

Lesson Objective

To dribble a basketball under control whilst on the move and under pressure from a defender

Lesson 1/6

Equipment Needed

Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.

Success Criteria

Children can:

- Dribble the ball under control with both hands
- Understand when they need to dribble, and when they need to pass – Keeping possession
- Understand the term of 'travelling' and 'double dribble'
- Pivot on one foot and move into a direction where they can pass the ball
- Understand the rules regarding footwork faults

Adapted Learning (Differentiation) (Challenge)

- M/A to use a smaller space to challenge them further, L/A compete against defender who is hopping to start with – Progress to usual defence stance but in a larger area
- Give out bibs based on ability, M/A can only knock out M/A

Key Questions

- Why do we dribble? – To get past an opponent and get closer to the opposition net
- When do we dribble? – When we cannot pass forwards easily
- Understand the term of 'travelling' – Taking more than two steps with the ball without dribbling and 'double dribble' (Dribbling, catching the ball and dribbling again)

Warm Up

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.

Main Activity

Skill Acquisition:

Begin in 2's by one player dribbling the ball on the spot – Key point is not to move (If you have control you won't need to move):

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)

Demonstrate this as both defender and attacker, with one of the children playing the other role.

Traffic Lights:

Children move around the basketball court by dribbling the ball. Coach starts by shouting out the commands and holding up cones simultaneously. On Green – children dribble around the space avoiding each other. On Amber – children stay stationary and dribble on the spot. On Red – children must stop. PROGRESSION – Don't shout out colours, just hold up cones.

Champion of the Court:

On the basketball court, have all children dribbling the ball, children have to move around in an attempt to knock the ball out of the court whilst maintaining control of their own ball. Once the ball has left the court, they then become the defender and must try and knock the rest of the class out of the court. Last one in is the champion.





Cooldown

Recap lesson and discuss Success Criteria.

Key Technical Points

- Bounce the ball at waist height
- Bend knees slightly
- 'Push' the ball, don't 'slap' it
- Head up (If you can manage this)

Lesson Objective	To pass a basketball under control using different techniques		Lesson 2/6
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.		
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Pass the ball using the chest and bounce passes to a partner over a variety of distances • Perform a range of passes in a game situation (Small-sided games, for example 2v2 or 3v3, etc.) • Understand when to use a certain type of pass to keep possession • Know when to pass and when to dribble 		
Adapted Learning (Differentiation) (Challenge)	Further away, put limits on how long they are allowed to hold onto the ball. Closer together, allow the ball to bounce, softer ball where necessary.		
Key Questions	What is a chest pass? What is a bounce pass? When would we use a bounce pass?		
Warm Up	Revisit key points for dribbling from previous lesson and why we dribble. Have children dribble around the court playing a shortened version of Champion of the Court .		
Main Activity	<p>Skill Acquisition:</p> <p>Explain that the main type of pass in basketball is the 'chest pass', called that because you pass and receive it from your chest. The other 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).</p> <p>Children stand around three metres away from their partner, in two straight lines, with a safe space between each child. Children pass the ball to each other using a chest pass. For the bounce pass the technical points are the same, except that the ball should be bounced halfway between the passer and the receiver.</p> <div style="display: flex; justify-content: space-between;"> <div> <p>Passes:</p> <ul style="list-style-type: none"> • 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 </div> <div> <p>Receiver:</p> <ul style="list-style-type: none"> • Both hands outstretched to person passing • Bring ball into body as ball is received </div> </div> <p>Types of Passes:</p> <p>Pupils work in 4's passing the ball and following the pass. Demonstrate a type of pass (Chest or bounce) and instruct pupils to attempt with a partner. After pupils have had sufficient time to practice... PROGRESSION: Timed challenge – How many chest/bounce passes can you complete in one minute?</p> <div style="display: flex; justify-content: space-between;"> <div>  </div> <div>  </div> </div> <p>Keep Ball:</p> <p>In teams of three they play against their 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 turned over and the other team receives the ball. Team who manages to make the longest string of consecutive passes is the winner. Remind children of 'travelling' rule from last week; they cannot move with the ball in their hands.</p>		
Cooldown	Recap lesson and discuss Success Criteria.		
Key Technical Points	<div style="display: flex; justify-content: space-between;"> <div> <p>The Bounce Pass:</p> <ul style="list-style-type: none"> • Can be used with one or two hand(s) • Push ball into the floor, slightly over half-way between yourself and the destination of your pass. Step into pass </div> <div> <p>The Chest Pass:</p> <ul style="list-style-type: none"> • Hold the ball against chest. • Hands each side of the ball. Step into pass • Points fingers at target </div> </div>		

Lesson Objective

To shoot a basketball using the set shot and lay up shot

Lesson 3/6

Equipment Needed

Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.

Success Criteria

Children can:

- Know how to stand and hold then ball before shooting
- Understand what a set shot is
- Understand the Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)
- Start to understand what a lay-up shot is

Adapted Learning (Differentiation) (Challenge)

Pupils to stand further away/closer to from basket.
Pupils to play game in a smaller/larger grid.

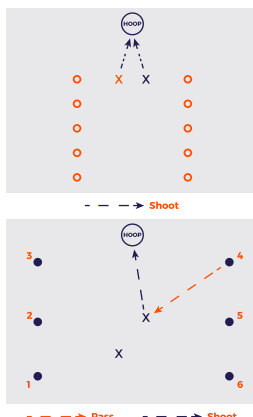
Key Questions

When do we shoot?
Why do we shoot?
What is a set shot is?
What is a lay up?

Warm Up

Revise key technical points of dribbling and passing. Half the class has a ball, half doesn't. Must dribble/pass the ball around at all times players must move to find a space

Main Activity



Skill Acquisition:

Split class into as many groups as you have hoops. Demonstrate technique and instruct pupils to form single file lines and practice. Each time it is a pupils turn to shoot allow them to have a minimum of three attempts. This allows them to correct errors immediately and begin to build up some muscle memory of the technique.

Race to the Finish:

Class remain in groups used for previous activity. Place a line of cones moving progressively further away from the hoop, every time a pupil scores they move back a level. The winner is the pupil that scores from the last cone 1st.

Lunge:

Split your class into as many groups as you have hoops. In each group two children take a place in the middle with the remainder of the group taking up the role of feeders on the outside of a 10x10 grid. Once the game starts each pair has two minutes to score as many baskets as they can. Feeders fetch any loose balls and pass them to the shooting pair. The pair with the highest score wins.

Cooldown

Recap lesson and discuss Success Criteria.

Key Technical Points

Set Shot:

- Feet shoulder width apart
- Shoot with only one 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)

Lunge:

- Aim for the top right-hand corner of the square
- Right hand shot, left foot take off/left hand shot, right foot takes off
- Only take two steps after catching the ball

Lesson Objective

To understand the basic rules of basketball

Lesson 4/6

Equipment Needed

Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.

Success Criteria

Children can:

- Understand the rules and know how to start and restart the game
- Dribble the ball confidently in a game situation
- Consistently receive and control a ball against a defender
- Pass, dribble and shoot with control in a variety of games

Adapted Learning (Differentiation) (Challenge)

M/A Higher target to score goal, set time limit on how long pupils can hold ball.
L/A Lower target, allow one double dribble.

Key Questions

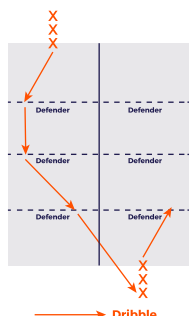
When do we pass?
When do we dribble?

Warm Up

Coaches Call:

Pupils jog around the court move into spaces jogging constantly, when you call out "Ready Position!" The children respond by placing their hands in the ready position and shout "Shoot, Pass, Dribble". When you call out "Block!" The children respond by jumping in the air with one hand raised. When you call out "Defence!" The children all adopt the defensive position.

Main Activity



The Gauntlet:

Children will need to work in pairs, mark out a rectangle for each pair. The children take it in turns to attempt to dribble out of the 'gauntlet' – the other member of the pair acts as the defender.

Possession Square:

Split the class into six ability teams. Set out two grids one marginally bigger than the other pupils complete a set amount of passes successfully to score a goal (i.e., five passes = one goal). Team without the ball must defend and try to win the ball back. If successful they then try and score by making five passes.



Small Sided Games:

Split the group into teams of four of equal abilities. Similar ability teams to play against each other in a small area of the court. Use basketball hoops if you have them; if not use a target area to pass into.

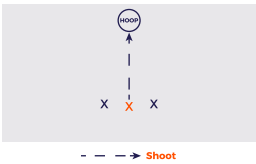
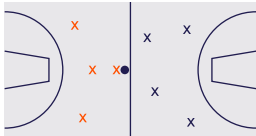
Cooldown

Recap lesson and discuss Success Criteria.

Key Technical Points

The Ready Position:

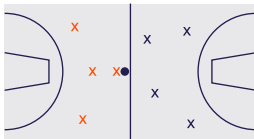
- Pupils to place the ball to the right of their torso with the right hand on top, left hand on the side
- From this position players are best placed to shoot, pass or dribble

Lesson Objective	To play small, modified games of basketball		Lesson 5/6
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.		
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Know how to start and restart the games, and where the defending teams need to be • Identify and use tactics to help the team keep the ball and advance it forward • Pass, dribble and shoot with control 		
Adapted Learning (Differentiation) (Challenge)	<p>M/A pupils start further away from the competition!</p> <p>Ensure M/A play against M/A, allow L/A pupils to play against children of a similar ability.</p>		
Key Questions	<p>What are the main rules of basketball?</p> <p>What will 'fouls' be called for?</p>		
Warm Up	<p>Traffic Lights:</p> <p>Mark out the area for the children to work in. Begin by shouting out the commands and holding up cones simultaneously. PROGRESSION – Just hold up cones, encourage children to dribble with their head up.</p>		
Main Activity	<div>  <p>Keep the Point Alive:</p> <p>Basketball is end to end, if you can keep the ball your team will dominate matches. For this activity you'll need to split your class into groups of three around a hoop (Or as close to this as possible). One shooter, two competing rebounders – the shooter takes three shots, and the two rebounders compete to catch the ball (It must be caught!) after three shots, rotate!</p> <p>Defensive Strategies:</p> <p>As a finale to the children's work organise some matches. If you don't have enough hoops create end zones either side of your pitch – a pass in equals one point. Each team will try a style of defence that you want them to employ, once they have tried both Full Court Press and Half Court Press allow them to choose which tactic their team wants to employ independently.</p> <div>  <p>Small Sided Games:</p> <p>Split the group into teams of four of equal abilities. Similar ability teams to play against each other in a small area of the court. Use basketball hoops if you have them, if not use a target area to pass into.</p> </div> </div>		
Cooldown	Recap lesson and discuss Success Criteria.		
Backhand Lift	<div> <p>Half Court Press:</p> <ul style="list-style-type: none"> • For this tactic you let the team advance through the court, only applying pressure when they cross the halfway line • This allows you to stay organised! <p>Full Court Press:</p> <ul style="list-style-type: none"> • This is an aggressive tactic; you mark the opposition all over the court including close to their own hoop! • This might be a good idea if you know the other team is very good at shooting, this way you might be able to win the ball without them getting chance! </div>		

Year 6 - Basketball

Lesson Plan

COMPLETE
EDSTART

Lesson Objective	To play small-sided games and follow the rules of the game	Lesson 6/6
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Identify and use tactics to help the team keep the ball and advance it forward• Analyse skills and techniques to modify and improve performance• Understand the rules and know how to start and restart the game• Consistently demonstrates leadership qualities to provide strategy and tactics in game situations for teammates to succeed	
Adapted Learning (Differentiation) (Challenge)	To push M/A further you could add a second defender!	
Key Questions	What are the main rules of basketball? What will 'fouls' be called for?	
Warm Up	<p>Across the Court:</p> <p>One or more children stand in the middle of the area. On the command, the remaining children dribble across to the opposite side of the area – 'safe area'. The defenders try to catch the ball and put it safely to the side. Children who lose their ball become a defender. Mark out the safe areas with cones or use existing lines. Throughout, highlight good dribbling and defence skills.</p>	
Main Activity	<p>Pass Rush:</p> <p>Over the course of the Unit of Work, children have become secure in passing/handling skills. Split your class into ability-based teams. (Lower. Middle & Higher Ability). Each group work within a differentiated grid, getting smaller as the ability level gets higher. Assign a defender in each box, starting simultaneously each group has to complete as many passes as they can in two minutes – the defender's job is to try and intercept the ball!</p> <p>Key Points of the attack and defence:</p> <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>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>Small Sided Matches:</p> <p>Split class into teams of four. Playground split into playing areas, each with marked out 'end zones' at either end. The aim of the game is to pass the ball to a player in the end zone and then shoot. Ensure that all children are dribbling and using both chest and bounce passes. Show children good examples of how to pass and move to receive the ball in a space. Emphasise that children should show their hands to receive the ball in a good position. Encourage children to mark opponent players throughout to make sure they don't get the ball.</p>	
		
Cooldown	Recap lesson and discuss Success Criteria.	
Key Technical Points	<p>Defending:</p> <p>When defending it is important to angle your body so that the attacker is being shown away from the basket. If the player with the ball is in the centre of the court the defender should attempt to force the player to dribble on their weaker hand.</p>	