

## Medium Term Plan: Supporting Implementation of

**Subject:** Year 6 Autumn 1 – Basketball:

Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

N/C links:

- use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key skills:

- Physical: run, jump, throw, catch, dribble, shoot, balance
- Social: collaboration, communication, co-operation, respect
- Emotional: honesty and fair play, confidence, persevere
- Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development

### **Prior Learning (what pupils already know and can do:**

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### **Long-term Learning (what pupils MUST know and remember) End Goals:**

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use the rules of the game honestly and consistently.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand when to use different styles of defence in game situations.

### **Key Vocabulary**

Abide, angle, ball carrier, ball side, barrier, create, dominant, draw, maintain, rebound, sportsmanship, support, tactics, transition, turnover.

## **Medium Term Plan: Supporting Implementation of**

Session 1 – To demonstrate attacking skills with control under pressure.

### **Success Criteria**

- Put your non-dribbling arm out to protect the ball from your opponent.
- Turn your body to create a barrier between the defender and the ball.

### **Whole Child Objectives**

- Social: To work collaboratively with others.
- Emotional: To play honestly and within the rules.
- Thinking: To reflect on key learning.

Session 2 – To move into and create space to support a teammate.

### **Success Criteria:**

- Look to move into space that will make it easier for your team to score.
- Use a change of speed and direction to lose a defender.

### **Whole Child Objectives:**

- Social: To communicate with my teammates.
- Emotional: To be confident to take on a defender.
- Thinking: To make quick decisions under pressure.

Session 3 – To choose when to pass and when to dribble.

### **Success Criteria:**

- Dribble if you have space to do so.
- Pass if you can get the ball closer to goal.
- Pass if you cannot beat the defender.

### **Whole Child Objectives:**

- Social: To work co-operatively in a group.
- Emotional: To persevere if losing or finding something challenging.
- Thinking: To select and apply the appropriate skill for the situation.

Session 4 - To use the appropriate defensive technique for the situation.

### **Success Criteria:**

- Bend your knees so that you can change direction at speed.
- Stay between the basket and the person with the ball.

### **Whole Child Objectives:**

- Social: To communicate and collaborate with my team.
- Emotional: To play fairly and keep to the rules.
- Thinking: To plan tactics with my team.

## **Medium Term Plan: Supporting Implementation of**

Session 5 –To develop shooting technique and make decisions about when to pass, dribble or shoot.

### **Success Criteria:**

- Balance with feet shoulder width apart.
- Elbow under the ball.
- Eyes look at the target.
- Follow through with your hand.

### **Whole Child Objectives:**

- Social: To work collaboratively in a group.
- Emotional: To persevere when learning a new skill.
- Thinking: To observe others and provide them with feedback.

Session 6 – To apply principles, rules and tactics to a tournament.

### **Success Criteria:**

- Be clear and fair when refereeing.
- Use the rules to play fairly and help the game flow.

### **Whole Child Objectives:**

- Social: To show respect towards others and congratulate them.
- Emotional: To show honesty abiding by the rules.
- Thinking: To reflect on my teams' performance and identify areas to improve.

**Future learning this content supports:**