

# Year 4 - Development of Invasion Games

## Basketball & Football - Lesson Plan

COMPETING  
EDSTART

<b>Lesson Objective</b>	To develop the technique of dribbling a basketball using their hands against an opponent	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Basketball – enough for one each (Minimum one between two), cones, flat markers, bibs.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Understand the term of 'travelling' and 'double dribble'</li><li>Use their body/other arm to protect the ball whilst dribbling</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	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.	
<b>Key Questions</b>	How do we dribble against a defender?	
<b>Warm Up</b>	<b>Ball Mastery:</b> Children find a space with a ball each. Children start by bouncing the ball stationary with preferred hand, opposite hand, then at side of body, alternating hands, moving forwards and backwards.	
<b>Main Activity</b>	<b>Traffic Lights:</b> 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. <b>PROGRESSION</b> – Don't shout out colours, just hold up cones.  <b>Receive &amp; Dribble:</b> 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 then dribble to another player who is on the outside. They then move to another player to receive a new ball, repeat for two minutes and swap roles.  <b>Champion of the Court:</b> 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.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	Push ball with fingertips waist height, ball is at side of body, with other arm acting as protection for the ball.	

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<b>Lesson Objective</b>	To develop the technique of shooting in basketball	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Basketballs, basketball nets, cones, bibs.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Know how to stand and hold the ball before shooting</li><li>Understand what a set shot is</li><li>Understand the Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Lower the hoop, get children to stand closer / further away.	
<b>Key Questions</b>	When do we shoot? Why do we shoot? What is a set shot?	
<b>Warm Up</b>	Revisit key points for dribbling from previous lesson and why we dribble. Have children dribble around the court playing a shortened version of <b>Champion of the Court</b> .	
<b>Main Activity</b>	<b>Skill Acquisition:</b> 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 pupil's 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.  <b>Race To The Finish:</b> 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.  <b>Keep Ball:</b> 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. PROGRESSION: Add a hoop so children shoot when they make three passes.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	Set shot is when you shoot from a standing still position. <ul style="list-style-type: none"><li>Feet shoulder width apart</li><li>Shoot with only one hand pushing the ball and the other supporting the ball on the side</li><li>Finish with a straight arm</li><li>Acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)</li></ul>	

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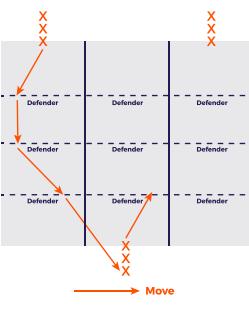
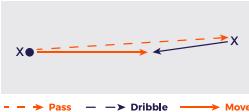
COMPETING  
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<b>Lesson Objective</b>	To play small games and follow the rules of the game in basketball	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Basketballs, basketball nets, cones, bibs.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Understand the rules and know how to start and restart the game</li><li>Pass, dribble, and shoot with control in a variety of games</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Group by ability.	
<b>Key Questions</b>	What are the basic rules of basketball?	
<b>Warm Up</b>	<b>Pass &amp; Move:</b>  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?	
<b>Main Activity</b>	<b>Small Sided Matches:</b>  Split class into teams of three. 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. Children to play in equal teams with one nominated player to catch the ball 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.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Double Dribble:</b> 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. <b>Travelling:</b> Taking more than two steps with the ball without dribbling.	

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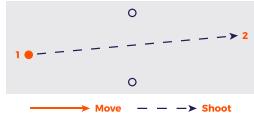
COMPETING  
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<b>Lesson Objective</b>	To develop the role of the defender	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Footballs (Size 3 plus small/lighter for differentiation) cones, marker, bibs.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Know how to stand when defending</li><li>Close down the attacker and try to win the ball</li><li>Show the opponent in the direction you want them to go</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Group pairs by ability.	
<b>Key Questions</b>	How do we defend?	
<b>Warm Up</b>	<b>Follow The Leader:</b> In pairs, one behind the other. Person at the front starts with the ball, person behind without. Player with the ball to dribble around the area, person without tracks the player and dispossesses the ball to win a point. The player keeps the ball and the other player now becomes the defender.	
<b>Main Activity</b>	<p><b>Skill Acquisition – Defending:</b></p> <p>In a 10x10m area, children start by passing the ball to their opponent. The 'attacker' must try and cross the end line on the defender's side.</p> <p>The defender, must close the attacker and force them away from the end zone, win the ball or force the ball out of the area.</p>   <p><b>Gauntlet:</b> Split the hall/field into three columns, with the class split into three. 2 Teams attack, 1 Teams defends specific areas.</p> <ul style="list-style-type: none"><li>Defender can only move along the line</li><li>Children must try to run from start to finish without losing their ball</li><li>Defenders must try to stop the attacker from crossing their line</li></ul>  <p><b>1v1 Defending:</b> Children play 1v1 matches, where the defender aims to deny the attacker the chance to score. Attacker must score by crossing the end line. PROGRESSION: Have small goals for the attacker to score in.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	Keep your body between the attacker and the goal, using small lateral movements to deny them any space. Stay patient and avoid diving into tackles; instead, time your challenges carefully to win back possession effectively.	

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<b>Lesson Objective</b>	To develop the shooting technique in football	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Footballs (Size 3 plus small/lighter for differentiation) cones, marker, bibs.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Know how to stand and approach the ball to shoot correctly</li><li>• Understand the ABCs of shooting (Angle Balance Contact)</li><li>• Understand how to hit the ball, and where to aim</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Use different sized, coloured equipment. Change the size of the area. Encourage children to use weaker foot. Group pairs by ability.	
<b>Key Questions</b>	How do we shoot?	
<b>Warm Up</b>	<b>Traffic Lights:</b> Mark out a large square/rectangle with cones, large enough for all children to dribble in. You'll need three cones - Green, Red & Orange (Amber). When you hold up and call "Green!" - The children must start dribbling their football staying in the box and avoiding the other children. For "Amber!" - Children stay still but move the ball from one foot to the other. For "Red" - children have to stop their ball with their feet as fast as they can.	
<b>Main Activity</b>	<b>Skill Acquisition - Shooting:</b> Split class into groups of two. Create targets in between the players so they have something to aim at. Children take it in turns striking the ball towards the target and their partner. Children initially start with a stationary ball and work on the ABC of shooting. At first, encourage children to make contact with their laces and focus less on power.   <b>Battleships (Shooting):</b> Children will work in pairs. They will need five cones for each working group, one to mark out the passing mark, this is where the ball must be placed. The other four create targets (or 'ships'). Each child has four lives, 'child number 1' must announce which colour they are aiming at. If they hit that colour with their pass, they sink the ship! It is then 'child number 2's' turn to try and sink a ship.  <b>3v3:</b> Set up a small 20x20m area with a goal at one end, group children by ability. Children play 3v3 and aim score at the goal when they gain possession of the ball. PROGRESSION: Must make three passes before they shoot.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<ul style="list-style-type: none"><li>• Approach the ball on an angle ('A' - Angle)</li><li>• Place standing foot next to the ball ('B' - Balance)</li><li>• Strike through the ball with laces ('C' = Contact)</li><li>• Keep head over the ball (This keeps the flight of the ball low)</li></ul>	

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<b>Lesson Objective</b>	To play small-sided games using the techniques shown throughout in football	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Footballs (Size 3 plus small/lighter for differentiation) cones, marker, bibs.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Play small games following the rules provided</li><li>Put into practice the techniques shown</li><li>Understand when and where certain techniques need to be used. Dribble, pass or shoot?</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Use different sized, coloured equipment. Change the size of the area. Encourage children to use weaker foot. Group pairs by ability.	
<b>Key Questions</b>	What are the rules of football?	
<b>Warm Up</b>	<b>Cross The Area:</b> All children with a ball, starting at one side of the area, all children with a ball need to dribble to the opposite side of the area. Choose several children to become defenders. Their job is to stop the children dribbling across by tracking them and placing their foot on top of their ball. If a player has been stopped by the defender, they join the defending team.	
<b>Main Activity</b>	<b>Edstart World Cup:</b> Set lots of mini pitches around your playing area. If you can set up three pitches, have six teams. 4 pitches = 8 teams etc. In each team give each child a number and place a ball in the middle of each pitch. Teams line up at opposite ends of the pitch. When you call out a number ("Number 4!"), Number 4's run onto the pitch and try and score - the opposite number 4 must try and stop them/ score themselves. PROGRESS - Call out two or three numbers at one time. Place players of similar ability on pitches where M/A will play against M/A etc.	
	<b>Conditioned Games:</b> Split your class into teams of four (split the higher ability, middle ability and lower ability). Set up as many pitches as you need, and ensure teams play against teams of a same ability. Enforce rules as per progress. I.e. - 'Blue' team are finding the level of challenge easy, ask them to complete four passes before they shoot at goal.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Rules:</b> Ball is passed in from side lines, no goalkeepers.	

