

Year 6 - Basketball

Lesson Plan

COMPLETE
EDSTART

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

EDSTART KNOW

- I can explain why we dribble in basketball
- I can describe what travelling and double dribble mean
- I can understand when to dribble and when to pass

EDSTART GO

- I can dribble with both my strong and weak hand
- I can dribble while moving and under pressure from a defender
- I can pivot correctly without breaking the rules

EDSTART SHOW

- I can respect defenders and attackers when playing games
- I can encourage others when practising dribbling skills
- I can work fairly with partners in competitive activities

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.

Warm Up

KNEE BOXING: In pairs, children try to tag their partner's knees while protecting their own. This encourages a low defensive stance, bent knees, quick footwork, and fast reactions. Emphasise staying balanced, keeping eyes up, and using small, controlled movements rather than lunging. Encourage fair play and light touches only. **PROGRESSION:** Add a basketball, children must continue dribbling while protecting their knees, focusing on control, body positioning, and awareness of their partner.

Main Activity

BALL CONTROL CHALLENGE: Children work in pairs with one basketball each. Begin by dribbling on the spot without travelling, focusing on balance, posture, and soft fingertip control. Use strong hand only, switch to weak hand, then alternate hands with rhythm, and circle the ball around the body. Demonstrate both attacker and defender roles, encouraging pupils to use their body to shield the ball. **TECHNIQUE:** Bend knees into a low athletic stance, keep feet shoulder-width apart, and dribble at waist height or lower. Push the ball with fingertips rather than the palm, keep the wrist relaxed, and absorb the ball on the way up. Keep the head up to scan the space, use the non-dribbling arm to protect the ball, and stay side-on when shielding from a defender. **PROGRESSION:** Add music for timing, challenge pupils to dribble for 30 seconds without losing control, or introduce simple crossover moves.



TRAFFIC CONTROL: children dribble freely around the basketball court, keeping their head up and avoiding others. the coach calls or signals colours using cones: green = move and dribble, amber = dribble on the spot, red = freeze with the ball under control, this builds awareness and reaction speed under pressure. **PROGRESSION:** remove verbal calls and use signals only, add obstacles, or introduce a "blue light" meaning reverse direction.

KNOCKOUT KING: All players dribble inside a marked area, attempting to knock others' balls out while PROTECTING their own. When a player's ball leaves the area, they become a defender and try to tag active players. the last player still dribbling is crowned champion. **PROGRESSION:** shrink the playing area, limit to weak-hand dribbling only, or introduce timed rounds.

DRIBBLE RELAY RACE: split the class into small teams. each player dribbles to a cone, performs a controlled turn, and returns to pass to the next teammate. emphasise teamwork and control over speed. **PROGRESSION:** Add a ZIG-ZAG route, require alternating hands, or make it a time challenge to beat the class record.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger areas for beginners, tighter areas for advanced players.

TASK

Start with static dribbling, progress to movement, defenders, and challenges.

EQUIPMENT

Use smaller/lighter balls for beginners, full-size basketballs for advanced.

PEOPLE

Work alone first, then in pairs for defence, finally in small groups for game play.

Cooldown

MIRROR DRIBBLE: In pairs, one child dribbles slowly while the other mirrors their movements, copying changes of direction, speed, and body position. after a set time, partners switch roles. finish with gentle stretches to relax the muscles and lower the heart rate. **PROGRESSION:** Pairs add slow pivots or side steps while dribbling, focusing on balance, control, and keeping the head up. "when do we dribble and when should we pass instead?"

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)

Year 6 - Basketball

Lesson Plan

COMPLETE
EDSTART

Lesson Objective To pass a basketball under control using different technique

Lesson 2/6

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

Success Criteria Children can:

- 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

EDSTART KNOW

- I can explain what a chest pass and bounce pass are
- I can describe when to use each pass in a game
- I can understand why quick, flat passes help keep possession

EDSTART GO

- I can perform chest passes accurately to a partner
- I can use bounce passes when defenders block
- I can pass and move into space during games

EDSTART SHOW

- I can work as part of a team to keep the ball
- I can encourage my partner to use correct technique
- I can play fairly in team games, respecting turnovers

Key Questions

How can we keep possession of the ball effectively in basketball? By using the correct type of pass at the right time, keeping our body balanced, communicating clearly with teammates, and moving into space after passing, we can keep control of the ball and support our team successfully.

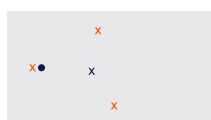
Warm Up

CHAMPION OF THE COURT: Children dribble around the area trying to knock others' balls out while keeping full control of their own. Encourage shielding, changes of direction, and keeping the ball close to the body. **PROGRESSION:** when knocked out, players can only return by making 5 successful passes with another child.

Main Activity

PASS LIKE A PRO: Introduce the two main basketball passes, the CHEST PASS and BOUNCE PASS. In pairs, children stand approximately 3 metres apart and practise both techniques, focusing on body control, balance, and accuracy. **Chest pass:** Hands either side of the ball, elbows out, push from the chest, and follow through towards your partner. **Bounce pass:** Same technique, but bounce the ball HALFWAY between passer and receiver. Encourage clear communication by calling "READY?" before every pass. **PROGRESSION:** Move further apart, complete alternating passes (CHEST-BOUNCE-CHEST), or add DEFENDERS to block passes.

PASS & GO CHALLENGE: Children work in groups of four, passing the ball and following their pass around a square formation using both chest and bounce passes. This develops movement, timing, spatial awareness, and teamwork. **PROGRESSION:** Set a 1-minute timer to see how many accurate passes can be completed without mistakes, or allow only bounce passes for 30 seconds.



KEEP THE BALL: Children play small-sided 3v3 games. The aim is to complete as many passes as possible without losing possession, travelling, or stepping out of bounds. Encourage quick movement, support play, and effective use of chest and bounce passes. The team with the MOST CONSECUTIVE PASSES wins the round. Players should stay SIDE-ON when receiving, show CLEAR HAND TARGETS, and MOVE INTO SPACE immediately after passing to create options. Passers step towards the target, keep elbows out on chest passes, aim bounce passes to the FLOOR SPACE ahead of a moving teammate, and follow through towards the receiver. Receivers cushion the ball with SOFT HANDS, keep their HEAD UP, and pivot on one foot to protect possession under pressure. **PROGRESSION:** Reduce the SPACE, introduce a SHOT CLOCK (5 seconds to pass), or limit teams to ONE TYPE OF PASS per round.

TARGET PASS CHALLENGE: Cones or hoops are placed around the court as targets. In pairs, children attempt to hit the targets using chest or bounce passes to score points, with harder targets worth more. **PROGRESSION:** increase the distance, add defenders between targets, or run a timed team challenge to score the most points in 90 seconds.

Adapted Learning (Differentiation) (Challenge)

SPACE

Short distances for beginners, longer distances for advanced.

TASK

Start with passing in pairs, then progress to keep-ball and small-sided games.

EQUIPMENT

Use softer or lighter balls for support, regulation basketballs for challenge.

PEOPLE

Pairs for practice, groups of 3-4 for keep-ball, teams for competitive matches.

Cooldown

TARGET PASSING: Children form a circle and pass slowly around, focusing on accuracy, control, and clear communication. emphasise correct hand position, balanced stance, and watching the ball into the hands when receiving. finish with gentle shoulder and arm stretches to relax the muscles and lower the heart rate. **PROGRESSION:** Add moving targets by allowing slow walking passes around the circle. "which type of pass was most effective today, and why?"

Key Technical Points

The Bounce Pass:

- 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

The Chest Pass:

- Hold the ball against chest
- Hands each side of the ball
- Step into pass
- Points fingers at target

Year 6 - Basketball

Lesson Plan

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

EDSTART KNOW

- I can explain what a set shot and lay-up are
- I can describe the acronym BEEF for shooting technique
- I can understand when to shoot in a game

EDSTART GO

- I can perform a set shot with balance and follow-through
- I can use a lay-up with correct steps and take-off
- I can shoot from different distances with accuracy

EDSTART SHOW

- I can take turns fairly when practising shots
- I can celebrate my partner's successful shots
- I can respect rules during shooting competitions

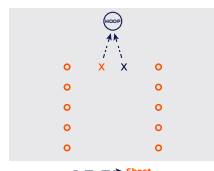
Key Questions

How can we improve our shooting accuracy in basketball? By using correct shooting technique (balance, eyes on the target, elbow aligned, and follow-through), choosing the right shot at the right time, and practising consistently from different distances, we can improve accuracy and confidence when shooting.

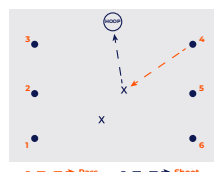
Warm Up

PASS, MOVE & RECEIVE: Half the class dribbles while the other half moves into space to receive passes, focusing on timing, communication, and showing clear targets. After a set time, pupils swap roles so everyone practises both dribbling and receiving. **PROGRESSION:** Add a rule that receivers must shoot after 3 passes.

Main Activity



SHOOTING STARS: Split the class into as many groups as there are hoops. Demonstrate correct shooting technique: feet shoulder-width apart, knees slightly bent, dominant hand under the ball, guide hand to the side, and follow through with "fingers to the sky." Pupils line up in single file and each player takes three shots before rotating. This repetition builds confidence, consistency, and accuracy. **PROGRESSION:** Step back slightly after every made basket, switch to weaker-hand shooting, or race to be the first to score five successful shots.



RACE TO THE FINISH: Children remain in their groups and line up behind a series of cones placed at increasing distances from the hoop. Each player begins at the closest cone and moves back one cone every time they score. The first player to score from every cone wins. This develops control, consistency, and confidence from different distances. **PROGRESSION:** Add a dribble before each shot, make the final cone a jump shot, or require two consecutive scores at each level before advancing.

BEAT THE CLOCK: Children stay in groups. Two shooters stand inside a 10x10 grid while the rest act as feeders around the outside. For two minutes, shooters aim to score as many baskets as possible while feeders collect rebounds and pass quickly back in. The pair with the most points wins. **PROGRESSION:** Reduce the time limit, add a rebound rule before shooting again, or rotate shooters every 30 seconds.

TARGET SWISH CHALLENGE: Set up cones, hoops, or chalk-marked target zones around the key. Pupils attempt shots from specific areas, each worth different points (close = 1, mid-range = 2, long = 3). Emphasise good shot selection and correct shooting form. **PROGRESSION:** Add defenders to increase pressure, require alternating hands, or time each round to see who scores the most points in 60 seconds.

Adapted Learning (Differentiation) (Challenge)

SPACE

Move shooting spots closer for beginners, further for advanced.

TASK

Practise set shots first, then lay-ups, then shooting under time pressure.

EQUIPMENT

Use lower hoops or larger balls for support, full-size basketballs and hoops for challenge.

PEOPLE

Shoot alone for practice, in pairs for feeding, in groups for competitions.

Cooldown

SHOOTING CIRCLE: Each child takes a slow, relaxed set shot from close range, then jogs to the back of the line. Finish with calf and quad stretches to help the body cool down and recover. **PROGRESSION:** Add a rule that after shooting, players lead a short stretch for the group. "What part of BEEF helped you most when shooting today?"

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)

Lay Up:

- 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

Year 6 - Basketball

Lesson Plan

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

EDSTART KNOW

- I can explain key rules such as travelling, double dribble, and fouls
- I can describe when to pass, dribble, or shoot in a game
- I can understand how to start and restart a game

EDSTART GO

- I can dribble and pass while under pressure
- I can work with my team to keep possession
- I can play in small-sided games using the rules

EDSTART SHOW

- I can work with my team fairly in possession games
- I can show good sportsmanship when defending and attacking
- I can respect referees, scorers, and rules

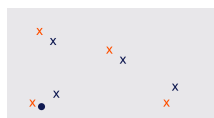
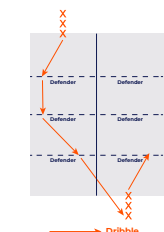
Key Questions

How can we be effective attackers and defenders in basketball games? By staying balanced and ready, using quick changes of direction, communicating with teammates, and choosing when to dribble, pass, or shoot, we can attack successfully while also defending fairly and effectively.

Warm Up

COACH'S CALL: Pupils jog around the space and react quickly to the coach's calls such as "ready position," "block," and "defence," focusing on body control, balance, and quick reactions. **PROGRESSION:** Add basketballs so pupils must dribble while responding to the calls.

Main Activity



THE GAUNTLET CHALLENGE: Children work in pairs and mark out a small rectangular area as their "gauntlet." One child is the attacker, dribbling the ball and attempting to escape through the far end while maintaining control. The other child acts as the defender, aiming to block or steal the ball without fouling. Encourage quick changes of direction, shielding, and controlled dribbling. **PROGRESSION:** Narrow the gauntlet to increase difficulty, swap attacker and defender after each round, or time how long it takes the attacker to escape successfully.

KEEP IT MOVING: Divide the class into six mixed-ability teams and set up two grids, one slightly larger than the other. Teams aim to complete a set number of passes (for example, five) to score a goal. Defenders try to intercept and, when they win possession, immediately switch to attack. Focus on teamwork, spacing, and communication. **PROGRESSION:** Increase the number of required passes, reduce the playing area to add pressure, or limit players to two touches per possession.

4V4 COURT CLASH: Split the class into even teams of four, matching similar abilities. Teams play small-sided basketball-style games using hoops or target areas to score. Encourage pupils to apply dribbling, passing, and shooting skills from earlier in the unit, with emphasis on teamwork and movement into space. **PROGRESSION:** Add a rule that every player must touch the ball before scoring, introduce a shot clock, or award bonus points for goals scored from a bounce-pass assist.

SHOOT & SCORE RELAY: Teams line up behind a cone with one ball per group. On the signal, the first player dribbles to the hoop, takes a shot, retrieves the ball, and passes to the next teammate. The aim is to score as many baskets as possible in two minutes. **PROGRESSION:** Move the shooting cone further back, add a defender to increase challenge, or extend to a three-minute team competition for maximum points.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use smaller areas for beginners, full courts for advanced.

TASK

Focus on dribbling and passing first, progress to full small-sided games.

EQUIPMENT

Use cones/targets instead of hoops for easier scoring.

PEOPLE

Work in pairs for gauntlet, teams of 4–6 for small-sided games.

Cooldown

RULE RELAY: Pupils walk slowly in teams; at each cone they answer a quick question about rules before completing a stretch. This encourages reflection, teamwork, and understanding of fair play. **PROGRESSION:** Add peer questioning, where children create the rule questions. "Which rule is most important for fair play, and why?"

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

Year 6 - Basketball

Lesson Plan

COMPLETE

EDSTART

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

Children can:

- 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

EDSTART KNOW

- I can explain how to start and restart games
- I can describe basic team tactics such as keeping possession
- I can understand defensive strategies like full court and half court press

EDSTART GO

- I can pass, dribble, and shoot with control in small games
- I can apply defensive tactics during matches
- I can rebound and compete fairly for the ball

EDSTART SHOW

- I can play fairly in small-sided games
- I can support my team by listening and communicating
- I can respect both teammates and opponents

Key Questions

What are the main rules of basketball? What will 'fouls' be called for?

Warm Up

TRAFFIC LIGHTS: Children dribble around the space responding to green, amber, and red signals, developing control, awareness, and quick reactions while keeping the ball close. **PROGRESSION:** Only use COLOURED CONES with no voice commands to encourage heads-up dribbling.

Main Activity



KEEP THE POINT ALIVE: Basketball is all about maintaining possession and reacting quickly. Split the class into groups of three around a hoop or target zone. One child is the shooter, while the other two act as rebounders competing to catch the ball cleanly after each shot (no bouncing). The shooter takes three shots before roles rotate. This builds anticipation, reaction speed, and rebounding confidence. Rebounders adopt a low, balanced stance with knees bent, eyes tracking the ball from the shooter's hands to the rebound. Encourage players to move early, judge the ball's flight, jump off two feet, and secure the ball with strong two-hand grips above head height. On landing, land softly with bent knees, keep the ball protected at chest height, and look immediately for a quick, accurate pass or follow-up shot. Shooters focus on controlled follow-through and staying alert to react to rebounds. **PROGRESSION:** Increase to FIVE SHOTS per turn, add a defender to pressure the shooter, or award points for clean catches that lead straight into a pass or shot.

DEFENCE IN ACTION: Set up small games across the available space. Each team practises one defensive strategy — either full court press (marking closely all over the court) or half court press (defending from halfway). After a few minutes, teams swap roles so everyone experiences both tactics before choosing one for a final match. Focus on communication, teamwork, and staying alert while defending. **PROGRESSION:** Introduce an attacking objective (for example, must make five passes before shooting), limit defenders' space, or add a shot clock to increase tempo and decision-making speed.



4V4 HOOP HEROES: Split the group into equal teams of four. Teams play competitive small-sided games using basketball hoops or designated end zones to score. Encourage pupils to apply dribbling, passing, shooting, and defending skills developed throughout the unit, with strong emphasis on teamwork and movement into space. **PROGRESSION:** Every player must touch the ball before scoring, award bonus points for steals or rebounds, or rotate positions every three minutes to develop all-round game understanding.

REBOUND RELAY RACE: Teams line up behind the free-throw line. The first player shoots; if they score, they earn two points. If they miss, they must sprint to rebound the ball and pass to the next player in line. The aim is to score as many points as possible in two minutes while maintaining quick transitions. **PROGRESSION:** Move the shooting line further out, add defenders to contest rebounds, or increase time limits for a full team tournament.

Adapted Learning (Differentiation) (Challenge)

SPACE

Smaller courts for beginners, full court games for advanced.

TASK

Practise drills like rebound challenges before moving to games.

EQUIPMENT

Use cones for end zones if hoops unavailable.

PEOPLE

Play in small groups of 3–4 for balanced games.

Cooldown

TACTICS TALK: Children walk and stretch in pairs while discussing which defensive strategy they preferred, half court press or full court press. Encourage calm movement, reflection, and clear communication. **PROGRESSION:** Groups create a short team stretch routine linked to their tactics discussion. "Which defensive strategy worked best for your team and why?"

Key Technical Points

Half Court Press:

- 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!

Full Court Press:

- 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!

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	Children can: <ul style="list-style-type: none">Identify and use tactics to help the team keep the ball and advance it forwardAnalyse skills and techniques to modify and improve performanceUnderstand the rules and know how to start and restart the gameConsistently demonstrates leadership qualities to provide strategy and tactics in game situations for teammates to succeed				
EDSTART KNOW	EDSTART GO	EDSTART SHOW			
<ul style="list-style-type: none">I can explain the main rules of basketballI can describe how to use both attack and defence tacticsI can understand how to analyse and improve my performance	<ul style="list-style-type: none">I can dribble, pass, and shoot confidently in matchesI can use strategies to keep possession and attackI can defend by angling my body and showing opponents to their weaker side	<ul style="list-style-type: none">I can lead and support my teammates during gamesI can respect the referee's decisions and rulesI can show resilience and fairness whether I win or lose			
Key Questions	How can attackers keep possession while defenders try to win the ball? Attackers keep possession by moving into space, shielding the ball with their body, keeping their head up, and choosing quick, accurate passes or dribbles, while defenders win the ball by staying balanced, anticipating passes, positioning themselves side-on, and working together to apply pressure without fouling.				
Warm Up	ACROSS THE COURT: Attackers dribble across the court while defenders attempt to intercept the ball using good positioning and anticipation. Encourage attackers to keep their head up, change speed and direction, and protect the ball with their body. PROGRESSION: Add extra defenders or limit the number of dribbles allowed.				
Main Activity	<p>PASS RUSH CHALLENGE: By this stage, children should feel confident with passing and ball-handling. Split the class into ability-based teams (lower, middle, higher), each working inside a grid sized to suit challenge level (smaller grids for advanced players). One defender per group attempts to intercept while teams aim to complete as many accurate passes as possible in two minutes without losing possession. Rotate defenders after each round. PROGRESSION: Reduce grid size, add a second defender, or introduce timed passing (must pass every 3 seconds).</p> <p>KEY POINTS OF ATTACK AND DEFENCE:</p> <p>Defender: Cannot touch the opponent and must win possession by anticipating passes, staying side-on, and reading movement.</p> <p>Attacker: Use body positioning to shield the ball, keep moving into space, pass quickly, and avoid double-dribbling.</p> <p>END ZONE ATTACK: Split the class into even teams of four. Set up small playing areas with an end zone at each end. Teams score by passing the ball to a teammate positioned inside the end zone. One nominated player starts in the end zone and rotates after each round. Emphasise quick passing, teamwork, and effective use of chest and bounce passes to find space. PROGRESSION: Reduce end zone size, add a defender in each zone, or require every player to touch the ball before scoring.</p> <p>COURT CONQUERORS: Create mini-courts for 3v3 or 4v4 games. Teams combine dribbling, passing, and defending to move the ball up the court and score by passing into a target zone or through a cone goal. Focus on maintaining possession under pressure and working together in a game-like environment. PROGRESSION: Limit players to two touches per possession, add a time limit for attacks, or award bonus points for interceptions and fast-break scores.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Adjust pitch size for ability; small grids for beginners, full court for advanced.	Start with possession games, progress to full rules matches.	Use lighter balls or lower hoops for younger/less able, regulation equipment for advanced.	Teams balanced by ability, leadership roles shared for strategy.	
Cooldown	CELEBRATION PASS: Children form circles and pass slowly, cheering for accurate passes and positive teamwork. Finish by stretching together to cool down and relax the muscles. PROGRESSION: Children lead stretches for their team. "What skill from this unit will help you most in a real game?"				
Key Technical Points	Defending: 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.				