CHANCE TO SHINE SCHOOLS

Produced in partnership with:

ALL STARS cricket

YOUTH SPORT TRUST

Session 1 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

"Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures."

Handwriting: Pupils should be taught to sit correctly at a table. In order to do this, pupils need a strong core which is developed through many of these activities.

Brilliant Brain-breaks

Overview

Children are designed to move – so let them move to learn with these interactive cricket themed **starter activities** to develop **GROSS** and **FINE** motor skills to prepare pupils for learning in the classroom. These activities are designed to take around 2-5 minutes each.

These activities can be done in sequence when first introducing them. Once pupils become familiar with them they can be used as a 'brain-break' at any time of the day. However, the 'brilliant' thing about these brain-breaks is they are all linked to supporting pupils 'readiness to learn'.

Activities can be done in the classroom to ensure minimum disruption to teaching time. These activities also help to develop visual tracking which is so important for reading and writing.

A Focussed Fielder

Yoga pose adapted to correct fielding stance for cricket.

Hold crouched position.

LH/RH alternate slow punching action forwards.

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B Magic Mover

Stand behind your chair.

Teacher calls ¼, ½ , ¾ turn with directions – left and right.

Introduction to fractions and directional language – can substitute 'left' and 'right' for 'clock-wise/anti clock-wise'.

C Star Skills Scorer

Manipulation of ball/bean bag and crossing mid-line activities.

Warm-ups for hand-writing.

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D Coordination Catcher

Individual activities that can be done at or around the desk in the classroom.

What can you do with a beanbag? Can you...

- Walk around your desk with a beanbag on your head?
- Jump?
- Twist around?
- Kneel down and stand up again, or sit down?
- Pass a beanbag around your body from hand-to-hand?
- Throw and catch with both hands, then one hand?
- Throw the beanbag in the air, clap your hands once, and catch it? Now try clapping your hands twice, then three times, and so on. How high can you go?
- Throw, touch the ground, catch?
- Throw, turnaround (and touch the ground), catch?
- Throw the beanbag up, jump and try to catch it? Jump twice. Jump three times!
- Throw; clap, cross touch shoulders, touch head, touch knees, nose, then catch? How many actions can you do before catching? Invent some more challenges. Try throwing it up and catching it with your eyes closed?
- Catch the beanbag by bending forward and reaching between the legs?
- Stand astride, place beanbag on head, tilt forward and catch it when it drops?

These activities could be built into a daily routine where pupils learn to control the bean bag, add different levels of challenge and get creative to enhance their learning even further.

Session 1 of 6

Key Stage 1 (Years 1 & 2)

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Handwriting: Pupils should be taught to sit correctly at a table. In order to do this, pupils need a strong core which is developed through many of these activities.

E Wicketkeeper Walker

Walk feet towards hands; hands remain still and then walk away from feet – feet remain still. Repeat.

F Boundary Balancer

Pupils find a line or rope to walk along – heel to toe. Feel tummy working to keep you straight and tall (core and posture).

Challenge 1: Do this whilst balancing bean bag on head.

Challenge 2: Change direction.

Challenge 3: Pick up an object from floor.

CHANCE TO SHINE SCHOOLS

Produced in partnership with:

ALL STARS cricket

YOUTH SPORT TRUST

Session 2 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Numeracy theme:

- Whole numbers and counting.
- Measurement and estimate of length
- Counting on

National Curriculum link:

'Develop confidence and mental fluency with whole numbers and counting: addition and subtraction.' Measure and begin to record length – estimate and measure length in CM/M. Develop confidence and mental fluency with whole numbers and counting: addition and subtraction. Solve simple one-step problems.

Cool Counter

Overview

Children are designed to move – so let them move to learn through the interactive sessions provided. This session focuses on active numeracy games with a cricket theme.

A Starter

Balloon Ball Counting

On your own at your desk count whilst keeping a balloon in the air. How many can you do? Challenge your partner.

Extension

Count in 2's/3's and 5's for each balloon strike.

- Can you... keep a balloon or soft ball in the air by striking it with your hands?
- Use both hands and keep a balloon up above your head using your fingertips? How many times can you do that without having to catch it?

Session 2 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Numeracy theme:

- Whole numbers and counting.
- Measurement and estimate of length
- Counting on

National Curriculum link:

'Develop confidence and mental fluency with whole numbers and counting: addition and subtraction.' Measure and begin to record length – estimate and measure length in CM/M. Develop confidence and mental fluency with whole numbers and counting: addition and subtraction. Solve simple one-step problems.

B Game

Rocket Relay

Run with a cricket bat or ball as a 'baton'. Collect **+** or **–** and **0-9/=** symbols and use them to make a 'sum' to work out as a team, one number or symbol at a time.

Split the class into equal relay teams depending on numbers and equipment.

R **Resource** Rocket Relay Cards

C Game

Run Chase

- There are 20 number problem cards scattered around the classroom, hall or playground (example cards provided in the additional resources).
- Start at any given number, the answer will tell you which card to go to next.
- The first individual, pair or group to complete the course correctly are the winners.
- **AIM:** Work out the answer to each problem scattered around the room and keep a score of how many 'runs' you get in total.

(Total sum of all answers = total runs).

Session 2 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Numeracy theme:

- Whole numbers and counting.
- Measurement and estimate of length
- Counting on

National Curriculum link:

'Develop confidence and mental fluency with whole numbers and counting: addition and subtraction.' Measure and begin to record length – estimate and measure length in CM/M. Develop confidence and mental fluency with whole numbers and counting: addition and subtraction. Solve simple one-step problems.

R **Resource** Number Problems Cards
Resource Scorecard

D Game

Space Invader (Number)

- Arrange four hoops in a square with one hoop in the middle.
- Organise children in teams of two or three.
- Place a selection of Cricket Ball Number Problems in the middle of the hoop. Taking turns, run to pick up one problem at a time and take back to your hoop. Work out the answer as a team. Write your answer on a mini whiteboard.

R **Resource** Cricket Ball Number Problems

CHANCE TO SHINE SCHOOLS

Produced in partnership with:

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YOUTH SPORT TRUST

Session 3 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Phonics:

Reading & Writing

- Apply phonic knowledge and skills as the route to decode words
- Spell words containing each of the 40+ phonemes already taught and common exception words

National Curriculum link:

'Develop a pleasure in reading, motivation to read, vocabulary and understanding'.

Writing composition:

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Vocab, grammar and punctuation

- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Ferocious Phonics

Overview

Children are designed to move – so let them move to learn with these interactive cricket themed activities to support phonics teaching as a lead in to reading and writing.

A Starter

Balloon Ball Spelling

On your own at your desk or with a partner to keep a balloon in the air whilst spelling a word.

Skill Development:

'Can you...' exploration activities to be done while spelling out words that are made up of a consonant, vowel and consonant (CVC). e.g. **BAT AND BALL RUN**

Can you:

- Keep a balloon or soft ball in the air by striking it with your hands?
- Use both hands and keep a balloon up above your head just using your fingertips? How many times can you do that without having to catch it?

Session 3 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Phonics:

Reading & Writing

- Apply phonic knowledge and skills as the route to decode words
- Spell words containing each of the 40+ phonemes already taught and common exception words

National Curriculum link:

'Develop a pleasure in reading, motivation to read, vocabulary and understanding'.

Writing composition:

Write sentences by:

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Vocab, grammar and punctuation

- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

B Game

Kit Collection

Have pictures of cricket equipment and name labels scattered around classroom. Pupils need to match them up.

R **Resource** Kit Collection Cards

Extension:
Match the word with the correct description.

E.g. Ball – a leather casing with cork inside and bound with fine cord.
Bat – used by the batter to hit the ball and defend the wicket.

C Game

Magic Bat

Use the additional resources (or choose your own cricket themed story/poem) to read an action story. Use actions to make the story active – use the examples provided or make up your own cricket actions.

You could read excerpts from the new Chance to Shine book: 'Class 10s – Chance to Shine'.

Extension:

1 Read simple sentences to the class: e.g.
She ran to the wicket.
He scored six runs.
She hit the ball.

Pupils make the correct action when they hear the word.

2 Challenge pupils to write the sentence – Add **CONJUNCTIONS** and exciting words to the sentence for extension. E.g 'She ran to the wicket' becomes 'She sprinted to the wicket'.

R **Resource** Worksheet: The Magic Cricket Bat
Resource Worksheet: Magic Bat Sentences

Session 3 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Phonics:

Reading & Writing

- Apply phonic knowledge and skills as the route to decode words
- Spell words containing each of the 40+ phonemes already taught and common exception words

National Curriculum link:

'Develop a pleasure in reading, motivation to read, vocabulary and understanding'.

Writing composition:

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Vocab, grammar and punctuation

- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

D Game

Space Invader (Words)

- Arrange four hoops in a square with one hoop in the middle.
- Organise children in teams of two or three.
- Place a selection of words in the middle hoop.
- Taking it in turns, run and collect one word at a time, how many sentences can the children make by stealing the words from the centre.
- Write down the sentences on a mini whiteboard.

Extension:

Place extra hoops around outside with more exciting words (adjectives or adverbs) or pupils think of own words to join their sentence with another group.

R Resource Cricket Ball Word Cards

CHANCE TO SHINE SCHOOLS

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YOUTH SPORT TRUST

Session 4 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

Super Scientist

National Curriculum link:

- Everyday materials: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.
- Use simple measures and equipment. Carry out simple tests, record simple data.
- Identify, name, draw and label basic part of the human body.

Overview

Children are designed to move – so let them move to learn with these interactive cricket themed activities to support the teaching of science in an active way.

A Starter

Balloon Ball

On your own at your desk or with desk partner to keep a balloon in the air.

Can you:

- Keep a balloon or soft ball in the air by striking it with your hands?
- Use both hands and keep a balloon up above your head just using your fingertips? How many times can you do that without having to catch it?

Skill Development:

- 'Can you...' exploration activities to be done with different light balls or other light objects (may need a bigger space for this!)
- Discuss different materials used to make different balls.

CHANCE TO SHINE SCHOOLS

Produced in partnership with:

ALL STARS cricket

YOUTH SPORT TRUST

Session 4 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

- Everyday materials: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.
- Use simple measures and equipment. Carry out simple tests, record simple data.
- Identify, name, draw and label basic part of the human body.

B Game

Material Match-Up

Play balloon ball with different balls and find out what material they are made of.

Bounce a ball then volley it with your hand, against the wall, let it bounce and catch it? How many times can you do this? Can you do this using alternate hands?

Experiment to see how heavy/do they bounce? Which ones bounce best?

Look at different pieces of cricket equipment (bat/pads/stumps/shoes etc) and find out what materials they are made with.

C Game

Hit the Target

- Groups of 4.
- Throwing bean bags at a target created, scored and measured by pupils.
- Explore questions linked to what you need to do to hit the **FAR** target or **NEAR** target.

CHANCE TO SHINE SCHOOLS

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ALL STARS cricket

YOUTH SPORT TRUST

Session 4 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

- Everyday materials: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.
- Use simple measures and equipment. Carry out simple tests, record simple data.
- Identify, name, draw and label basic part of the human body.

D Game

Wonderful Wicketkeeper

- Stand in crouched position of wicketkeeper on your toes. Can you balance? Feel 'tummy' working (Core).
- Do the same opposite a partner – hold a balance and point to a body part for your partner to name (Try to stay balanced and hold your tummy muscles in!).
- Make it harder: move further apart – lean and point whilst still holding body in balanced position.
- Draw the important body parts linked to a cricket action e.g. bowling, batting, throwing and catching.
- Describe how each body part helps when playing cricket.

CHANCE TO SHINE SCHOOLS

Produced in partnership with:

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YOUTH SPORT TRUST

Session 5 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

Writing composition: write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Vocab, grammar and punctuation

- Leaving spaces between words
- Joining words and sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Skilful Speaker

Overview

Children are designed to move – so let them move to learn with these interactive cricket themed speaking and listening activities to engage all pupils in fun literacy games.

A Starter

Wait, Wait, Run!

Cricket version of Duck, Duck, Goose

- One pupil walks around the circle tapping each person (lightly!) on shoulder whilst saying **WAIT** each time until they pick one person by saying **RUN**!
- They chase each other around the circle as the selected person tries to catch the leader before they get back to the start.

Safety Point: If playing in limited space, make pupils walk.

CHANCE TO SHINE SCHOOLS

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ALL STARS cricket

YOUTH SPORT TRUST

Session 5 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

Writing composition: write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Vocab, grammar and punctuation

- Leaving spaces between words
- Joining words and sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

B Game

Giant Rock, Paper , Scissors

Substitute Rock / Paper / Scissors for bat (long tall shape) / ball (tuck shape) / wicket or stumps (star shape). See diagram.

- Bat hits (beats) ball – bat wins.
- Ball hits wicket – ball wins.
- Bat hits wicket – wicket wins.

Can play against partner or do a whole class ladder competition.

R **Resource** Rock, Paper, Scissors Cards

Bat Ball Wicket

Session 5 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

Writing composition: write sentences by:

- Saying out loud what they are going to write about
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Vocab, grammar and punctuation

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C Game

Magic Cricket Ball

'Magic Cricket Ball story' read by teacher with actions for game which becomes 'Magic Ball' cricket terms and actions:

Key

Slow ball | Fast ball | Spin ball | Catch | Wicket | Yorker | Cone

Catch – STOP
Slow ball – walk slowly
Fast ball – walk fast
Spin ball – turn in circle
Wicket – star jump
Yorker – tuck on floor

*Note to teachers: This game can be adapted for other key action words that you want pupils to learn.
E.g. **Bat** – long tall shape, **Wicket** or **Stumps** – Wide star shape.

Development:
Write a sentence with one of the actions in. (Can adapt to acting out/ speaking the sentence). Could practice capital letter shapes with body. Focus: Start the sentence with a capital letter, finish with a full stop.

Extension:
Add conjunctions (and, but, so yet, etc).

R **Resource** The Magic Cricket Bat Story

Session 5 of 6

Key Stage 1 (Years 1 & 2)

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- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

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D Game

Umpire Actions

Each signal is a CARD (see additional resources) for pupils to look at in pairs then take turns to act out and tell their partner what each signal means. Try to remember all 6 then work with another pair to act out signals and see if they can say the right name.

R **Resource** Umpire Signals Cards

Bye

Boundary 4 runs

Boundary 6 runs

No ball

Wide ball

Out

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Session 6 of 6

Key Stage 1 (Years 1 & 2)

Learn Programme

National Curriculum link:

Literacy: Writing:
Write sentences by:
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives

Numeracy: Statistics:
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer questions about totalling and comparing categorical data.

Geography: Geographical skills & Fieldwork:
- Use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map.

Art and design
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school.

Confident Learner

Overview

Using cricket data as a source for cross-curricular learning. If you are able to tie in this theme with session 6 of the **PLAY** module you can use 'real' data collected from the final session or festival.

Another option is to take the class to watch a local partnership cricket festival (or even just another class doing a cricket lesson) where they can take photos and keep scores. Don't worry! There are also some samples provided if you are not able to get out and about!

A Literacy

- Write a sentence to describe what is happening in the photos from the festival.
- Copy any actions and find an interesting way to describe them out loud.

Extension:
Write a mini report about the festival.

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YOUTH SPORT TRUST

Session 6 of 6

Key Stage 1 (Years 1 & 2)

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Art and design

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school.

B Numeracy

Look at the score summary from the festival (or use the scorecards from the resources).

- How many points/runs/'stars' did each team collect?

Count and put in a pictogram.

R **Resource** Sample scores from Cricket Match

C Geography

This game is a modified version of 'Mission Control' from the PLAY resource.

- Call out North/South/East/West – children get used to running to each one.
- Add in names of cricket grounds E.g. South = Lord's, North = Old Trafford.

Extension: Practice a CORE skill at each 'ground' e.g. bean bag catches/balances or make the shape for **Ball/Bat/Wicket/Fielder**

R **Resource** N/S/E/W Labels

D Art/Computing

'Get Creative'

Before: Create a poster for your local cricket festival. Consider what information needs to be included.

After: Do the same for a certificate. Look at some samples to get ideas. Send your best ideas to your local School Games Organiser.