

## Scheme of Work: Basketball

| Key Stage: 3   | YEAR: 9  | DURATION: 6 LESSONS   |
|--|--|---|
| <p><b>AIM:</b> Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situation. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</p>  |  |   |
| <p style="text-align: center;"><b>PRIOR LEARNING</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Experienced setting up and organising basketball practices in groups</li> <li>➤ Applied and adapted the principles of attack and defence in small sided games</li> <li>➤ Lead own warm up and cool down safely.</li> <li>➤ Learnt about specific techniques</li> </ul> <p>Used and applied basketball rules fairly and correctly.</p> | <p style="text-align: center;"><b>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</b></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.<br/>Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game<br/>Communication Speaking and Listening<br/>Cooperation Working together</p> | <p style="text-align: center;"><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>➤ Basketballs</li> <li>➤ Bibs</li> <li>➤ Cones</li> <li>➤ Information on local clubs</li> </ul>  |
| <p><b>Key Concepts and Processes:</b></p>  |  |   |
| <p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced basketball skills consistently applying accuracy and high quality replication of technique. Continual development and refinement of skills will contribute to producing an improved performance &amp; technique.</p>                         | <p style="text-align: center;"><b>Developing Physical and Mental Capacity</b></p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop a knowledge of the major rules and laws involved in Basketball. Use basketball to develop observation skills on peer performances, skills and techniques. Ask questions about the effectiveness of these tactics.</p>  | <p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will further develop the fundamental 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;"><b>Making and Applying Decisions</b></p> <p>Pupils will be constantly faced with 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. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>                           | <p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Develop a deeper understanding of stretches for all major muscle groups and those specific to basketball. Suggest any basketball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle both at school and post 16.</p>  | <p style="text-align: center;"><b>Evaluating and Improving</b></p> <p>Be able to understand the concept of tennis and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</p>  |
| <p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>  |  | <p><b>Assessment:</b> Q &amp; 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.**

**most pupils will:** use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work cooperatively in their groups, taking on a variety of roles within the group and the games played; recognise the similarities between the games played, applying and adapting tactics and skills effectively; identify what they need to do to improve, carry out and adapt ideas and suggestions given to them

**some pupils will not have made so much progress and will:** use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; cooperate with others and participate in the activities in specific roles; carry out practices and ideas given to them by others to help improve their play

**some pupils will have progressed further and will:** take on a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas; take the lead and be careful to involve others; make good connections between ideas and structures in different games; respond quickly to new and changing situations and contexts; devise and develop practices to improve their own and others' play

| WEEK | LEARNING OBJECTIVES   | TASK EXAMPLES   | POINTS TO NOTE/<br>DIFFERENTIATION   |
|------|---|---|--|
| 1    | <b>Attacking/Outwitting an opponent.</b><br>To be able to perform passing, receiving, dribbling, shooting techniques to outwit opposition. To be able to perform a combination of these skills in a small sided game with success. To understand and develop knowledge of required fitness and diet required to sustain a good basketball performance.        | Warm up – Student led, progressive jogging and dynamic stretching.<br>Handling warm up. 1 ball each, pupils must score as many baskets as possible in 1 minute. Cannot score in same basket twice in a row. 3’s – game of killer.<br>Small sided game (3 v 3)   | All lessons start with basketball related warm-up and re-cap work of previous lesson.<br><br>Make learning as active as possible |
| 2    | <b>Develop shooting – lay up</b><br>To perform and accurately replicate a range of lay up variations to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To perform the non dominant lay up and make decisions about choice of techniques in each situations.  | Recap lay up using lay up drill. 4 pupils, 2 each side of basket. A drive from right side and B rebounds + pass to C. C drives, D rebounds.<br>Pupils swap sides after each role. Progress onto left hand lay up.<br>Progress to 1 v 1 on a basket. How can you outwit an opponent? Drive, fake, body positioning.<br>Small sided games: 4 v 4.   | Give opportunities to plan tactics<br><br>Research rules on internet   |
| 3    | <b>Defence – Zone</b><br>To be able to outwit opponents with the use of defending skills. <i>i.e. zone and man to man defense</i> . To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about how to legally mark opponents. To develop knowledge basketball specific fitness. | Warm up Suicide drill. Discuss C.V. fitness and why important to basketball players.<br>2 v 2- intro zone defense. Wait for opposition to advance to your ‘zone’. Defensive position. Teaching points; low stance, quick steps.<br>Develop rebounds – position preparation should be early.<br>Small sided games; 3 v 3,- play zone defense   | Video to analyse performance<br><br>Tasks set to cater for levels of ability:  |
| 4    | <b>Strategies for attack/ 3 man weave</b><br>To develop an understanding about attacking principles related to basketball. To know the benefits of different strategies for attacking play. To perform and replicate a 3 man weave. To be able to outwit opponents using high quality skills and techniques.  | In 3’s – warm up with a game of 21. In 3’s, perform 3 man weave. Start of bass line and walk through. Progress to sprint gradually. Develop into 2 vs 1, once reach half way line pupil with ball places it down + becomes defender, 2 attackers drive at basket. Finish play with lay – ups.<br>Small Sided Game (5 vs 5).   | Distance from target<br><br>Size of practice area  |
| 5    | <b>Tactics</b><br>To develop tactical strategies to outwit opponents. To understand and appreciate the need to use creativity when implementing strategies and refining ideas when unsuccessful. To understand and know advanced basketball rules. <i>i.e. what makes a foul, contact &amp; 3 seconds in the key.</i>   | In small groups (4’s); develop methods of attack. Angled runs, positioning, post up ideas. Use strengths of individuals on your team + highlight weaknesses. 3’s play killer game. A’s shoot first B’s go straight after and attempt to score before to knock out A. If A scores first pass to C. 2v2 ½ court trying to outwit opponents using learnt techniques.<br>Small Sided Game-3v3 games full court. 1 referee + scorer. |  |
| 6    | <b>Assessment</b><br>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and sequences. To show their knowledge and understanding of the rules in basketball.<br>Further development - Inter house/form basketball comp.  | Warm up – Student led, progressive jogging and dynamic stretching.<br>1 vs 1 competition.<br>5 vs 5 + 1 referee.<br>Student rank themselves<br>Teacher grades against NC levels   |  |