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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Basketball | **Year:** 6 |
| **Composite: To apply and develop fundamental skills learnt in Years 3, 4 and 5 in a basketball specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies.** | |

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| **What should they already know?** | **Assessment Criteria** |
| * Be able to identify sports that are invasion games. * Understand how to work as a team to achieve the desired outcome. * Understand the concept of ‘attack’ and ‘defence’. * Be able to evaluate our team performance and suggest ways to improve. * Be able to explain and demonstrate the importance of space and position. * Be able to explain that they need to have their eyes and hands ‘ready’ to be successful at catching. | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know the three different types of passes (chest, bounce, shoulder) * I know the basic rules of ‘double dribble’ and ‘travel’. * I know what a ‘set shot’ is. * I know why the defence position is important. | * I can do a chest pass, bounce pass and a shoulder pass with the correct technique. * I can play basketball in line with the basic rules. * I can perform a ‘set shot’. * I can stand in the defence position and move sideward, forwards and backwards. |

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| **Key Vocabulary** | **Life Skills** |
| **Invasion Game:** Theterm used for any game where the aim is to attack an opponent's territory and score a goal or point  **Chest Pass:** A pass that travels from the chest of any player, to the chest of another. Hands should be in a ‘W’ position.  **Bounce Pass:** A short pass, that bounces once before a team mate catches it. Similar technique to a chest pass.  **Shoulder Pass:** A one-handed pass that is thrown from above the shoulder. It is a powerful pass and used when the ball needs to travel over a longer distance.  **Double Dribble:** In basketball, an illegal dribble, occurs when a player ends his/her dribble by catching or causing the ball to come to rest in one or both hands and then dribbles it again with one hand or when a player touches it twice before the ball hits the ground.  **Travel:** a violation of the rules that occurs when a player holding the ball moves one or both of their feet illegally. When a player has taken more than 2 steps without the ball being dribbled, a traveling violation is called.  **Set Shot:** a shot with two hands from a point relatively distant from the basket, in which a player stands still and shoots the ball usually from chest level. | Work as a team to achieve a desired outcome.  Evaluate performance and how to improve.  Understand that rules have to be followed. |

**Year 6 Mini Basketball S.O.W**

***Composite:*** *To apply and develop fundamental skills learnt in Years 3, 4 and 5 in a basketball specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies.*

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| **Stage** | **Focus** | **Learning Objectives** | **Lesson** |
| A | DRIBBLING | -To understand the purpose of a warm-up and how to structure it.  -Acquire skills to dribble with the correct technique. | Intro and expectations.  Warm Up: Why do we do a warm up? Pulse raiser. Ready Position; sideways, forward, backwards, head up.  How to dribble: In pairs – basic dribbling technique. 5 finger feel, waist height, push, soft.  Ball control – ball around the head, waist, ankles. Figure of 8.  Dribble relays – sit down, stand up. R / L / alternate hands. |
| B | PASSING | -Acquire skills to perform the three different types of passes.  -Understand and perform the 3-man weave. | Warm Up: Pulse raiser and recap of the ready position.  In pairs: practice the ball control activities from previous week. Dribbler must follow their partner who is walking in front of them. Encourage head up to increase vision. Rotate.  Types of passes: Chest, bounce, shoulder. Techniques. 10-1 change sides on each number.  You can’t throw your partner the same pass you received from them.  Intro 3 man-weave. |
| C | SHOOTING | -Continue to develop the fluency and skill level of the 3-man weave.  -Understand the purpose and technique of the set shot.  -Basic rules. | Warm up: Pulse raiser.  2 groups: 1 group to recap 3-man weave. 1 group to learn set shot (technique). ROTATE.  3-man weave with set shot on the end.  Small games – score by receiving the ball on the end lines (2 points) |
| D | DEFENSE | -Acquire understanding of the ‘defence’ position and apply when under pressure.  - Be able to effectively protect the ball when it is in your possession. | Warm up: (In pairs a&b). A = movement down the court. Base line, forward up the side-line, side step (defence position) along 3rd line and so on. B = ball familiarisation skills. ROTATE  WHAT is the purpose of the defence position?  How can the ball handler stop the opponent getting the ball? Using their body – pivoting / shielding.  Partner A travels across the court. Partner B is in defensive position in middle area. A to protect Ball, whilst B Defends. Points go to the player that gets the ball to their relevant end.  Small games. |
| E | APPLICATION IN GAMES | -Recap rules.  -Apply all skills learnt with the ability to reflect on individual and team performance. | Split class into 6 teams.  Warm up: each team to organise their own warm up; pulse raiser, stretching and skills.  Recap main rules. 4 on court, 5th player to officiate. CONDITIONED games if needed – every player must touch the ball.  Rotate and swap officials.  APPLICATION of skills. |
| F | APPLICATION IN GAMES WITH STRATEGIES | -Understand the concept of ‘strategy’ and begin to develop this concept.  -Apply all skills in games with rules.  -Evaluate progress and individual performance. | Mind Map of skills learnt.  Teacher selects teams (ability).  Application of skills, with implementation of strategies and tactics.  Evaluate team performance and suggest ways for improvement.  Summary  [www.mini-basketball.org.uk](http://www.mini-basketball.org.uk) |