


<p>Subject: Games - Basketball Year 3 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> LO:</p>		
<p>Focus To learn the key skills of basketball (passing, shooting and dribbling) and apply them into small matches.</p>	<ul style="list-style-type: none"> • I can pass and catch a ball with a partner, using chest and bounce passes • <i>I have an understanding of what accuracy vs power will do</i> • I can shoot at a target from different directions whilst standing still • I can move with the ball by changing my speed and direction using my strongest hand • <i>I know the different passes in basketball and can explain when I would use each pass</i> • I can use my passing, dribbling and shooting skills in a match situation • I can use teamwork skills (talking and listening) to help my team • I can watch someone pass, shoot and dribble and think about how they can improve their technique • <i>I have an understanding of what I do with my hands and feet when dribbling, shooting and passing</i> 		
<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into small matches.</p>			
<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Every session starting with a skill section – how many bounces with right hand, left hand, alternate hand, passes to partner • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components • Passing towards partner at different distances using both chest and bounce pass. Varying the distances and passes being used. Add in a defender to make children decide which pass to use. 		<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is different about how we hold the ball when we shoot? -What could you say to your team to help them? 	


	<ul style="list-style-type: none"> • Dribbling around coned areas, dribbling towards partner using strongest hand, look at changing the speed children are dribbling at. • Shooting at hoops from right, left and centre from a standing position. For AGT move further back. • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point, backboard 1 point, rim 2 points, in 3 points) • Matches to help promote team work skills (talking, listening, encouraging) and learning to win and lose but being respectful <p><i>Session using iPads to record children dribbling, passing and shooting and then children to give feedback to other children on how to improve.</i></p>	<p>-What should we do after we play another team, why is that important?</p>
<p>Vocabulary:</p> <p>Pass W shape Chest to chest Accuracy Power Push the ball Bounce pass Chest pass</p> <p>Shoot</p>	<p>Resources: Basketballs (small and large) Bibs Cones Basketball hoops iPads</p>	<p>Links to Other subjects: Maths – keeping track of scoring/using time tables Science – springs (bending arms/knees when passing) and forces - pushing Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>

<p>Strongest hand under the ball Weaker hand to protect ball Push up to hoop Backboard Bend knees to gain more power</p> <p>Dribble Control Finger tips Waist height Change of direction/speed Push ball down not a slap Wrist rather than arm</p>		
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances, bigger balls</p>	<p>Suggested Trips / experiences Basketball festival</p>



	<p>pass. Varying the distances and passes being used. Include dribbling prior to passing to children are passing on the move. Add in a defender to make children decide which pass to use. Include passes to side of partner to get used to receiving whilst moving.</p> <ul style="list-style-type: none"> • Dribbling around coned areas, dribbling towards partner using both hands alternately, look at changing the speed children are dribbling at. Combine a pass after dribbling and tighter turns. Add in a defender to dribble past. • Shooting at hoops from right, left and centre from a standing position and dribbling towards the shooting position. For AGT move further back. • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point, backboard 1 point, rim 2 points, in 3 points) • Matches to help promote team work skills (talking, listening, encouraging) and learning to win and lose but being respectful <p><i>Session using iPads to record children dribbling, passing and shooting and then children to give feedback to other children on how to improve. AGT to look at skills in matches.</i></p>	<p>-If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is different about how we hold the ball when we shoot? -What does dribbling before the shot help? -What could you say to your team to help them? -What should we do after we play another team, why is that important?</p>
	<p>Resources:</p>	<p>Links to Other subjects:</p>

<p>Vocabulary:</p> <p>Pass W shape Chest to chest Accuracy Power Push the ball Bounce pass Chest pass</p> <p>Shoot Strongest hand under the ball Weaker hand to protect ball Push up to hoop Backboard Bend knees to gain more power Momentum by dribbling prior to shot</p> <p>Dribble Control Finger tips Waist height Change of direction/speed Push ball down not a slap Wrist rather than arm Alternate hands Sharp turns</p>	<p>Basketballs (small and large) Bibs Cones Basketball hoops iPads</p>	<p>Maths – keeping track of scoring/using time tables Science – springs (bending arms/knees when passing) and forces - pushing Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances, bigger balls</p>	<p>Suggested Trips / experiences Basketball festival</p>

<p>Subject: Games - Basketball Year 5 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> LO:</p>		
<p>Focus To learn the key skills of basketball (passing, shooting and dribbling) and apply them into small matches.</p>	<ul style="list-style-type: none"> • I can pass and catch a ball with a partner, using chest, bounce and shoulder passes whilst moving • <i>I understand when it is appropriate for more power and more accuracy</i> • I can shoot at a target from different directions whilst standing still, moving towards the target and using a lay up • I can move with the ball by changing my speed and direction and using my body to protect the ball • I can use the defensive body position to slow an attacker down • <i>I know the different passes in basketball and can explain when I would use each pass and why</i> • I can use my passing, dribbling and shooting skills in a match situation • I can use teamwork skills (talking and listening) to help my team • I can watch someone pass, shoot and dribble and think about how they can improve their technique during a game situation • <i>I have an understanding of what I do with my hands and feet when dribbling, shooting and passing</i> 		
<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into small matches.</p>			
<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Every session starting with a skill section – how many bounces with right hand, left hand, alternate hand, passes to partner • Sessions tailored to each skill (pass, dribble, shoot) and will work on accuracy and control over speed or power for all three components 		<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -When dribbling, why is it harder to make an accurate pass? -When receiving a pass why do we need to be on our toes? 	

	<ul style="list-style-type: none"> • Passing towards partner at different distances using chest, bounce and shoulder. Varying the distances and passes being used. Include dribbling prior to passing to children are passing on the move. Add in defenders to make children decide which pass to use. Include passes to side of partner to get used to receiving whilst moving. • Dribbling and defending around coned areas, dribbling towards partner using both hands alternately, look at changing the speed children are dribbling at. When defending focus on hand/arm position and being on toes ready to react to attacker. Combine a pass after dribbling and tighter turns. • Shooting at hoops from right, left and centre from a standing position, dribbling towards the shooting position and attempting a lay up. • Defending with a partner, looking at hand and arm position to block a ball. Trying to slow the attacker down to make them make a mistake. • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point, backboard 1 point, rim 2 points, in 3 points) • Matches to help promote team work skills (talking, listening, encouraging) and 	<p>-If we have more power, we have less...? (accuracy)</p> <p>-When you have passed the ball, what do we do next?</p> <p>-What is different about how we hold the ball when we shoot?</p> <p>-When using a lay up, why is it beneficial?</p> <p>-What is the most effective way to defend?</p> <p>-What does dribbling before the shot help?</p> <p>-What could you say to your team to help them?</p> <p>-What should we do after we play another team, why is that important?</p>
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	<p>learning to win and lose but being respectful</p> <p><i>Session using iPads to record children dribbling, passing, defending and shooting and then children to give feedback to other children on how to improve during skills and matches.</i></p>	
<p>Vocabulary:</p> <p>Pass W shape Chest to chest Accuracy Power Push the ball Bounce pass Chest pass</p> <p>Shoot Strongest hand under the ball Weaker hand to protect ball Push up to hoop Backboard Bend knees to gain more power Momentum by dribbling prior to shot Lay up</p> <p>Dribble Control Finger tips Waist height Change of direction/speed</p>	<p>Resources: Basketballs (small and large) Bibs Cones Basketball hoops iPads</p>	<p>Links to Other subjects: Maths – keeping track of scoring/using time tables Science – springs (bending arms/knees when passing) and forces - pushing Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>

<p>Push ball down not a slap Wrist rather than arm Alternate hands Sharp turns</p> <p>Defending Slow attacker down Hands up Arms blocking the pass Intercepting</p>		
<p>SEND/EAL Paired with AGT, use of smaller balls or shorter distances</p>	<p>AGT Conditioned matches to extend, bigger distances, bigger balls</p>	<p>Suggested Trips / experiences Basketball festival</p>

<p>Subject: Games - Basketball Year 6 Term Autumn</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> LO:</p>		
<p>Focus To learn the key skills of basketball (passing, shooting and dribbling) and apply them into small matches.</p>	<ul style="list-style-type: none"> • I can pass and catch a ball with a partner, using chest, bounce and shoulder passes whilst moving and in a game • <i>I understand when it is appropriate for more power and more accuracy</i> • I can shoot at a target from different directions whilst standing still, moving towards the target and using a lay up • I can move with the ball by changing my speed and direction and using my body to protect the ball • I can use the defensive body position to slow an attacker down and attempt to slap out the hand • <i>I know the different passes in basketball and can explain when I would use each pass and why</i> • I can use my passing, dribbling, defending and shooting skills in a match situation • I can use teamwork skills (talking and listening) to help my team • I can watch someone pass, shoot and dribble and think about how they can improve their technique during a game situation • <i>I have an understanding of what I do with my hands and feet when dribbling, defending, shooting and passing</i> • <i>I know the main rules for basketball and understand when to apply them</i> 		
<p>Intended Outcome: Children to become confident describing and using skills (passing, dribbling and shooting) and can apply them into small matches.</p>			
<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> • Every session starting with a skill section – how many bounces with right hand, left hand, alternate hand, passes to partner • Sessions tailored to each skill (pass, dribble, shoot) and will work on 		<p>Key Questions:</p> <ul style="list-style-type: none"> -Which pass would we use for certain situations? Why? -How can we ensure we have accurate passes? -What does control mean? How do we improve that? -When dribbling, why is it harder to make an accurate pass? 	

	<p>accuracy and control over speed or power for all three components</p> <ul style="list-style-type: none"> • Passing towards partner at different distances using chest, bounce and shoulder. Varying the distances and passes being used. Include dribbling prior to passing to children are passing on the move. Add in defenders to make children decide which pass to use. Include passes to side of partner to get used to receiving whilst moving. • Dribbling and defending around coned areas, dribbling towards partner using both hands alternately, look at changing the speed children are dribbling at. When defending focus on hand/arm position and being on toes ready to react to attacker. If opportunity arises, can look to slap out of hand, without making contact with hand. Combine a pass after dribbling and tighter turns. • Rules can be covered when dribbling, encourage children to keep bouncing ball rather than stopping, can't dribble again (Double dribble). Always need to bounce and can't move without (travelling). • Shooting at hoops from right, left and centre from a standing position, dribbling towards the shooting position and attempting a lay up. • Defending with a partner, looking at hand and arm position to block a ball. 	<p>-When receiving a pass why do we need to be on our toes? -If we have more power, we have less...? (accuracy) -When you have passed the ball, what do we do next? -What is different about how we hold the ball when we shoot? -When using a lay up, why is it beneficial? -What is the most effective way to defend? -What does dribbling before the shot help? -What could you say to your team to help them? -What should we do after we play another team, why is that important? -What should we do when stood still, what will this stop us doing?</p>
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	<p>Trying to slow the attacker down to make them make a mistake. When slapping out of hand, can't make contact with hand or will be called for contact.</p> <ul style="list-style-type: none"> • Conditioned games that focus on different skills (score a point after 5 passes, dribble through the gate for a point, backboard 1 point, rim 2 points, in 3 points) • Matches to help promote team work skills (talking, listening, encouraging) and learning to win and lose but being respectful. Focus on following rules (double dribble, travelling and contact) <p><i>Session using iPads to record children dribbling, passing, defending and shooting and then children to give feedback to other children on how to improve during skills and matches.</i></p> <p><i>Children to umpire matches to help rules be followed and make decisions on ball being in or out.</i></p>	
<p>Vocabulary: Pass W shape Chest to chest Accuracy Power Push the ball Bounce pass</p>	<p>Resources: Basketballs (small and large) Bibs Cones Basketball hoops iPads Whistles</p>	<p>Links to Other subjects: Maths – keeping track of scoring/using time tables Science – springs (bending arms/knees when passing) and forces - pushing Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs)</p>

Chest pass

Shoot

Strongest hand under the ball
Weaker hand to protect ball
Push up to hoop
Backboard
Bend knees to gain more power
Momentum by dribbling prior to shot
Lay up

Dribble

Control
Finger tips
Waist height
Change of direction/speed
Push ball down not a slap
Wrist rather than arm
Alternate hands
Sharp turns

Defending

Slow attacker down
Hands up
Arms blocking the pass
Intercepting

Rules

Double dribble
Travelling
In or Out
Contact

joints, muscles (movement, pull, contract) relax, diet.

SEND/EAL Paired with AGT, use of smaller balls or shorter distances	AGT Conditioned matches to extend, bigger distances, bigger balls	Suggested Trips / experiences Basketball festival
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