

Scheme of Work: Basketball

Key Stage: 4	YEAR: 10	DURATION: 6 LESSONS
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Unit Aims: In this unit pupils will focus on building on core skills and applying them in pressurised situations in order to outwit opponents. Pupils will prepare tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.

Expected Learning Outcomes of the unit:

All: Show a basic tactical awareness and react to opponent's pressure in a small sided game. Will physically exert themselves while taking part in competitive games.

Most: Use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to attack and defend with confidence. Physical capacity is tested.

Some: Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.

<p style="text-align: center;">Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> ➤ Collaborated with and led others used and interpreted rules. ➤ Experienced a wide range of core skills and techniques in basketball ➤ Experienced different roles in team. ➤ Begun to use set plays 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to basketball.</p> <p><i>e.g. principles of attack and defence, finding and using space, drive, fakes, rebounding, lay-ups, marking, defending stance and how to play man to man/zone defence.</i></p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Basketballs ➤ Bibs ➤ Cones
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Key Concepts and Processes:

<p style="text-align: center;">Outwitting an opponent</p> <p>Pupils will further develop the ability to outwit opponents and teams using advancing tactics. Pupils will perform and replicate the core skills necessary in response to a changing environment. Able to identify space for themselves and others and will use this to advance a team forward.</p>	<p style="text-align: center;">Developing Physical & Mental Capacity</p> <p>Pupils will further develop mental capacity & creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Development of coaching role and leading part of the session to gain communication and leadership skills.</p>	<p style="text-align: center;">Development & Replication of Skills</p> <p>Pupils will develop advanced principles of play when replicating core skills of Passing, receiving, dribbling, lay ups, set shots. Development of these techniques will be tested through small sided games and conditional situations. Pupils will demonstrate high quality performances and accurate replication throughout.</p>
<p style="text-align: center;">Problem Solving, Challenges & Making Decisions</p> <p>Pupils will create new defensive and attacking strategies to improve their team performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. 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>Develop a deeper understanding of dynamic stretches for all major muscle groups. Experience the type of training a basketball player will use to improve fitness levels and highlight the benefits of being healthy and living an active lifestyle both during school and post 16.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>To improve analytical skills and to develop either their own or others performance (self and peer assessment). Reflect on the core skills used and potential improvements in the use of tactics.</p>

Scan these QR codes for information



Ladders



Lay up lines



Reverse Layup

Personal, Learning and Thinking Skills (PLTS):

- | | |
|--|---|
| <input type="checkbox"/> Creative thinkers | <input type="checkbox"/> Effective participants |
| <input type="checkbox"/> Reflective learners | <input type="checkbox"/> Self managers |
| <input type="checkbox"/> Team workers | <input type="checkbox"/> Independent enquirers |

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	The use of reverse + left hand lay ups To be able to use either hand to dribble and score. To be able to outwit opponents using techniques at speed and with accuracy. To develop and implement strategic and tactical play.	4's - Warm up led by pupil/s – Use dynamic movements i.e. lunge, jump stop, squats. Recap right hand lay up shot in a basic lay up drill set up (See 'lay up lines' + 'reverse lay up' QR code) Pupils to then experiment attacking techniques including variations of lay ups. In groups of 3-4's – Explore the reverse lay up & left lay up by using correct stepping technique. 4 vs 4 small sided game.	Group pupils appropriately to stretch and challenge. Mid-lesson plenaries check – What factors will determine which shot is used? How might this be used during a game?
2	Strategies for attack- screens, blocks, high & low posts. To be able to replicate strategies for attack. i.e. screens, posts. To understand the benefits of using strategic and tactical plans to produce a successful attack. To appreciate the need to make adjustments and adaptations when performing in order to outwit opponents.	3's - Agility runs in and out of cones. Pupils able to plan and apply attacking strategies in isolation and in game situations. Pupils plan and create new attacking strategies and tactics to improve their performance. 1 vs1- A tries to get away from B. use changes of direction, dummies & fakes. 2v2 small games, use of screen. Teaching points; stand still with arms across chest. Partner dribbles around screen + pass or shoot. Use of posts – attacker backs into basket. Set up 4 vs 4 small sided game – attempt to implement screens + post play in a game. Call out play prior to replication.	Increase/decrease speed of movement during warm up or grid drill. Mid-lesson plenaries check – question understanding of keyword and how to execute strategies for attack. What individuals were best suited to post up plays/screens and why?
3	Develop shooting–Jump shots To be able to replicate shooting core skills. To understand the need to create space to shoot and begin to work on this in a game situation. To demonstrate an ability to analyse performances with sound/accurate information.	Warm up – all pupils to have a ball. Dribble in a marked grid. Use commands – jump stop, ball fake, crossover & drive into space. Progress from individually to pairs. Highlight communication skills needed. Use pairs for shooting drills (Jump shots) a) firstly receiving the ball + set then shot b) secondly receiving the ball in a one motion lift ball to shooting position and release. Progress to 4 vs 4 small sided game. Call half time during games to allow pupils to implement strategies and assess effectiveness of formations	Decrease/increase pace/speed of skill execution. Mid-lesson plenaries check – Recap/test understanding of jump shot. What information should you use before choice of shot?
4	The attacking role To understand and perform attacking movements as a unit incorporating the use of width and speed. To be able to perform angled runs to create opportunity to outwit opponents. To be able to evaluate how well it has been achieved and find ways to improve strategies.	Warm Up – Ladders, hurdles and directional sprinting – See 'ladders' QR Code. 3 man weave - drill begins the player in the middle passes the ball to the player on the right side. Then the player who just passed the ball runs behind the player that just caught the ball. The player on the right, who now has the ball, passes the ball to the player on the left and then runs behind him. Then the player on the left passes the ball back to the player on the right & ends up with a shot. Each player should rotate starting position. Use 4 vs 4 small games – ask team to work on a strategy based on opposition and their strengths.	Increase/decrease the pacer of the warm up to suit individuals. Appropriate skill levels matched. Mid-lesson plenaries check – How might attacking strategies change depending opposition faced? Did you have success in stopping a team scoring?
5	The defensive role To perform defensive strategies including man to man and zone. To develop creativity in developing new strategies from set plays in attack. To understand techniques to stop opponents outwitting them and accurately replicate.	Warm up – 'zig zags' Pairs. Mark out a zig zag coned line towards basket. Partner to dribble down coned line with partner moving alongside in a defensive stance. Groups of 3-5 pupils – to plan and perform attacking and defending tactics. Experiment with 1v1, 2v2 and 3v3 situations. Discuss & apply the principles of zone and man to man defense in 4 vs 4 small games. Pupils to explore and experiment with techniques and tactics to produce efficient and effective team performance.	Individuals should be paired according to ability/understanding of the game. Mid-lesson plenaries check – What is the difference man to man and zone defense? Discuss successful defending strategies? Why?
6	The Role of the Referee To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.	Warm Up – SAQ ladder work with and without ball. Recap lay ups with lay up lines. Pupils organise small sided games (4 vs 4). Games to be officiated by pupils to develop their leadership skills in game situations. Discuss the importance of fair play and appropriate decisions. Pupils to give half time teams talks to prepare and improve as a team.	Use appropriate pace to warm up and provide complex variations for those who are able. Mid-lesson plenaries check – Have the games been officiated well? What are the common problems faced?