

EYFS - PE - Ball skills—hands—unit 1

Curriculum Objectives

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Vocabulary

Pushing	Pushing is a method of sending the ball using our hands.
Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.
Rolling	Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.
Bouncing	Bouncing means using our hands to push the ball towards the floor.
Defender	We are considered a 'defender' when the other side has the ball.

Links Across the Curriculum

Maths—counting and adding scores.

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

- To begin to say different ways to move with a ball using our hands.
 - To explore a variety of ways using our hands to move a ball.
- To begin to say different ways of using our hands to move with a ball.
 - To explore different ways of using our hands to move a ball.
- To begin to say different ways of using our hands to move with a ball.
 - To explore different ways of using hands to move a ball.
- To begin to say different ways of using our hands to move with a ball.
 - To explore different ways of using hands to move a ball.
- To begin to say different ways of using our hands to move with a ball with a partner.
 - To explore different ways to move a ball with a partner.
- When playing games, continue to introduce different ways of using our hands to move with a ball, keeping control.
 - To explore how to keep control when moving a ball.

Substantive Knowledge/Key Knowledge

- Pupils will begin to demonstrate different ways of pushing a ball.
Pupils will begin to demonstrate the meaning of the word control and start to understand why it is important to keep the ball close to them.
- Pupils will begin to demonstrate different ways of rolling a ball.
Pupils will begin to demonstrate the meaning of the word control and start to understand why it is important to keep the ball close to them.
- Pupils will begin to demonstrate different ways of bouncing a ball.
Pupils will begin to demonstrate the meaning of the word control and start to understand why it is important to keep the ball close to them.
- Pupils will begin to demonstrate and know and begin to understand different ways of bouncing a ball whilst moving into space.
Pupils will begin to demonstrate the meaning of the word, 'control,' and start to understand why it is im-
- Pupils to begin to demonstrate to begin to demonstrate different ways of rolling and pushing a ball.
Pupils will begin to demonstrate to work with a partner and begin to understand why it is important to be part of a team.
- Pupils will begin to demonstrate different ways of rolling, pushing and bouncing a ball with a partner.
Pupils will begin to demonstrate the meaning of the word defender and what this means when playing

Disciplinary Knowledge / Skills

- Pupils push a ball. Pupils push with their dominant hand. Pupils focus on the ball.
- Pupils roll a ball. Pupils roll a ball with their dominant hand. Pupils focus on the target.
- Pupils dribble (pat or bounce) a ball. Pupils dribble (pat or bounce) with their dominant hand. Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils.
- Pupils. dribble (pat or bounce) a ball. Pupils dribble (pat or bounce) with their dominant hand. Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils.
- Pupils push a ball with increasing control. Pupils push with their dominant hands. Pupils roll a ball with increasing control. Pupils roll with their dominant hand.
- Pupils push a ball with increasing control. Pupils push with their dominant hand. Pupils roll a ball with increasing control. Pupils roll with their dominant hand. Pupils dribble (pat or bounce) a ball with increasing control. Pupils move into spaces avoiding the defenders. Pupils adjust their speed and change direction to avoid the defenders. Pupils keep their ball under control.

Themes

<i>Sending</i>	Children can explore pushing, rolling and bouncing a ball to a partner.
<i>Receiving</i>	N/A
<i>Dribbling</i>	Pupils can explore how to bounce a ball with their dominant hand whilst stationary.
<i>Evaluation</i>	EYFS— pupils express what they have done.

Diversity in the Curriculum

Share the diverse roster of the GB's women's basketball team.

<https://gb.basketball/teams/gb-women/>

Outcome

To move the ball using pushes, bounces and rolls in a game.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience
Equipment
Outdoors

Year 1 - PE - Ball skills—hands—unit 1

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, know and begin to understanding simple tactics for attacking and defending

Vocabulary

Pushing	Pushing is a method of sending the ball using our hands.	passing	Passing is sending the ball to our partner or another member of our team in order to keep the ball.
Control	Control means keeping the ball close to us, preventing the defenders from getting	aiming	Aiming is the ability to use our bodies to direct an object towards a target.
rolling	Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.	defender	We are considered a 'defender' when the other side has the ball.
bouncing	Bouncing means using our hands to push the ball towards the floor.	dribbling	Dribbling is a method of moving with the ball.

Links Across the Curriculum

Maths—counting and adding scores.

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know how to bounce/dribble a ball and why we need to keep the ball away from the defender.

2. To begin to demonstrate dribbling and defending.

1. To know different ways of sending a ball (passing) using our hands.

2. To begin to demonstrate different passes using our hands.

1. To know and begin to understand different ways of sending a ball using our hands.

1. To know and begin to understand different ways of stopping a ball with our hands.

2. To begin to demonstrate different ways of stopping a ball with our hands.

1. To know and begin to understand different ways of stopping a ball with our hands and preventing pupils from passing the ball.

2. To begin to demonstrate different strategies to prevent pupils passing a ball.

1. To use their prior knowledge to know and begin to understand combining their sending and receiving skills to keep possession of the ball.

2. To begin to demonstrate combining different sending and receiving skills.

Substantive Knowledge/Key Knowledge

Pupils will begin to demonstrate how to bounce (dribble) a ball and adjust their speed and change direction to avoid the defenders.

Pupils will begin to demonstrate different ways of sending (passing) the ball to their partner.

Pupils will begin to demonstrate and understand why they need to be accurate when sending the ball.

Pupils will begin to demonstrate why and how we aim when sending a ball.

Pupils will begin to demonstrate their understanding of why we aim when sending a ball.

Pupils will begin to demonstrate why we need to send a ball using different force and speeds.

Pupils will begin to demonstrate that they understand how and why they need to stop the ball.

Pupils will demonstrate that they understand how to stop the ball and prevent other pupils from passing. Pupils will begin to demonstrate combining their sending and receiving skills, applying their prior knowledge of where we send a ball and why.

Pupils will begin to demonstrate how to combine their sending and receiving skills to keep possession of the ball.

Disciplinary Knowledge / Skills

Whilst dribbling, pupils move into spaces avoiding the defenders. Pupils adjust their speed and change direction to avoid the defenders. Pupils throw (pass) a ball with increasing control.

Pupils can roll a ball with increasing control towards a target.

Pupils pass a ball towards a target using their hands. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils roll the ball fast. Pupils roll the ball slow. Pupils understand when they need to roll the ball fast and when they need to roll the ball slow. Pupils understand the meaning of, 'control'. Pupils understand the meaning of, 'aiming'?

Pupils stop the ball. Pupils move their body inline with the ball. Pupils concentrate on the ball. Pupils watch the ball. Pupils understand why they need to stop the ball.

Pupils stop the ball. Pupils stand in front others to block a pass. Pupils pass a ball towards a target using their hands. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils send the ball with control. Pupils concentrate on the ball. Pupils watch the ball. Pupils understand why they need to stop the ball. Pupils understand the meaning of, 'aiming'

Pupils pass a ball towards a target using their hands. Pupils are able to keep possession. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils send the ball with control. Pupils concentrate on the ball. Pupils watch the ball. Pupils understand why they need to stop the ball. Pupils understand the meaning of, 'aiming'

Themes

Sending

Pupils will begin to demonstrate that they can push, roll and bounce a ball to a partner accurately. Pupils will begin to understand why this is important.

Receiving

Pupils will begin to demonstrate that they can stop and catch the ball and prevent other pupils from passing. Pupils will begin to understand why this is important.

Dribbling

Pupils will begin to demonstrate to bounce a ball (dribble) , with their dominant hand, whilst moving slowly. Pupils begin to understand why it is important to move into space away from defenders.

Evaluation

To express what they have learnt and what they've done well.

Diversity in the Curriculum

Share the diverse roster of the GB's men's basketball team.

<https://gb.basketball/teams/gb-men/>

Outcome

To combine their sending and receiving skills to keep possession of the ball.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience
Equipment
Outdoors

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, know and begin to understanding simple tactics for attacking and defending

Vocabulary

Pushing	Pushing is a method of sending the ball using our hands.	passing	Passing is sending the ball to our partner or another member of our team in order to keep the ball.
Control	Control means keeping the ball close to us, preventing the defenders from getting it.	aiming	Aiming is the ability to use our bodies to direct an object towards a target.
rolling	Rolling is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.	scoring	gain a point, goal, run, etc.
bouncing	Bouncing means using our hands to push the ball towards the floor.	defender	We are considered a 'defender' when the other side has the ball.
dribbling	Dribbling is a method of moving with the ball.		

Links Across the Curriculum

Maths—counting and adding scores.

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know and begin to understand how to dribble in order to keep control and possession of the ball.
 2. To demonstrate effective dribbling in order to keep control and possession of the ball.
1. To know and begin to understand passing and receiving in order to keep possession of the ball.
1. To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession of the ball.
 2. To demonstrate a combination of dribbling, passing and receiving.
1. To know and begin to understand how to dribble in order to keep possession and score a point.
 2. To demonstrate an effective dribble.
1. To know and begin to understand how to pass and receive in order to keep possession and score a point.
 2. To demonstrate effective passing and receiving in order to score a point.
1. To know and begin to understand how to combine dribbling, passing and receiving in order to keep possession and score a point.
 2. To demonstrate a combination of dribbling, passing and receiving while trying to score.

Substantive Knowledge/Key Knowledge

- Pupils will begin to demonstrate a dribble (bounce) the ball with control.
Pupils will begin to demonstrate a dribble (bounce) the ball with one hand, with control.
- Pupils will begin to demonstrate how to pass a ball towards a target using their hands. Pupils will use their bodies to aim (fingers, arms, feet etc).
- Pupils will begin to demonstrate how to dribble (bounce) the ball with control whilst keeping possession. Pupils will begin to demonstrate how to dribble (bounce) the ball with one hand, with control whilst keeping possession. Pupils will begin to demonstrate how to pass and receive a ball in order to keep possession.
- Pupils will begin to demonstrate how to dribble (bounce) the ball with control, whilst keeping possession, in order to score a point. Pupils will begin to demonstrate how to dribble (bounce) the ball with one hand with control, whilst keeping possession, in order to score a point.
- Pupils will begin to demonstrate how to pass a ball towards a target using their hands to score a point. Pupils will use their bodies to aim (fingers, arms, feet etc) and score a point.
- Pupils will begin to demonstrate to combine previously taught dribbling, passing and receiving to keep possession and score a point.

Disciplinary Knowledge / Skills

- Pupils dribble (bounce) the ball with control. Pupils dribble (bounce) the ball with one hand, with control. Pupils move the ball around the space keeping away from the defenders. Pupils understand the consequence in a game of moving the ball close to the defenders.
- Pupils receive the ball. Pupils pass a ball towards a target using their hands with increasing control. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils pass the ball with increasing control. Pupils concentrate on the ball. Pupils look at their partner when passing. Pupils understand the meaning of, 'aiming'.
- Pupils dribble (bounce) the ball with control. Pupils move the ball around the space keeping away from the defenders. Pupils receive the ball. Pupils pass a ball towards a target using their hands. Pupils use their bodies to aim (fingers, arms, feet etc). Pupils pass the ball with control. Pupils understand the consequence in a game of moving the ball close to the defender.
- Pupils dribble (bounce) the ball with control. Pupils dribble (bounce) the ball with one hand with control. Pupils dribble (bounce) the ball with two hands with control. Pupils move the ball around the space keeping away from the defenders. Pupils understand the consequence in a game of moving the ball close to the defenders .
- Pupils receive the ball. Pupils use their bodies to aim (fingers, arms, feet etc?). Pupils pass the ball with control. Pupils pass a ball towards a target using their hands. Pupils concentrate on the ball. Pupils look at their partner when passing .
- Pupils receive the ball. Pupils pass a ball towards a target using their hands. Pupils pass the ball with control. Pupils dribble (bounce) the ball with control. Pupils move the ball around the space keeping away from the defenders. Pupils understand the consequence in a game of moving the ball close to the defenders.

Themes

<i>Sending</i>	Pupils demonstrate that they can push, roll and bounce a ball to a partner accurately. Pupils understand why this is important. Pupils demonstrate that they can use their bodies to aim (fingers, arms, feet etc) and score a point.
<i>Receiving</i>	Pupils demonstrate that they can stop and catch the ball and prevent other pupils from passing. Pupils understand why this is important.
<i>Dribbling</i>	Pupils demonstrate that they bounce a ball with control, using dominate hand, whilst moving slowly. Pupils understand why it is important to move into space away from defenders.
<i>Evaluation</i>	To express what they have learnt and what they've done well.

Diversity in the Curriculum

Talk about Mo Walker who plays for the Leicester Riders.

<https://riders.basketball/roster/mo-walker/>

Outcome

To combine dribbling, passing and receiving in order to keep possession and score a point.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience
Equipment