <li>• Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use features of movement composition</li> <li>• Use movement to effectively communicate and interact in group/team contexts</li> </ul>								
<b>Physical Literacy Continuum Focus: Movement Competencies (MC) Cluster 4, 5 &amp; 6 Markers (End of Year 6 through to End of 10)</b>								
<p><b>MOVEMENT COMPETENCIES</b> Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p> <p style="color: red; font-weight: bold;">MC</p>	<p>Stability skills <b>(A)</b></p>	<p>Object control skills <b>(B)</b></p>						
<p>Locomotor skills <b>(C)</b></p>	<p>Combinations <b>(D)</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center; background-color: #A9A9A9;">End of Year 6 Cluster 4</th> <th style="width: 33%; text-align: center; background-color: #A9A9A9;">End of Year 8 Cluster 5</th> <th style="width: 33%; text-align: center; background-color: #A9A9A9;">End of Year 10 Cluster 6</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <p><b>MC 4.1</b> Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p><b>MC 4.2</b> 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)</p> <p><b>MC 4.3</b> Applies movement skills to perform sequences in dynamic physical activity contexts</p> </td> <td style="vertical-align: top; padding: 5px;"> <p><b>MC 5.1</b> Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p><b>MC 5.2</b> Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts</p> <p><b>MC 5.3</b> Transfers similar movement skills and sequences appropriately across physical activity contexts</p> </td> <td style="vertical-align: top; padding: 5px;"> <p><b>MC 6.1</b> 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</p> <p><b>MC 6.2</b> Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts</p> </td> </tr> </tbody> </table>	End of Year 6 Cluster 4	End of Year 8 Cluster 5	End of Year 10 Cluster 6	<p><b>MC 4.1</b> Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p><b>MC 4.2</b> 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)</p> <p><b>MC 4.3</b> Applies movement skills to perform sequences in dynamic physical activity contexts</p>	<p><b>MC 5.1</b> Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p><b>MC 5.2</b> Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts</p> <p><b>MC 5.3</b> Transfers similar movement skills and sequences appropriately across physical activity contexts</p>	<p><b>MC 6.1</b> 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</p> <p><b>MC 6.2</b> Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts</p>
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<b>Cross-curriculum content</b>	<b>Resources</b>							
	<ul style="list-style-type: none"> <li>• BOS NSW (2003). <i>Personal Development, Health &amp; Physical Education – Years 7-10 Syllabus</i>. Sydney: Author.</li> <li>• Australian Cricket Board (2000). <i>Coaching Youth Cricket</i>. Champaign, IL: Human Kinetics</li> </ul>							

Learn About's	Learn To's	Teaching & Learning Strategies	Registration				
			9.1	9.2	9.3	9.4	9.5
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:</li> <li>- games</li> </ul>	• 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					
	<ul style="list-style-type: none"> <li>• adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm</li> </ul>	• 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					
		• Beat the Fielder – Back Foot Driving Drill (L1) MC 6.2					
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- transfer of skills and concepts</li> <li>- learning environments</li> <li>- feedback</li> <li>- importance of practice</li> <li>- safety</li> <li>- the role of rules and regulations in safe participation</li> </ul>	<ul style="list-style-type: none"> <li>• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations</li> </ul>	• 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					

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<ul style="list-style-type: none"> <li>• <b>Applying mechanical principles to enhance performance</b></li> <li>- absorbing and applying force</li> <li>- balance and stability</li> <li>- momentum</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique</li> </ul>	• Tee & Marker – Front Foot Driving Skills (L1) <b>MC 6.1</b>					
		• Sweep Drill – The Sweep Shot (L1) <b>MC 6.1</b>					
		• High-Tee Pulls – Pull Shot Drill (L2) <b>MC 6.2</b>					
		• Cut Shot Drill – Practising the Cut Shot (L2) <b>MC 6.2</b>					
		• Rock & Bowl – Basic Bowling Drill (L3) <b>MC 4.1</b>					
		• Wrist Flick – Building an Action Drill (L3) <b>MC 4.2</b>					
		• Gather and Explode – Building an Action Drill (L3) <b>MC 4.3</b>					
		• Pulling the Chain – Building an Action Drill (L3) <b>MC 4.3</b>					
		• Half Volleys (L4) <b>MC 5.3</b>					
		• Hip Rotation – Basic Throwing Drill (L5) <b>MC 5.1</b>					
		• Crow Hop – Basic Throwing Drill (L5) <b>MC 6.2</b>					
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition</li> </ul>	• Bouncer/Half Volley – Back Foot Defensive Skills (L1) <b>MC 5.1</b>					
		• Beat the Fielder – Back Foot Driving Drill (L1) <b>MC 6.2</b>					
		• Walk up and Bowl Technique (L3) <b>MC 5.1</b>					
		• Run up and Bowl Technique (L3) <b>MC 5.3</b>					
	<ul style="list-style-type: none"> <li>• use movement to effectively communicate and interact in group/team contexts</li> </ul>	• Running between wickets Relay (L2) <b>MC 5.1</b>					
		• Run-a-Two – Run Out Drill (L2) <b>MC 5.3</b>					
		• Nicks Drill (L4) <b>MC 6.2</b>					
		• Slips Catching Drill (L5) <b>MC 5.2, 5.3</b>					
		• Field Ball – Practice Fielding Game (L5) <b>MC 6.2</b>					
		• Playing a Game of Cricket (L6) <b>MC 6.1, 6.2</b>					
<ul style="list-style-type: none"> <li>• <b>Appreciating movement composition and performance</b></li> <li>- aesthetic appreciation</li> <li>- qualities of performance</li> <li>- analytical techniques</li> </ul>	<ul style="list-style-type: none"> <li>• use performance feedback to improve quality of movement in a variety of contexts</li> </ul>	• Run up and Bowl Technique (L3) <b>MC 5.3</b>					
		• Stumping Drill (L4) <b>MC 6.1</b>					
		• Wall Catching Drill (L4) <b>MC 6.1</b>					
		• Multiple Ball Throw – Fielding Drill (L5) <b>MC 6.1</b>					