

PE: Invasion games - Basketball

School -

Class: Year 3 / 4 / 5 / 6	Year:	Term:	Teacher:
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Differentiation	Key vocab	Cross curricular links
SEN: use softer / lighter / smaller balls, support from teaching assistant or teacher, shorten distances to shoot / pass. GT: use real basketballs, work independently, increase distance to shoot / pass from, help weaker players improve, use weak hand for skills	Pass, catch, receive, bounce, dribble, travel, shoot, score, space, mark,	Science: how exercise affects our bodies. PSHE: working as a team. Numeracy: keeping score. Literacy: following instructions. Geography: where basketball is popular.

These plans will need to be adapted depending on the space and equipment available, although try to keep all children active all of the time.

'PE at Key Stage 2' from the National Curriculum

(1) Knowledge, skills and understanding

Acquiring and developing skills

1. Pupils should be taught to:

1. consolidate their existing skills and gain new ones
2. perform actions and skills with more consistent control and quality.

(2) Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:

1. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
2. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
3. apply rules and conventions for different activities.

(3) Evaluating and improving performance

3. Pupils should be taught to:

1. identify what makes a performance effective
2. suggest improvements based on this information.

(4) Knowledge and understanding of fitness and health

4. Pupils should be taught:

1. how exercise affects the body in the short term
2. to warm up and prepare appropriately for different activities
3. why physical activity is good for their health and well-being
4. why wearing appropriate clothing and being hygienic is good for their health and safety.

Wk	Learning Objective	Skills/knowledge/activities	Resources	Success criteria	Evaluation
1	Dribbling	<p>Intro: Explain our objective for the lesson. What is dribbling? (travelling with the ball to move forward or to go past an opponent) Why do we dribble? (to get past an opponent and get closer to the opposition net / goal) When do we dribble? (when we cannot pass forwards easily)</p> <p>Explain rules of 'travelling' (taking more than 2 steps with the ball without dribbling) and 'double-dribble' (dribbling, catching the ball and dribbling again).</p> <p>Model how to dribble a basketball. Key technical points:</p> <ul style="list-style-type: none"> • Bounce the ball at waist height • Bend knees slightly • 'Push' the ball, don't 'slap' it • Head up (if you can manage this) <p>See video at: http://www.videojug.com/film/how-to-dribble-a-basketball for a demonstration (5 mins)</p> <p>Warm-up: Why do we warm-up:</p> <ol style="list-style-type: none"> 1. To increase heart-rate and blood flow to our muscles 2. To prevent injury 3. To get our minds focused <p>'Knee boxing' – in pairs children need to tag their partner's knee, while trying not to let their partner tag his or her own knee. Encourage the children to bend their knees, as they will need to in main sessions when dribbling. (5 mins)</p> <p>For session, have some smaller, softer balls available for children who find it hard to use the real basketballs, to go and take one if they wish.</p> <p>Begin by dribbling the ball on the spot – key point is not to move (and if you have control you won't need to move) for a couple of minutes:</p> <ol style="list-style-type: none"> 1. With strong hand only 2. With weak hand only 3. Alternating hands 4. In a circle around the body (select more able children to go on to doing this, others keep practicing with both hands) <p>After each go, pick out children who have done the skill well to demonstrate and ask other children what they have done well (encourage them to mention key technical points from earlier) (10 mins)</p> <p>'Traffic light game.' Ask children to walk around dribbling now. Encourage more able children to use both hands. As children are walking around, hold up the following coloured cones for the following actions (introduce these gradually, not all at once):</p> <ul style="list-style-type: none"> • Red – hold the ball in two hands • Green – start dribbling again 	Basketballs (size 3 or 4) Smaller, softer alternative balls	<p>MUST: dribble a ball with control when stationary</p> <p>SHOULD: dribble a ball with control when moving</p> <p>COULD: dribble a ball with control when under pressure from an opponent</p>	

		<ul style="list-style-type: none"> • Yellow – pass the ball once between your legs • Blue – pass the ball around your waist <p>Holding up the cones (not calling out what colour they are) should encourage the children to dribble with their heads up. (5 mins)</p> <p>Give children 10 seconds to find a partner and sit with them. Explain that we are going to learn to try and defend the ball with our body when we dribble. Demonstrate this as both a defender and an attacker, with one of the children playing the other role. Key points:</p> <p>Defender:</p> <ul style="list-style-type: none"> • Not allowed to touch the opponent as this is a foul • Need to get around the opponent to the ball <p>Attacker:</p> <ul style="list-style-type: none"> • Use your body to shield the ball from your opponent • Same points as before for dribbling • Not allowed to catch the ball and dribble again <p>Remind children that they should not be running, just doing this at walking pace since the idea is to practice shielding the ball, not dribbling away, and also so no one bumps into each other.</p> <p>Children have a turn each as a defender and an attacker, shaking hands at the end of the game (10 mins)</p> <p>Play 'sharks'. Split children up in to ability groups in 3 set areas. Children need to dribble and try to knock away another person's ball at the same time. If a child has their ball knocked away, they need to go and stand away from the game, bounce the ball 20 times and then join in again. Remind children of importance of having their heads up to see where they are going. (5 mins)</p> <p>Plenary: In partners children watch each other perform the skill for the lesson and assess their partner against the success criteria for that skill.</p> <p>Revise the main technical points on how to dribble. Spend 1 minute sitting with eyes closed to visualise doing this and to clam down before getting changed. Touch one child at a time on the head to walk and go and get changed.</p>			
2	To pass and catch	<p>Intro: Revise key points for dribbling from previous lesson and why we dribble. Explain how another way of moving forward or past an opponent is to pass the ball.</p> <p>Warm-up: Revise three reasons for warming up. Children line up in house teams, standing close together for a relay race. When the person at the back has passed the ball to the person in front of them, they run to the front of the line; thus the line keeps moving forward. Demonstrate this with one house team so the others see how to do it. Children need to pass (as in hand, not throw) the ball from one person to the other in the following ways:</p> <ol style="list-style-type: none"> 1. Round their sides 2. Under their legs 	Basketballs (size 3 or 4) Smaller, softer alternative balls Bibs	<p>MUST: be able to do a chest pass and bounce pass in a drill</p> <p>SHOULD: be able to do chest and bounce passes in 'piggy in the middle'</p> <p>COULD: be able to do chest and bounce passes in a game-like situation</p>	

3. Over their heads
4. Alternating between under and over

For demonstrations see:

Chest pass - <http://www.5min.com/Video/How-to-Pass-in-Basketball---Chest-Pass-140621491>

Bounce pass - <http://www.5min.com/Video/How-to-Pass-in-Basketball--Bounce-Pass-140621513>

Catching - http://www.ehow.com/video_2345466_catch-basketball.html (10 mins)

Main:

Explain that the main type of pass in basketball is the 'chest pass', called that because you pass and receive it from your chest.

Model how to pass and receive the ball with the following key points:

Passer

- Flat, quick pass, not looped (because opponent can intercept it)
- Hands either side of the ball, with elbows pointing out
- Finish with hands pointing towards the target

Receiver

- Both hands outstretched to person passing
- Bring ball in to body as ball is received

Give children 10 seconds to find a partner.

Have some smaller, softer balls available for children who find it hard to use the real basketballs, to go and take one if they wish.

Children stand around 3 metres away from their partner, in 2 straight lines, with a safe space between each child. Children pass the ball to each other using a chest pass.

Pick out a pair who does this well to demonstrate and ask other children why they are doing it well (encourage them to mention key technical points from earlier).

Same set-up, but now a competition – the most passes and catches in 1 minute wins.

Explain that another type of pass in basketball is the 'bounce pass', called that because you bounce it to your opponent. When might we use this pass? (when an opponent is blocking any chest passes)

Technical points are the same, except with the addition that the ball should be bounced halfway between the passer and the receiver.

Repeat practice drill as before, but this time with the bounce pass. (10 mins)

As children are doing the previous activity, I will set-up the cones for 'Piggy in the middle'.

Model how to play 'Piggy in the middle'. 4 children in a group, with 3 standing on a corner of a square and one in the middle. Having a spare cone means that the children have to move and not just stand still.

		<p>Children passing and catching need to be on a cone to be allowed to catch. Explain how basketball is non-contact so piggy is not allowed to touch anyone. Swap piggy after a couple of minutes. Don't swap when piggy gets the ball as the weakest player will end up being in the middle too long. Encourage children to use chest pass and bounce pass that we practiced and not hold the ball for too long before passing. (10 mins)</p> <p>Pair up teams of 4 to be opponents for a game of 'Keep ball'. The aim is to make as many passes as you can without leaving the court or dropping the ball. When the ball is dropped, it is turnover and the other team take the ball. Team whom manage to make the longest string of consecutive passes is the winner. (10 mins)</p> <p>Revise the main technical points on how to pass. Spend 1 minute sitting with eyes closed to visualise doing this and to clam down before getting changed. Touch one child at a time on the head to walk and go and get changed.</p>			
3	Shooting	<p>Before lesson have both netball nets at either end of the playground.</p> <p>Intro: Explain that today we are going to be learning to shoot. Who can shoot? (anyone, different to netball). When do we shoot? (when we are close enough to the net). Why do we shoot? (to score points).</p> <p>Warm-up: Revise three reasons for warming up. Revise key technical points of dribbling and play 'traffic light game' from lesson 2.</p> <p>Have some smaller, softer balls available for children who find it hard to use the real basketballs, to go and take one if they wish.</p> <p>Main: Use lighter balls for this exercise for safety (children being hit on the head) and so that children can concentrate on the correct technique and not be struggling with the weight of the ball.</p> <p>Introduce the term 'set shot' and get the children to repeat it as a class. Explain that a set shot is when you shoot from a standing still position. Model how to do a set shot in the netball nets with the following key points:</p> <ul style="list-style-type: none"> • feet shoulder width apart • shoot with only 1 hand pushing the ball and the other supporting the ball on the side • finish with a straight arm • Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through) <p>See video at http://www.ehow.com/video_2368540_the-set-shot-basketball.html for a demonstration</p> <p>Introduce the term 'lay-up' and get the children to repeat it as a class</p>	<p>Basketballs (size 3 or 4)</p> <p>Lighter balls</p> <p>Netball nets</p>	<p>MUST: be able to complete a set shot</p> <p>SHOULD: be able to complete a lay-up</p> <p>COULD: shoot with their weaker hand</p>	

		<p>Explain that a lay-up is when you shoot on the move. Model how to do a lay-up in the basketball nets with the following key points:</p> <ul style="list-style-type: none"> • ... aim for the top right-hand corner of the square • ... right hand shot, left foot take off / left hand shot, right foot take off • ... only take 2 steps after catching the ball <p>See video at http://www.ehow.com/video_2345471_shoot-layup-basketball.html for a demonstration</p> <p>Half the children to practice shooting in the netball nets with a set shot, with one hand only so that they do not use their other hand to project the ball. After a few minutes they can use their other hand to steady the ball, or do this straight away if they need to. (10 mins)</p> <p>Children on netball nets play 'killer'. Children stand in line facing the net. First person shoots. If first person scores, they get their ball and go to the back. If they miss, the second person shoots (both players shoot at the same time). If the second person scores before the first person, the first person has been 'killed'. The first person needs to go to the side and bounce the ball 20 times before re-joining the line. (5 mins)</p> <p>Half the children to practice lay-ups in the basketball nets. Begin by using a set shot very close to the basket and at a 45° angle (right-handers on the right side, left-handers on the left side) (5 mins)</p> <p>Move on to full lay-up, with rhythm of 'bounce – one (step) – two (step) – jump and reach, about five paces away from the basket. (5 mins)</p> <p>Children on basketball nets play 'killer', with only difference being that their initial shot is a lay-up and any second, third etc attempts being set shots from wherever they get their ball. (5 mins)</p> <p>Groups swap over after 15 minutes.</p> <p>Plenary: In partners children watch each other perform the skill for the lesson and assess their partner against the success criteria for that skill.</p> <p>Revise the main technical points on how to shoot. Spend 1 minute sitting with eyes closed to visualise doing this and to clam down before getting changed. Touch one child at a time on the head to walk and go and get changed.</p>			
4	Footwork + rebounding	<p>Intro: Explain that today we are going to be working on footwork, which is important to avoid travelling.</p> <p>Warm-up: Split children in to 4 teams, so that 2 of the following game can go on simultaneously. Children stand on either side of a small court in teams, and I will place a ball in the middle of the court. Each team needs to throw the ball at the</p>	Lighter balls	<p>MUST: know that you need to stop in particular ways in basketball to pivot</p> <p>SHOULD: be able to catch a rebound, do a jump stop, stride stop</p>	

ball in the middle to knock it towards the other team, using a bounce pass.

Main:

Explain that there are two main ways of stopping in basketball: the 'jump stop' and the 'stride stop'. Ask children to repeat these as a class.

Model a jump stop, with following key points:

- land on both feet simultaneously (either foot can become pivot foot)
- bend knees
- don't jump too high
- don't over-balance
- head up, looking around

Model how to do a jump stop by walking, then by running on to the ball (with someone throwing it in to my path) and catching it. Ask person throwing the ball to do it with 2 hands, underarm so that it is easy to catch.

See video at http://www.ehow.co.uk/video_2368565_the-jump-stop-basketball.html for a demonstration

Give children 10 seconds to find a partner and practice this in a space, alternately taking turns to throw and catch. (5 mins)

Model how to do a stride stop, with the following key points:

- land on one foot, which then becomes the pivot foot
- second foot strides through and is used to balance
- head up, looking around

Model how to do a stride stop by walking, then by running on to the ball (with someone throwing it in to my path) and catching it. Ask person throwing the ball to do it with 2 hands, underarm so that it is easy to catch.

Give children 10 seconds to find a partner and practice this in a space, alternately taking turns to throw and catch. (5 mins)

Children have a ball each and dribble (revise key points on dribbling with it at a slow pace. When I call 'jump stop' or 'stride stop' they need to stop the way I have asked. (5 mins)

Explain what pivoting means (to keep one foot in contact with the ground and use it to pivot, or turn, on). Main thing when pivoting is to keep the ball away from the opponent. Ball should be held at chest height, under the chin in a 'triple threat position' (giving equal chance to shoot, pass or dribble)

See video at http://www.ehow.com/video_2368266_pivot-foot-basketball.html for demonstration

In partners children return to drill for jump stop and stride stop; this time when they catch the ball their partner needs to try and touch the ball, while the person with the ball needs to shield it by pivoting. Remind children of non-contact. (5 mins)

and pivot

COULD: help their partner to do the above skills correctly

		<p>Explain what 'rebounding' means (to catch the ball after a missed shot). Ask children to repeat the word 'rebound' as a class. Model how to do this by throwing the ball high against the wall:</p> <ul style="list-style-type: none"> • jump with 2 feet for strength • catch ball with 2 hands as high as possible • bend knees and thrust arms up for height • 'box out' other person by anticipating where the ball will land and taking up that position <p>See video at http://www.videojug.com/film/how-to-box-out-and-rebound-in-basketball for demonstration</p> <p>Children practice doing this on their own, then competing with a partner. (5 mins)</p> <p>Plenary: In partners children watch each other perform the skill for the lesson and assess their partner against the success criteria for that skill.</p> <p>Revise the main technical points on how to stop with the ball. Spend 1 minute sitting with eyes closed to visualise doing this and to clam down before getting changed. Touch one child at a time on the head to walk and go and get changed.</p>			
5	Games with overloaded attacks	<p>Intro: Explain that we are going to be putting some of the skills we have learnt in to practice in a game situation. Revise what skills we have covered: dribbling, chest pass, bounce pass, shooting (set shot and lay-up), footwork (jump stop, stride stop and pivoting) and rebounding. Explain that we will be playing games where the attacking team have more players than the defending team. Revise main rules: travelling, double dribble, non-contact. Explain that if ball goes off court, other team get it and pass it back in (and must be given space to do this) Discuss tactics – passing to people in space, trying to move forward all the time, doing things quickly, communicating etc</p> <p>Warm-up: Revise three main reasons for warming up. Introduce idea of 'marking' (following someone on the other team when your team has lost the ball) and 'finding space' (getting away from your marker when your team has the ball). Explain that we will be getting in to partners, and numbering ourselves 1 or 2. I will say which team 'has the ball'. If it is number 1s, then partner number 1 needs to get away from partner 2, if it is number 2s, then partner 2 needs to get away from partner 1. I will shout freeze and see how far partners are from each other. Give children 10 seconds to find a partner and number themselves 1 or 2. (5 mins)</p> <p>Main: Organise children into small sided-teams based on ability. Each player will have</p>	Balls Bibs Netball nets	<p>MUST: take the role of player and coach</p> <p>SHOULD: provide feedback and act on feedback</p> <p>COULD: use all of the skills learnt in a game</p>	

		<p>a partner, who will be his or her coach. When the coach is not playing they will have a list of the following, with a clipboard and a pencil, to assess their partner's performance in the game:</p> <ul style="list-style-type: none"> • ... avoid 'travelling' or 'double dribbling' • ... dribble the ball • ... use a chest pass or a bounce pass • ... use a set shot or a lay-up • ... use a stride stop, jump stop or pivot • ... always mark players when their team lost the ball • ... always try to get free when their team had the ball <p>More able children to use nets to shoot in. Less able children to have a player stand in a hoop just past the end line of the court</p> <p>Coaches will watch their partners play the game for about 7 minutes, then feedback to them on what they did well and what they could improve. Players swap roles.</p> <p>After another 7 minutes, coach feeds back to players.</p> <p>Child who was the player first takes part in a game again, with the coach watching to see if they make the improvements that were suggested. Feedback again. Swap roles again and vice versa. (30 mins)</p> <p>Plenary: Discuss what tactics worked well? What did not work so well? Why?</p>			
6	Even-sided games	<p>Repeat lesson structure from lesson 6, but this time with even numbers of attackers and defenders.</p> <p>Also include dribbling a ball in the warm-up.</p>	<p>Balls</p> <p>Bibs</p> <p>Netball nets</p>	<p>MUST: take the role of player and coach</p> <p>SHOULD: provide feedback and act on feedback</p> <p>COULD: use all of the skills learnt in a game</p>	

Assessment

<i>Some children will not have made so much progress and will:</i>	<i>Most children will:</i>	<i>Some children will have progressed further and will also:</i>
Complete using 'Expectations' from appropriate QCA schemes of work for 'Invasion games' for year group that you are teaching	Complete using 'Expectations' from appropriate QCA schemes of work for 'Invasion games' for year group that you are teaching	Complete using 'Expectations' from appropriate QCA schemes of work for 'Invasion games' for year group that you are teaching
Level	Level	Level

Children should not be doing basketball for 4 years in a row: 2 out of 4 years, either alternating years or consecutive years is preferable. Alternating years can be better to keep them interested, although they will forget more of what they learnt.

