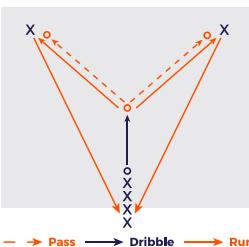


Year 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To introduce the chest pass 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">Know the technique for passing the ball from their chest to a partnerChest pass the ball to a partner over a variety of distancesCushion 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 stationery and dribble on the spot. On Red – children must stop. PROGRESSION – Don't shout out colours, just hold up cones.	
Main Activity	Traffic Lights: 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 outFinish with hands pointing towards the target Receiver: <ul style="list-style-type: none">Both hands outstretched to person passingBring ball into body as ball is received   <p>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?</p> <p>Dribble – Pass: In groups of six, children dribble to first cone, where they chest pass to other partner, the ball returns to the front of the line and repeat. PROGRESSION: Races, once each child returns to their starting position they sit down, first team back wins.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	The Chest Pass: <ul style="list-style-type: none">Hold the ball against chestHands each side of the ball. Step into passPoints fingers at target	

Year 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To introduce the 'pivot' 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">Understand what the 'pivot' isUse the 'pivot' in both directionsUnderstand the rules and know how to start and restart the gamePass, dribble, and shoot with control in a variety of games	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	How do we pivot?	
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	<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>Miss The Middle Player:</p> <p>In groups of four. Children try to avoid the defender. Discuss faking a pass. Remind children that they are not allowed to travel with the ball. Remind children that they can also use pivoting if person in the middle isn't giving them enough space. Aim to complete five accurate passes, and then swap the person in the middle.</p>	
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 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

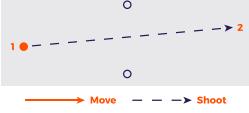
COMPETING
EDSTART

Lesson Objective	To introduce the technique of shooting in basketball	Lesson 3/6
Equipment Needed	Basketballs, basketball nets, cones, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Know how to stand and hold the ball before shootingUnderstand what a set shot isUnderstand the acronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)	
Adapted Learning (Differentiation) (Challenge)	Lower the hoop, get children to stand closer/further away.	
Key Questions	When do we shoot? Why do we shoot? What is a set shot?	
Warm Up	Hot Potato: Passing game to improve speed and accuracy. Split class into five teams. Each team with an equal number of balls. The aim is to pass balls from one end of the court to the other as quickly as possible. Children will need to pass accurately and pivot to aim the shot.	
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. Fastbreak: Time how long it takes each team to complete four passes before they shoot and score. Groups must get from one end of the court to scoring as fast as possible. First team to score wins. PROGRESSION: Repeat continuously, and count how many times each team scores in one minute. Once a basket is scored, they must attack the other goal.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Set shot is when you shoot from a standing still position. <ul style="list-style-type: none">Feet shoulder width apartShoot with only one hand pushing the ball and the other supporting the ball on the sideFinish with a straight armAcronym of BEEF (Balance, Elbow under the ball, Eyes on the target, Follow through)	

Year 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To introduce the technique of shooting in football	Lesson 4/6
Equipment Needed	Footballs (Size 3 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 correctly• Understand the ABCs of shooting (Angle Balance Contact)• Understand how to hit the ball, and where to aim	
Adapted Learning (Differentiation) (Challenge)	Use different sized, coloured equipment. Change the size of the area.	
Key Questions	How do we shoot?	
Warm Up	Steal The Tail: If group are sensible enough, give them a band or bib to put down back of their shorts (waistband). Dribble around hall and try to take someone else's tail. Do not lose control of your ball. Person at end with most tails wins. Highlight good dribbling and defence skills throughout.	
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 with their laces and focus less on power.  Battleships (Shooting): 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.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	<ul style="list-style-type: none">• Approach the ball on an angle ('A' – Angle)• Place standing foot next to the ball ('B' – Balance)• Strike through the ball with laces ('C' = Contact)• Keep head over the ball (This keeps the flight of the ball low)	

Year 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To introduce the role of the defender in football	Lesson 5/6
Equipment Needed	Footballs (Size 3 plus small/lighter for differentiation) cones, marker, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know how to stand when defending• Close down the attacker and try to win the ball• Show the opponent in the direction you want them to go	
Adapted Learning (Differentiation) (Challenge)	Group pairs by ability.	
Key Questions	How do we defend?	
Warm Up	Traffic Lights: 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.	
Main Activity	Skill Acquisition - Defending: 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. 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. Gauntlet: Split the hall/field into three columns, with the class split into three. 2 Teams attack, 1 Teams defends specific areas. <ul style="list-style-type: none">• Defender can only move along the line• Children must try to run from start to finish without losing their ball• Defenders must try to stop the attacker from crossing their line 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. 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.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	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.	

Year 3 - Intro to Invasion Games

Basketball & Football - Lesson Plan

COMPETING
EDSTART

Lesson Objective	To play 3v3 football games using the techniques shown throughout	Lesson 6/6
Equipment Needed	Footballs (Size 3 plus small/lighter for differentiation) cones, marker, bibs.	
Success Criteria	Children can: <ul style="list-style-type: none">Play small games following the rules providedPut into practice the techniques shownUnderstand when and where certain techniques need to be used. Dribble, pass or shoot?	
Adapted Learning (Differentiation) (Challenge)	Use different sized, coloured equipment. Change the size of the area. Encourage children to use weaker foot. Group pairs by ability.	
Key Questions	What are the rules of the game?	
Warm Up	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.	
Main Activity	1v1 Defending: 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. Conditioned Games: Split your class into teams of three (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. Goals must be scored inside of the area.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Rules: <ul style="list-style-type: none">Ball is passed in from side lines, no goalkeepersGoals must be scored inside of the area	