

Year 4 - Development of Invasion Games

Basketball & Football - Lesson Plan

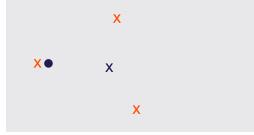
PLAYING
EDSTART

Lesson Objective	To develop dribbling the ball whilst under pressure from a defender in basketball	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">Understand the term of 'travelling' and 'double dribble'Use their body/other arm to protect the ball whilst dribbling	
Adapted Learning (Differentiation) (Challenge)	Group by ability, children use their preferred hand only.	
Key Questions	How do we dribble? Why do we dribble?	
Warm Up	Get Behind: In pairs children need to get behind their partner, while trying not to let their partner get behind them. 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. Children will use their preferred hand, then their non-preferred and, then switch between both. PROGRESSION: Defender tries to get the ball off the attacker. Children dribble to try and get past an opponent closer to the opposition net. Children use their body to shield the ball from your opponent and are told they cannot move with the ball whilst not dribbling.  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 and discuss Success Criteria.	
Key Technical Points	Dribbling: <ul style="list-style-type: none">Bounce the ball at waist heightBend knees slightly'Push' the ball, don't 'slap' itHead up (if you can manage this) Double Dribble: <ul style="list-style-type: none">Dribble the ball for a second time, once the first dribble has stopped or using two hands to bounce the ball Travelling: <ul style="list-style-type: none">Moving with the ball without dribbling	

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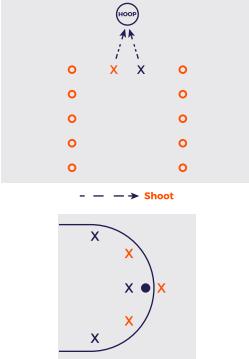
PLAYING
EDSTART

Lesson Objective	To develop the skill of passing 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">• Know the technique for passing the ball from their chest to a partner• Chest pass the ball to a partner over a variety of distances• Cushion the ball into their chest when catching	
Adapted Learning (Differentiation) (Challenge)	Smaller balls, vary the distance between passer and receiver.	
Key Questions	How do we chest pass the ball?	
Warm Up	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.	
Main Activity	Skill Acquisition: Explain that the main type of pass in basketball is the 'chest pass', called that because you pass and receive it from your chest. Children stand around 3m 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. Passes: <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 Receiver: <ul style="list-style-type: none">• Both hands outstretched to person passing• Bring ball into body as ball is received Pass & Move: Pupils work in 4's. Passing the ball and following the pass. Demonstrate a type of pass (Chest) and instruct pupils to attempt with a partner. After pupils have had sufficient time to practice. PROGRESSION: Timed challenge – How many chest passes can you complete in one minute?  	
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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PLAYING
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Lesson Objective	To develop the technique of shooting in basketball	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">• Know how to stand and hold the 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.	
Key Questions	What is a set shot?	
Warm Up	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 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.	
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 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. 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 first. 3v3 Matches: Play 3v3 to one basket. Two minute games, Winner stays on. If possession is lost, opposing team starts the game again from top of the 3-point circle.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Set Shot: <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)	

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PLAYING
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Lesson Objective	To develop turning/changing direction whilst up against a defender	Lesson 4/6
Equipment Needed	Footballs (Size 4 plus small/lighter for differentiation) cones, marker, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Change direction with the ball whilst movingTurn with the ball using different surfaces of the footUnderstand to keep their knee bent when changing direction, to be able to push away with speedStart the turn slow then push away fast	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	How do we lose a defender?	
Warm Up	Ball Mastery: Each child has a ball, and they move around the area. Encourage the children to take small touches, keeping the ball close. Introduce a number of turns for the children to try in a non competitive environment.	
Main Activity	Cross The Area: 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. 1v1 Turning: Split class into groups of two. Attacker tries to lose the defender by changing direction. Once the children understand the drill, then one player passes the ball to the other player who then dribbles towards either goal. Defender cannot win the ball at the moment, just provide pressure and obstruction. PROGRESSION: Defender can win the ball. 2v2: Set up a small 15x15m square, and group children by ability. Children play 2v2 and aim to keep the ball away from their opponents.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Encourage children to keep the ball in front of them, use the part of the foot just to the outside of the laces, lots of light touches.	

Lesson Objective	To develop passing a football over a short distance	Lesson 5/6
Equipment Needed	Footballs (Size 4 plus small/lighter for differentiation) cones, marker, bibs.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> Understand where they need to contact the ball to pass it correctly Know how to stand and approach the ball to pass it Aim a pass at a partner over a short distance 	
Adapted Learning (Differentiation) (Challenge)	Reduce the distance between the players.	
Key Questions	<p>How do we pass the ball? When do we pass the ball?</p>	
Warm Up	<p>Ball Mastery: Each child has a ball, and they move around the area. Encourage the children to take small touches, keeping the ball close. Introduce a number of turns for the children to try in a non competitive environment.</p>	
Main Activity	<p>Passing Gates: For this activity mark out a large square/rectangle. Within which lay out several passing gates with cones. Place these passing gates at three set distances apart. I.e. Large gate = Red, Medium gate = Blue, Small gate = Orange. In pairs the children must dribble around the space then pass to each other through the various gates. PROGRESSION – Set a time limit, how many gates can you pass through in one minute.</p> <p>Battleships: 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.</p> <p>2v2: Set up a small 15x15m square, and group children by ability. Children play 2v2 and aim to keep the ball away from their opponents.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Use the instep of the foot to 'push' the ball. Place non kicking foot pointing towards target at side of the ball.	

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PLAYING
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Lesson Objective	To develop shooting a football towards a target using the correct technique	Lesson 6/6
Equipment Needed	Footballs (Size 4 plus small/lighter for differentiation) cones, marker, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Know how to stand and approach the ball to shoot correctlyUnderstand the ABCs of shooting (Angle Balance Contact)Understand how to hit the ball, and where to aim	
Adapted Learning (Differentiation) (Challenge)	Group by ability, reduce/increase the distance the children are shooting from.	
Key Questions	How do we shoot in football?	
Warm Up	Ball Mastery: Each child has a ball, and they move around the area. Encourage the children to take small touches, keeping the ball close. Recap a number of turns for the children to try in a non competitive environment.	
Main Activity	Skill Acquisition – Shooting: 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 using their laces and focus less on power. Pass, Set, Shoot: In groups of 4/5 heading towards a net with a GK. Player 1 passes to player 2 who sets the ball for them to shoot at goal. Player 2 collects the ball and joins back of line, player 1 then sets the ball for the next player. This continues in the same order depending how many children are in the group. Edstart World Cup: 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.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Approach at an angle, place ball level with standing foot, strike through the ball with laces and keep head over the ball.	