

Riversides School Scheme of Work: Basketball (Autumn term 1)

Key Stage: 3	YEAR: 7,8,9	DURATION: 6 LESSONS
<p>AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Learnt the basic principles of attack and defence. ➤ Worked in small teams to plan how to play ➤ Taken different roles in some games, including attacker and defender <p>Used and kept rules and conventions for games</p>	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to basketball . Example principles of attack and defence, marking, covering and following through.</p> <p>Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game</p> <p>Communication Speaking and Listening</p> <p>Cooperation Working together</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Basketballs ➤ Bibs ➤ Cones ➤ Access to information through ICT ➤ Information on local clubs
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic basketball skills consistently applying fluency, accuracy and fundamental technical elements of the game. Continual development, adaptation and refinement of skills will contribute to producing improved performances & techniques.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop knowledge of the major rules and laws involved in Basketball. Use basketball to develop observation skills on peer performances, skills and techniques. To develop understand of all rules during a game situation.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in basketball based activities and discuss the need to stay healthy and active. Suggest any basketball clubs within the school timetable and promote community links. To understand the type of fitness basketball players need to perform at a high level.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, ‘what makes good’ questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- preparation, *eg warming up, cooling down*
- assessment, *eg collecting and analysing data*

Speaking and listening – through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

Expectations

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

All pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved.

Most pupils will: choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.

Some pupils will have progressed further and will: choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance

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

3 Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with co ordination and control. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.

4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

5 Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

Week	Learning objectives	Task examples	Information/ Differentiation
1	Ball familiarisation To be able to perform the fundamental basketball skill of ball handling. To be able to perform these in a small sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball.	Warm up – Student led, progressive jogging and dynamic stretching. Handling skills. (Move ball around back, head, legs, figure of 8). Catching ball from partner. Basic dribbling + movement around court in pairs passing + receiving, must pivot when got ball. Teaching points: Control and accuracy in handling + passing. Benchball/endball game (no movement with ball) progress to small B'ball game (3 v 3 – still no dribble).	All lessons start with basketball related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Passing, receiving and outwitting an opponent. To introduce & understand where passing is used in basketball. To be able to outwit opponents with passes and angled runs. To begin to understand the need of tactical movements to invade opponents goal.	3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Use different passes based on what situation faced with. Teaching points: Chest/bounce/overhead. Chest to chest. Aim for accuracy. Use of space to keep possession. Show movement to support player with the ball. Intro basic rules and play – Benchball. Develop into conditioned basketball game – 3 passes before you can score	Give opportunities to plan tactics Research rules on internet
3	Intro Dribbling & Pivoting To be able to perform the basic dribbling technique with control and accuracy. To be able to outwit opponents with the use of these skills. To be able to perform skills in a small sided game making decisions about how best to advance on opposition. To develop an understanding of the rule of travelling in Basketball.	Dribbling relays in pairs. Progress to in and out of cones. Work on pivoting and turn quickly to outwit opponent. Pairs; A's dribble around space with B's following. On whistle -A's sprint for 3 seconds away. B's must catch. Intro to Triple Threat Condition on game – 3 bounces only. Use in positive direction i.e. towards basket. Teaching points: waist height dribble, use fingertips, head up. Always turn into space.	Video to analyse performance Tasks set to cater for levels of ability: Distance from target
4	Intro Shooting – set shot To understand and know the benefits of types of shot. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to attack.	Perform set shot technique on the spot (BEEF- bend legs, elbows-45°, eyes on ring & follow through-snap wrists). 3's Shoot at basket – from free throw line. Teaching points: Concentrate on accuracy & technique. In 4's - Progress to 21 game. 1 shoots from free throw line. If miss next in line rebounds & shoots from rebound position. Keep going until a score = 1 point. Scorer takes ball to start and has set shot. Successful from free throw line = 2 points. Small Sided Game (4 vs 4).	Size of practice area
5	Shooting – lay up To perform a basic lay up technique appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using appropriate shot selection. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.	In groups of 4 – 2 either side, practice both sides. Can progress to some defensive pressure. 2v2 ½ court trying to outwit opponents using skills built up. Highlight importance of ball support, width/angles, moving the ball quickly. Teaching points; Footwork, Approach-45° to basket, Aim for square, Attack at pace/drive to basket. Small Sided Game-3v3 games full court.	
6	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in basketball. Further development - Inter house/form basketball comp.	Warm up – Student led, progressive jogging and dynamic stretching. Groups of 3 – recap lay ups & set shots incorporating a pass or dribble before drive. 2 vs 2 games, progress onto 4 vs 4. King of the court – Winners up / Losers down Teacher grades against NC levels	