


Year 5 - Basketball

Lesson Plan

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: <ul style="list-style-type: none">• Dribble the ball under control with both hands• Understand when they need to dribble, and when they need to pass – Keeping possession• Bend their knees slightly and keep the ball moving at waist height• Understand the term of 'travelling' and 'double 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	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): <ol style="list-style-type: none">1. With strong hand only2. With weak hand only3. Alternating hands4. 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 stationery 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 and discuss Success Criteria.	
Key Technical Points	Double Dribble: When a player ends their dribble by catching or causing the ball to come to rest in one or both hands and then dribbles it again with one hand. Travelling: Taking more than two steps with the ball without dribbling.	

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Lesson Plan

Lesson Objective	To work on the footwork needed in basketball	Lesson 2/6
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">• 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)	Group by ability.	
Key Questions	What is pivoting? How do we pivot?	
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	<div><div></div><div><p>Pivot:</p><p>Split the class into groups of 12. Have half the children on the outside of the court with a ball, and the other half moving around the inside of the children. Players in the middle receive a pass from a player on the outside, pivot and then pass back to the same player. They then do the same with another player on the outside. Change roles. PROGRESSION: Once they receive the ball, they pivot and then dribble to pass the ball to another player who is on the outside.</p><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, where they cannot move with the ball in their hands.</p></div></div>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Pivoting: Is when the ball carrier places one foot on the floor and rotates around without moving the foot on the floor.	



Year 5 - Basketball

Lesson Plan

Lesson Objective	To pass accurately using the chest pass	Lesson 3/6				
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.					
Success Criteria	Children can: <ul style="list-style-type: none">• Chest pass the ball to a partner over a variety of distances• Cushion the ball into their chest when catching					
Adapted Learning (Differentiation) (Challenge)	Group by ability.					
Key Questions	When do we use the chest pass?					
Warm Up	Pivot: <p>Split the class in two. Have half the children on the outside of the court with a ball, and the other half moving around the inside of the children. Players in the middle receive a pass from a player on the outside, pivot and then pass back to the same player. They then do the same with another player on the outside. Change roles. PROGRESSION: Once they receive the ball, they pivot and then dribble to pass the ball to another player who is on the outside.</p>					
Main Activity	Skill Acquisition: <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.</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.</p> <table><tr><td>Passes:</td><td>Receiver:</td></tr><tr><td><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</td><td><ul style="list-style-type: none">• Both hands outstretched to person passing• Bring ball into body as ball is received</td></tr></table> <p>Pass & Move:</p> <p>Pupils work in 4’s. Passing the ball and following the pass.. Demonstrate a type of pass (bounce) and instruct pupils to attempt with a partner. After pupils have had sufficient time to practice. PROGRESSION: Timed challenge (How many bounce passes can you complete in one minute?)</p> <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, where they cannot move with the ball in their hands.</p>		Passes:	Receiver:	<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	<ul style="list-style-type: none">• Both hands outstretched to person passing• Bring ball into body as ball is received
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Cooldown	Recap and discuss Success Criteria.					
Key Technical Points	The Chest Pass: <ul style="list-style-type: none">• Hold the ball against chest.• Hands each side of the ball• Step into pass• Points fingers at target					

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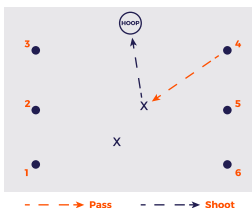
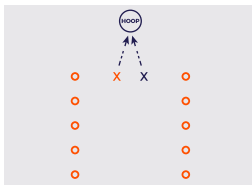
Lesson Plan

Lesson Objective	To pass a basketball under control using different techniques	Lesson 4/6
Equipment Needed	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">• Pass the ball using the chest and bounce passes• Understand when to use a certain type of pass to keep possession• Know when to pass and when to dribble	
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 use the chest 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	Skill Acquisition: <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.</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 bounce pass.</p> <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 <p>Receiver:</p> <ul style="list-style-type: none">• Both hands outstretched to person passing• Bring ball into body as ball is received  <p>Pass & Move:</p> <p>Pupils work in 4's. Passing the ball and following the pass.. Demonstrate a type of pass (bounce) and instruct pupils to attempt with a partner. After pupils have had sufficient time to practice. PROGRESSION: Timed challenge (How many bounce passes can you complete in one minute?)</p>  <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, where they cannot move with the ball in their hands.</p>	
Cooldown	Recap lesson and discuss Success Criteria.	
Key Technical Points	The Bounce Pass: <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	

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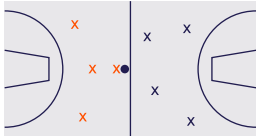
Lesson Plan

Lesson Objective	To shoot a basketball using the set shot	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 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) 	
Adapted Learning (Differentiation) (Challenge)	Group by ability, have children start closer to the net, reduce the height of the net.	
Key Questions	How do we shoot?	
Warm Up	<p>Pass & Move:</p> <p>Pupils work in 4's. Passing the ball and following the pass.. Demonstrate a type of pass (bounce) and instruct pupils to attempt with a partner. After pupils have had sufficient time to practice. PROGRESSION: Timed challenge (How many bounce passes can you complete in one minute?)</p>	
Main Activity	<p>Skill Acquisition:</p> <p>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.</p> <p>Race To The Finish:</p> <p>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 first.</p> <p>Beat The Clock:</p> <p>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.</p>	
Cooldown	Recap lesson and discuss Success Criteria.	
Backhand Lift	<p>Set Shot:</p> <ul style="list-style-type: none"> • 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) 	



Year 5 - Basketball

Lesson Plan

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	Children can: <ul style="list-style-type: none">• Identify and use tactics to help the team keep the ball and advance it forward• Understand the rules and know how to start and restart the game• Pass, dribble, and shoot with control in a variety of games	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What are the basic rules of basketball?	
Warm Up	Coaches Call: <p>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.</p>	
Main Activity	Possession Square: <p>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., 5 passes = 1 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.</p>  Small Sided Matches: <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 and discuss Success Criteria.	
Key Technical Points	Remember the Double Dribble / Travelling / Pivot rules from the Unit of Work.	