

# KEY STAGE TWO: Basketball

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## Aims:

**Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending**

**Compare their performances with previous activities and demonstrate improvement to achieve their personal best**

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## Scheme of Work: Basketball

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### Scheme of Work: Basketball

Key Stage: 2	Year: 6	Duration: 6 Sessions
<p><b>Aim:</b> In this unit the children will develop their basketball skills and also improve their defending, attacking and team play skills. The children will explore ways in which to attack and defend whilst playing 'Mini-Basketball'. During the games, the children should think about using skills, strategies and tactics to outwit the opposition, entering their opponents territory with the ball and looking to get into a good scoring position (e.g.basket!).</p>		
Prior Learning	Language for Learning / Citizenship	Resources
<p>It is helpful if children have:</p> <ul style="list-style-type: none"> <li>• Developed catching, throwing and dribbling skills.</li> <li>• Learned about tactics for attacking as a team.</li> <li>• Learned ways in which to mark an opponent.</li> <li>• A grasp of the basic rules of the games being played.</li> <li>• Experienced playing in different positions.</li> <li>• Carried out a range of warm-up activities.</li> </ul>	<p>Through the activities in this unit pupils will be exposed and understand words relating to 'Basketball'. Language will include: <i>Accurate, attacker, attacking, basketball, bounce pass, catch, changing direction, chest pass, cool down, competitive, co-operative, defender, defending, dodge, evasion, game scenario, handling, jump shoot, layup, passing, practice, relays, rotate, running, set shot, shooting, slalom, spatial awareness, strategy, stretching, tactics, target, throw, warm-up and weaving.</i></p>	<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Basketballs (Size 5)</li> <li>• Bibs</li> <li>• Cones</li> <li>• Mini-Basketball England Rules</li> <li>• Mini-Basketball England Booklet</li> <li>• Information on local clubs</li> </ul>

<b>Key Concepts and Processes:</b>	
<p style="text-align: center;"><b>Acquiring and Developing Skills</b></p> <p>Pupils will develop the ability to control and catch a ball and accurately pass a whilst moving. They will be able to take part in a conditioned game with understanding of tactics and rules. Pupils will learn to select and apply tactics for defending and attacking and advise others in the techniques of the games.</p>	<p style="text-align: center;"><b>Selecting and Applying Skills, Tactics and Composition</b></p> <p>Pupils will explore simple skills and copy, remember, repeat and explore simple actions with control and co-ordination. Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Also, pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will learn to choose, combine and perform basic skills consistently applying fluency, accuracy and fundamental technical elements of the game.</p>
<p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Pupils will be able to talk about the differences between their own and others' performances and suggest improvements and use this understanding to improve themselves. Pupils will be asked to suggest areas for improvement (Peer coaching, 'what makes good' questioning / demos and targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p>	<p style="text-align: center;"><b>Knowledge and Understanding of Fitness and Health</b></p> <p>Pupils will be able to explain and apply basic safety principles in preparing for exercise. They will be able to describe what effects exercise has on their bodies and how it is important for their own health and fitness. Pupils will also gain an understanding of the type of fitness a basketball player will need to play at the highest level.</p>
<p><b>Cross Curricular Links:</b></p> <p>Literacy (Key Words, report on a school fixture and writing to explain the rules of the game), Maths (Learning to count when scoring and awareness of space and shapes), Citizenship (Sportsmanship and working with others in a team), Science (Bodily Functions, healthy living consequences, investigating heart rate and breathing and how nutrition is important for good performance)</p>	<p><b>Assessment:</b></p> <p>Questions and answers, Formative and Summative Assessment.</p>

**Extension and Enrichment:**

Out-of-school learning:

**Children could be encouraged to:**

- Play some of the games they learn during break or lunch times
- Practice running, dodging, passing, throwing and catching skills
- Take part in after school clubs to practice their skills and techniques
- Make up skills circuits and practice them at home
- Take part in activities run by local clubs, ranging from one-off taster sessions to regular club commitments and competitions.

**Expectations:**

**After carrying out the activities and core tasks in this unit.**

**most pupils will:**

use different techniques for passing, catching and dribbling with the ball; apply basic principles of team play in order to keep possession of the ball; use simple marking and tackling skills in games; understand team positions and the importance of supporting the player with the ball; play effectively as part of a team; plan warm-ups to get ready for playing safely; recognise strengths and weaknesses in their own and others' performances and suggest ideas that will improve performance.

**Some pupils will not have made so much progress and will:**

Use a limited number of skills in attack and defence; pass and dribble with the ball with some accuracy, when not under pressure; play in a position in a team; carry out warm ups effectively; suggest some ideas for warm up routines; choose and practice some skills to improve their own performance.

**Some pupils will have progressed further and will:**

use good quality skills effectively, choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand the principles of defence and attack well; design and lead warm ups that suit the game; watch performances and suggest improvements for specific purposes.

**By the end of this unit a pupil will reach level:**

**3** Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. Pupils can show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work and use this understanding to improve their own performance. Pupils can give reasons why warming up before an activity is important and why physical activity is good for my health.

**Basketball:** I am beginning to influence opposed conditioned games; I can control and catch a ball with movement; I can accurately pass to someone else; I can dribble with the ball and talk about reasons for warming up / why exercise is good for their health.

**4** Pupils can link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. Their performances show precision, control and fluency and that they understand the tactics and composition of the invasive game. The pupils can compare and comment on skills and techniques and the ways they are applied in their own and others' work and use this understanding to improve their performance. Pupils can explain and apply basic safety principles in preparing for exercise. They can describe what effects exercise has on their body and how it is valuable to their fitness and health.

**Basketball:** I can control and catch a ball and accurately pass whilst moving; I can take part in conditioned game with understanding of tactics and rules; I can move a ball in opposed situations and understand / use the principles of warm up and why exercise is good for my health.

**5** Pupils can select and combine skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When playing in a game situation they can draw on what they know about strategy, tactics and competition. They can analyse and comment on skills and techniques and how these are applied in their own and others' work. Pupils can refine and modify skills and use a range of techniques to improve their performance. Pupils can explain how the body reacts during different types of exercise and warm up and cool down in ways which are specific to the activity. Pupils can explain how regular safe exercise is good for their health and fitness.

**Basketball:** I can control movement with a ball in a opposed situation whilst moving; I can combine accurate passing skills / techniques in a game; I can advise and help others in their techniques in a game; I understand and explain short term effects of exercise, warming and cooling; I understand and can explain long term effects of exercise.

## Overview – Key Stage Two – Basketball (Year 6)

Session	Learning Objective	Warm Up	Specific Skills	Competitive Mini Game and Performance	Review / Cool Down and Evaluation	Learning Outcome(s)
1	<p>To explore a variety of skills so that the teacher can assess level of ability.</p>	<p><b>Captains Deck:</b> Dribbling – Tell the group to travel around the area bouncing the ball with correct technique.</p> <p>Introduce a whistle meaning changing direction / speed.</p> <p>Progression: Standing Still &gt; Walk &gt; Jog &gt; Run.</p> <p><b>Ball Familiarity Drills</b></p>	<p><b>Teaching Key Skills:</b></p> <ul style="list-style-type: none"> <li>Catching</li> <li>Passing</li> <li>Dribbling</li> <li>Shooting</li> </ul> <p><b>Teach and Recap:</b> Chest Pass, Bounce Pass, Overhead Pass, Dribbling and Set Shot.</p>	<p><b>Small sided Game:</b></p> <p>Divide class up between posts. At each post divide the children into two teams.</p> <p>Teacher should emphasise good technique and also use this opportunity to assess the most talented performers and fill in the assessment sheet.</p>	<p><b>Class Cool Down (Teacher Led).</b> CT to take cool down. Stretching from high to low.</p> <p>Ask children what key skills we've learnt today and what were the key teaching points to perform these skills well?</p> <p><b>Badge of Honour / Secret Stats</b></p>	<ul style="list-style-type: none"> <li><i>Dribble a basketball with accuracy, confidence and control.</i></li> <li><i>Combine and perform skills with control in a relay exercise.</i></li> <li><i>Demonstrate accurate passing and receiving skills.</i></li> <li><i>Combine and perform skills with control, adapting them to meet the needs of the task,</i></li> </ul> <p><i>Choose when to pass or dribble, so that they can keep control and progress towards a target.</i></p>
2	<p>To explore a variety of passing skills and to demonstrate the correct technique in sending and receiving a basketball.</p> <ul style="list-style-type: none"> <li>To perform skills more fluently and effectively in games.</li> </ul>	<p><b>Warm Up – Captains Deck</b></p> <p><b>Ball Familiarity Drills</b></p>	<p><b>1) Recap Passing and Catching.</b></p> <p>Recap catching and passing (Chest, Bounce and Overhead).</p> <p><b>2) Time Trial</b></p> <p>Time trial to challenge children's skills under pressure.</p>	<p><b>Piggy In The Middle</b></p> <p><b>1)</b> To have the opportunity to teach 'why' and 'when' of each pass would be best used.</p> <p><b>2)</b> Carry out the game again. Ask the children what strategies/ techniques / tricks did you use to fool or 'lose' the marker. Children to teach each other.</p> <p><b>3) 3 Vs. 3 Small sided Game</b></p> <p><b>LA</b> – 5 passes without interception then the team can shoot.</p>	<p><b>The Big Freeze</b></p> <p>Call out 'Freeze'. The children should stop and stand still. Now ask them to start jogging slowly again, calling out 'freeze' every so often and gradually slowing the pace to a brisk walk.</p> <p><b>Badge of Honour / Secret Stats</b></p>	<p>Demonstrate accurate passing and receiving skills.</p> <p>Combine and perform skills with control, adapting to meet the needs of the task.</p> <p>Choose when to pass or dribble, so that they keep control and progress towards a target.</p>

Session	Learning Objective	Warm Up	Specific Skills	Competitive Mini Game and Performance	Review / Cool Down and Evaluation	Learning Outcome(s)
				MA – 10 passes without interception then the team can shoot.		
3	<p>To explore a variety of passing and dribbling skills</p> <p>To demonstrate the correct technique in sending, receiving, dribbling and shooting a basketball.</p>	<p><b>Warm Up – Stealing Tags</b></p> <p><i>Progression: Steal Ball</i></p> <p><b>Ball Familiarity Drills</b></p>	<p><b>Recap Passing and Dribbling</b> Practice passing. Children then to undertake time trials in 2s and 4s.</p> <p>Recap dribbling skills in relays; slalom, around disc, dribble and pass (any of the 3 directed by the teacher).</p> <p><b>Teach Shooting Techniques.</b> Children have time to practice ‘set shot’, ‘lay-up’ and ‘jump shot’ to get a good technique’.</p>	<p><b>Shooting against the Clock!</b></p> <p>Teacher to direct when the child should shot and which shot to use!</p>	<p>CT to take cool down. Stretching from high to low.</p> <p>Ask children what key skills we’ve learnt today and what were the key teaching points to perform these skills well?</p> <p><b>Badge of Honour / Secret Stats</b></p>	<p>Demonstrate accurate passing and receiving skills</p> <p>Combine and perform skills with control, adapting to meet the needs of the task.</p> <p>Choose when to pass or dribble, so that they keep control and progress towards a target.</p> <p>Using attacking and defending skills appropriately within a game.</p>
4	<p>To choose, combine and perform skills more fluently and effectively in a mini version of Basketball.</p> <p>To develop a broader range of techniques for attacking and defending.</p> <p>To understand and apply a range of tactics and strategies for attacking as part of a team.</p>	<p><b>3 Vs 3</b> Children to play around a post and must do 5 / 10 passes before they can shoot!</p> <p>Ask the children: What worked well? What could be improved?</p> <p><b>LA:</b> 5 passes</p> <p><b>MA:</b> 10 Passes</p> <p><b>Ball Familiarity Drills</b></p>	<p><b>Recap and practice Shooting Technique.</b></p> <p><b>Teach children pass, dribble and shoot (2 Vs 1 Drill).</b></p> <p>Children will be given time to practice the drill.</p> <p><i>MA: Groups to introduce an opponent.</i></p>	<p><b>Mini Basketball and Hoop Ball.</b></p> <p>Children to be grouped into mixed ability groupings. Teacher to assess and intervene if games are breaking down.</p> <p><i>LA: Try Benchball for 5 minutes so they succeed.</i></p> <p><i>MA: Work with most able on tactics and strategy.</i></p>	<p><b>‘Numbers’.</b> Children to jog into any direction around the playing area. Shout out a number and the children must get into groups of this number.</p> <p><b>Badge of Honour / Secret Stats</b></p>	<p>Use a variety of tactics to keep the ball e.g. changing speed and direction.</p> <p>Choose when to pass, dribble or shoot, so that they keep possession and progress towards a goal.</p> <p>Use attacking and defending skills appropriately within a game.</p>
5	<p>To play invasion games effectively as part of a team</p> <p>Understand and apply a range of tactics and strategies for defence</p>	<p><b>3 Vs 3</b></p> <p>Children to play around a post and must do <b>5 / 10 passes</b> before they can</p>	<p><b>Small Sided Games:</b></p> <ol style="list-style-type: none"> <li>1) Teacher reminding children of the effective and ineffective points from mini games from last week.</li> <li>2) Mixed Ability Groups.</li> </ol>		<p>CT to take cool down. Stretching from high to low.</p> <p>Ask children what</p>	<p>Play invasion games, using all the Basketball skills they have learned.</p> <p>Use attacking and defending skills appropriately within a game.</p>



Session	Learning Objective	Warm Up	Specific Skills	Competitive Mini Game and Performance	Review / Cool Down and Evaluation	Learning Outcome(s)
	and attack  To choose, combine and perform skills more fluently and effectively in games	shoot! Ask the children: What worked well? What could be improved?  <b>LA:</b> 5 passes  <b>MA:</b> 10 Passes  <b>Ball Familiarity Drills</b>	3) Teacher to assess and identify the most able for next week. 4) Teacher to film clips of matches to illustrate relevant coaching points. 5) Evaluate games with children: <i>In what ways was your team effective? How did you involve all your team members in the game? Which skills / aspects still need improving? What practises could you do to improve?</i> 6) <i>Repeat small sided game. Teacher to film clips of each match. Children assess whether they have improved or not?</i>  <b>LA:</b> <i>Return to Benchabl for 5 minutes so they succeed.</i>  <b>MA:</b> <i>Work with most able on developing tactics and strategies to outwit opponents.</i>		key skills we've learnt today and what were the key teaching points to perform these skills well?  <b>Badge of Honour / Secret Stats</b>	Choose when to pass, dribble or shoot, so that they keep possession and progress towards a basket!
6	To play invasion games effectively as part of a team  Understand and apply a range of tactics and strategies for defence and attack  To choose, combine and perform skills more fluently and effectively in games	<b>Grouping of children:</b> Teacher to group children into mixed ability teams; these could be the same as last week.  <b>Warm up</b> One child in each team to lead the basketball specific warm up and stretch.  <b>Ball Familiarity Drills</b>	<b>Small Sided Games:</b>  1) <b>Recap Key Skills</b> 2) <b>Children to be placed in Mixed Ability Groups.</b> 3) <b>Children to play other children in 'Round Robin' format.</b> 4) <b>Teacher to assess and intervene if games are breaking down.</b>  <b>LA:</b> <i>Return to Benchabl for 5 minutes so they succeed</i>  <b>MA:</b> <i>Work with most able on developing tactics and strategies to outwit opponents.</i>		Ask the children to suggest a suitable cool-down activity, for example, dribbling in and out of the equipment, jogging / travelling in different ways around the areas, stretching and relaxing.  Stretches: CT to take cool down. Stretching from high to low.  <b>Badge of Honour / Secret Stats</b>	Play invasion games, using all the Basketball skills they have learned.  Use attacking and defending skills appropriately within a game.  Choose when to pass, dribble or shoot, so that they keep possession and progress towards a basket!

## **Notes / Considerations for Mid – Term Plan**

### **Ball Familiarisation:**

The activities should be undertaken every week and children should be trying to beat their scores on a weekly basis. Ask children to record them somewhere safe!

### **Badge of Honour:**

The teacher identifies one, two or three specific behaviours they are hoping or expecting to see in the session. For example, 'willing to try new things', 'making someone feel better when they make a mistake' and 'using a skill they have practised in a game'. Each child is given 3 or more sticker badges at the start of the session. During the session or designated times they and teacher can stick a badge on another member of the group when they see or hear them demonstrate the appropriate behaviour.

**At the end of the session children discuss why they gave stickers or think why they received stickers.**

### **Secret Stats:**

The CT /children decide how many times a group or individual may give away possession in 5-10 minutes, how many times somebody is praised and how many times a skill is used.

**The secret stats are shared at the end of the game and help the children decide what 'part' of the game needs to be improved.**

Planning – Lesson Example – Key Stage Two – Basketball (Year 6)

Session	Learning Objective	General Warm Up (S.A.Q)	Warm Up	Specific Skills	Competitive Mini Game and Performance	Cool Down and Evaluation	Resources	Main Learning Outcome.
2	<p>To explore a variety of passing skills and to demonstrate the correct technique in sending and receiving a basketball.</p> <p>To perform skills more fluently and effectively in games.</p> <p><b>Key Skills:</b> <i>passing, receiving, dribbling, ball familiarity, shooting</i></p>	<p><b>SAQ Drills to be performed with control using a 10 x 10 m grid</b></p>	<p><b>Captains Deck</b> Dribbling - Tell the group to travel around the area bouncing the ball with correct technique.</p> <p>Introduce a whistle meaning changing direction / speed.</p> <p>Progression: Standing Still &gt; Walk &gt; Jog &gt; Run.</p> <p><b>Ball Familiarity Drills</b> (children choose the skills that they find hardest - teacher can choose to pick one to challenge the children). <b>(Appendix 2)</b></p>	<p><b>1) Recap: Chest Pass, Bounce Pass and Overhead Pass.</b> Children grouped / paired according to ability. Children to practice and recap skill. <b>(Appendix 3)</b></p> <p><b>2) Time Trial to challenge the children</b> Teacher uses time trials to challenge the children.</p> <p><b>MA:</b> children should be further apart. <b>LA:</b> Use a bigger / softer ball and shorter distance.</p> <p>For each of the passes children are given 30 seconds to complete as many passes as possible, 1 minute to</p>	<p><b>Piggy in the Middle - 3 vs 1 game.</b> Put children into fours and allocate them 1/6 of a netball court. They are to play piggy in the middle 3 V 1 to make as many consecutive passes as possible without the ball being intercepted. Keep dribbling to a minimum. Teacher to encourage all 3 passes to be used. If they make 10 passes they should swap the middle person.</p> <p>1) 10 consecutive passes using all different ways. 2) Children to evaluate their games - e.g when is the right time to pass? Opportunity to teach 'why' and 'when' of each</p>	<p><b>The Big Freeze.</b> Call out 'Freeze'. The children should stop and stand still. Now ask them to start jogging slowly again, calling out 'freeze' every so often and gradually slowing the pace to a brisk walk.</p> <p>Ask the children to stand in a space and gently shake their arms and legs. Ask them to stretch their arms above their heads, one at a time and then both together. Tell them to stretch their legs by bending one knee forward and keeping the back leg straight. They should feel the stretch in the back leg. Swap over so that both legs are stretched.</p>	<p>Basketballs Cones Bibs Suitable playing area / pitch Assessment Sheet.</p> <p>Ball Familiarity Drill Chest Pass Bounce Pass Overhead Pass Set Shot</p>	<p>Demonstrate accurate passing and receiving skills Combine and perform skills with control, adapting to meet the needs of the task.</p> <p>Choose when to pass or dribble, so that they keep control and progress towards a target.</p>

Session	Learning Objective	General Warm Up (S.A.Q)	Warm Up	Specific Skills	Competitive Mini Game and Performance	Cool Down and Evaluation	Resources	Main Learning Outcome.
				<p>practise, then 30 seconds (35 seconds really!) to try and beat their original score (they should!).</p>	<p>pass would be best used.</p> <p>3) Piggy in the middle again - when you were successful what strategies / techniques / tricks did you use to fool or 'lose' marker. Focus on these points and highlight and commend children working well.</p> <p><b>4 Vs 4 Small sided Game (Keeping possession for 5 or 10 passes)</b></p> <p>1) Working in the same space, move children into 4 v 4, where they are attempting to make 5/10 passes without the ball being intercepted. A point is scored when 5/10</p>	<p>Now ask the children to pick up any piece of equipment they are standing next to and put it away when you tell them.</p> <p>Ask children what key skills we've learnt today and what were the key teaching points to perform these skills well?</p> <p>Which child has received a badge of honour? Why?</p>		

Session	Learning Objective	General Warm Up (S.A.Q)	Warm Up	Specific Skills	Competitive Mini Game and Performance	Cool Down and Evaluation	Resources	Main Learning Outcome.
					<p>passes are achieved and the ball is then surrendered to the other team.  <b>LA</b> - 5 passes without interception  <b>MA</b> - 10 passes without interception</p> <p>2) Divide class up between posts available. Same game as before but when the team has completed 5 / 10 passes and everyone touched the ball the children are allowed to shoot. Remind children of good passing, catching and shooting techniques.</p>			

### **Rules of Mini – Basketball:**

**The rules as applied to the game, when the children are ready, would start with these basic rules:**

- To win the game you must score more baskets than your opponents.
- You need to keep yourself and the ball inside the playing area (player out of bounds & ball out of bounds rule).
- You cannot walk or run while holding the ball; so in order to move on court you must dribble (travelling rule).
- You cannot dribble with two hands at the same time or dribble again after catching the ball (illegal dribble).
- You cannot make unfair contact (personal foul).

### **There are 11 basic rules in Take Six Mini-Basketball**

- 3 players from each team play on court (3 v 3) while the substitutes can help time keep, score & assist the referee.
- To start the game use a centre pass or a jump ball.
- To win the game you must score more baskets, worth 2 points each, than your opponents.
- You need to keep yourself and the ball inside the playing area (player out of bounds & ball out of bounds rule).
- You cannot walk or run while holding the ball; so in order to move on court you must dribble (travelling rule)
- You cannot dribble with two hands at the same time or dribble again after catching the ball (illegal dribble).
- You cannot make unfair contact (personal foul).
- If fouled in the act of shooting one shot is awarded from the place of the violation and if successful is worth two points. All players stand still as in High Five Netball.
- To restart the game use a pass from out of bounds near where the violation took place.
- To restart after the end of a period use alternate possession.
- Use alternate possession to restart the game when possession is unclear e.g. a held ball.

**NB: A more comprehensive list of rules can be downloaded from: <http://www.mini-basketball.org.uk/rules/> or download *Take Six Mini-Basketball (Teachers Guide Rules and Management of the Game)*.**

**Resources:**

**Websites:**

<http://www.mini-basketball.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/pe/video/basketball/>

**Books:**

**Real PE Resources (Warm ups and Agility etc)**

***A Teaching Manual 5 – 12 Years(Key Stage 1 and 2) – Val Sabin Publications***

**If you would like the complete unit of work or have any other questions regarding the new PE curriculum, please e-mail:**

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