

# Year 3 - PE - basketball

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.	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.
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	Bounce pass	A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.	
	Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score.	Attacker	We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score .	
	Chest pass	A Chest Pass is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver’s hands at chest level			

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To know and understand how to dribble in order to keep control and possession of the ball with an effective technique. 2. To demonstrate how to dribble and keep possession of the ball with an effective technique.	Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble at greater speeds whilst maintaining control of the ball.	Pupils are able to dribbling at increased speeds. Pupils demonstrate that they dribble effectively by standing with feet shoulder width apart, standing on the balls of their feet, slightly bending their knees, bending trunk forward at the waist, pushing the ball downwards using fingertips, extending their shoulder and elbow, flexing their wrist, keeping their head up and the ball slightly out in front, keeping the ball at waist level with their top of the hand on top of the ball and absorbing the impact with their fingertips and letting the wrist flex and move the ball. Pupils can move at increasing speeds into to space and change direction to avoid defenders. Pupils able to change direction and are beginning to turn to avoid defenders.
1. To know and understand how to perform an effective chest pass to keep possession of the ball. 2. To demonstrate an effective chest pass to keep possession of the ball	The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players using the chest pass to keep possession.	Pupils beginning to demonstrate an effective chest pass by: standing with feet shoulder width apart, on the balls of their feet with their back straight and knees slightly bent, placing their hands on the sides of the ball with their thumbs directly behind the ball and fingers comfortably spread, holding the ball in front of their chest with their elbows tucked in stepping in the direction of the pass by extending their legs, back and arms, pushing the ball from the chest with both arms (not from one shoulder), ensuring their fingers are rotated behind the ball and the thumbs are turned down, having the back of the hands face one another with the thumbs straight down, making sure the ball is released off the first and second fingers of bot their hands and following through to finish up with their arms fully extended, fingers pointing at the target and thumbs pointing to the floor. Pupils can keep possession of the ball.
1. To know and understand how to perform an effective bounce pass to keep possession of the ball. 2. To demonstrate an effective chest bounce to keep possession of the ball	The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players using the bounce pass to keep possession.	Pupils beginning to demonstrate an bounce pass by: placing feet shoulder width apart in opposition, with knees bent, placing their hands to each side and slightly behind the ball with their fingers comfortably spread, holding the ball at waist level, with elbows tucked in, stepping in the direction of the pass, through extending their legs, back and arms, ensuring the wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands and following through with their arms fully extended, fingers pointing at the target and thumbs pointing to the floor. Pupils can keep possession of the ball.
1. To know and understand how to combine passing (chest and bounce) and dribbling to create space. 2. To demonstrate how to combine passing (chest and bounce) and dribbling to create space	Pupils are beginning to demonstrate effective passing (bounce and chest). Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils can identify where to pass, dribble and move without the ball to create more space.	Pupils are beginning to identify and move into space. Pupils are beginning to identify opportunities to create space and create it by passing, dribbling or moving (without the ball) into the area.
1. To know and understand how to perform a standing basketball shot. 2. To demonstrate a standing basketball shot.	The focus of the learning is to introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the court in order to increase their chances of scoring.  Pupils should be able to apply their prior learning of passing, moving and dribbling to move the ball up the court, creating an attack that results in a shot.	Pupils applying the correct technique when shooting by: keeping the ball under control, the palm of their shooting hand under the ball, ensuring their fingers pointing upwards, placing a supporting hand at the side of the ball, maintaining a balanced stance, bending their knees and straighten during shot. Pupils concentrate on the target throughout the shot. Pupils are beginning to shoot accurately. Pupils are beginning to understand from where and when to shoot.
1. To know and understand how to combine dribbling, shooting passing and receiving in small sided games (intra-school). 2. To demonstrate a combination of dribbling, shooting passing and receiving, using an effective technique, in small side games (intra-school).	Pupils will begin to demonstrate to combine previously taught dribbling, shooting passing and receiving to keep possession and score a point.	Pupils will begin to demonstrate to combine previously taught dribbling, shooting, passing and receiving to keep possession and score points in intra-school matches.

Themes	
<i>Shooting</i>	Pupils begin to demonstrate an accurate standing basketball shot with an effective technique. Pupils begin to understand from where and when to shoot.
<i>Defending</i>	N/A
<i>Passing</i>	Pupils begin to demonstrate that they can perform and receive an effective chest pass and bounce pass using an effective technique and can combine this with dribbling to keep possession and score points.
<i>Dribbling</i>	Pupils demonstrate that they dribbling with an effective technique, using their dominant hand, at increasing speed. Pupils are able to change direction. Pupils are beginning to beat/take on defenders.
<i>Evaluation</i>	To say what they did well and how they could improve.

Diversity in the Curriculum
Discuss how basketball is a sport played and enjoyed by people with a diverse variety of ages, races, religions, abilities etc  Talk about wheel chair basketball and how it played at Paralympics. Share links with the children and discuss.
<a href="https://paralympics.org.uk/sports/wheelchair-basketball">https://paralympics.org.uk/sports/wheelchair-basketball</a>
<a href="https://www.bbc.co.uk/">https://www.bbc.co.uk/</a>



Outcome	Character Traits	Stickability	WOW
To combine dribbling, passing and receiving in order to keep possession and score a point.	Respectful and Kind	Experience Repetition of previously taught skills	Experience Equipment

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Dribbling	Dribbling is a method of moving with the ball. The attacker in possession of the ball continuous-	Control	Control means keeping the ball close to us, preventing the defenders from gaining possession.	Maths—counting and adding scores. English—vocabulary. Specific words and phrases used. Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map. PSHE—team work, social skills,, leadership, health and wellbeing.
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	Bounce pass	A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.	
	Possession	Possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity	Attacker	We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score .	
	Chest pass	A Chest Pass is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at	Marking	Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.	


Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain to a peer how to dribble with an effective technique fluidly at and speed. 2. To refine and demonstrate dribbling ,with an effective technique, fluidly and at speed..	Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils will demonstrate the ability to dribble fluidly and at speed whilst maintaining control of the ball. Pupils are beginning to use both hands to dribble.	Pupils are able to dribbling at increased at speed Pupils demonstrate that they dribble effectively by: standing with feet shoulder width apart, standing on the balls of their feet, slightly bending their knees, bending trunk forward at the waist, pushing the ball downwards using fingertips, extending their shoulder and elbow, flexing their wrist, keeping their head up and the ball slightly out in front, keeping the ball at waist level with their top of the hand on top of the ball and absorbing the impact with their fingertips and letting the wrist flex and move the ball. Pupils can dribble at speed into to space and change direction to avoid defenders. Pupils able to change direction and are turn to avoid defenders. Pupils are beginning to use both hands to dribble.
1. To explain to a peer how to effectively perform a chest and bounce pass 2. To refine and demonstrate an effective chest and bounce pass in mini game situations.	The focus of the learning is to see how effectively pupils can apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations.	Pupils are able to demonstrate an effective chest and bounce (see Y3 basketball learning journey) in mini game situations. Pupils can use these passes to maintain possession. Pupils are beginning to understand when it is best to use each type of pass and are beginning to demonstrate this.
1. To explain to a peer how to combine passing and dribbling to create space. 2. To refine and demonstrate the ability to combine passing and dribbling to create space.	Pupils demonstrate effective passing (bounce and chest). Pupils will demonstrate that they can dribble with an effective technique whilst keeping control and possession of the ball. Pupils can identify where to pass, dribble and move without the ball to create more space.	Pupils can identify and move into space. Pupils can identify opportunities to create space and create it by passing, dribbling or moving (without the ball) into the area. Pupils can apply previous dribbling, passing and shooting learning.
1. To explain to a peer how to combine passing and dribbling in order to create shooting opportunities. 2. To refine and demonstrate the ability to combine passing and dribbling to create shooting opportunities.	The focus of the learning is to apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity. Pupils will understand not just how to shoot but where to shoot from and why.	Pupils applying the correct technique when shooting by: keeping the ball under control, the palm of their shooting hand under the ball, ensuring their fingers pointing upwards, placing a supporting hand at the side of the ball, maintaining a balanced stance, bending their knees and straighten during shot. Pupils concentrate on the target throughout the shot. Pupils understand from where and when to shoot. Pupils demonstrate an accurate standing basketball shot with an effective technique. Pupils understand from where and when to shoot. Pupils can combine shooting, passing, movement and dribbling learning together.
1. To explain to a peer how to mark an opponent. 2. To refine and demonstrate the ability to mark an opponent.	The focus of the learning is to introduce pupils to the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities.  Pupils will understand that their role changes (defender) as soon as they lose possession of the ball.	Pupils are beginning to mark effectively by: following the attacker, marking the attacker without making contact, demonstrating how to mark the player with the ball, intercepting the pass, forcing the attacker to hold onto the ball for longer than 5 seconds and understanding when and why we mark.
1. To explain to a peer how to combine dribbling, passing, defending, receiving and shooting in small sided games (intra-school). 2. To demonstrate a combination of dribbling, defending, passing, receiving and shooting in small side games (intra-school).	Pupils will begin to demonstrate to combine previously taught dribbling, passing, defending, receiving, movement and shooting learning to score in small sided games.	Pupils will begin to demonstrate to combine previously taught dribbling, defending, passing and receiving to keep possession and score points in intra-school matches.

Themes				Diversity in the Curriculum
Shooting	Pupils demonstrate an accurate standing basketball shot with an effective technique. Pupils understand from where and when to shoot.			Basketball—Olympics. Discuss how basketball is a sport played and enjoyed by people with a diverse variety or ages, races, religions, abilities, nationalities etc. Discuss the Olympics and speak about how a diverse group of people, from a variety of backgrounds, come together to watch and play a sport they enjoy. Basketball is a sport for everyone.
Defending	Pupils are beginning to demonstrate that they can mark an attacker effectively and understand why it is important.			
Passing	Pupils demonstrate that they can perform and receive an effective chest pass and bounce pass, at speed, using an effective technique and can combine this with dribbling to keep possession and score points Pupils are beginning to understand when it is most appropriate to use each type of pass are beginning to demonstrate this.			
Dribbling	Pupils demonstrate that they dribbling with an effective technique, using their dominant hand, at increasing speed. Pupils are able to change direction. Pupils can beat/take on defenders. Pupils are beginning to use both hands.			
Evaluation	To say what they did well and how they could improve.			
Outcome	Character Traits	Stickability	WOW	Watch: <a href="https://www.youtube.com/watch?v=dCBs1_nzzSw">https://www.youtube.com/watch?v=dCBs1_nzzSw</a>
To combine dribbling, marking, passing, receiving and shooting in small sided games.	Respectful and Kind	Experience Repetition of previously taught skills	Experience Equipment	

Curriculum Objec-	Vocabulary				Links Across the
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Double Dribble	In Basketball, a double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or begins to dribble again after stopping.	Travelling	Travelling is a violation of a rule in basketball that occurs when the attacker in possession of the ball moves both feet without dribbling.	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.
	Defender	We are considered a ‘defender’ when the other side has the ball.	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	
	High Press	A high press is a tactic applied by the defending team that defends high up the court and inside the opposition’s half in an attempt to regain possession quickly.	Pressure	Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.	
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	tackling	Tackle is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.	
	Overhead pass	An overhead pass in thrown is from above to head with both hands on the side of the basketball.	Official/ referee	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.	
	Chest pass	A Chest Pass is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver’s hands at chest level	Bounce pass	A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain how to refine and combine dribbling and passing to creating attacking opportunities and begin to understand the components of an effective performance.  2. To combine and apply dribbling and passing skills to create attacking opportunities and to analyse peers’ performances.	The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.	Pupils can consistently demonstrate that they can perform and receive an effective, accurate chest pass and bounce pass, at speed, using an effective technique and can combine this with dribbling to keep possession and score points . Pupils are beginning to do still this under pressure. Pupils understand when it is most appropriate to use each type of pass are demonstrate this. Pupils demonstrate that they dribbling with an effective technique, using both hands, at increasing speed. Pupils are beginning to still demonstrate this under pressure from defenders. Pupils are able to change direction. Pupils can to beat/take on defenders. Pupils can combine passing , dribbling and shooting learning. Pupils will know what the terms double dribble and travelling mean and begin to demonstrate this when playing.
1. To explain how to refine and combine marking to prevent goal scoring opportunities and begin to understand the components of an effective performances.  2. To combine and apply marking to prevent goal scoring opportunities and to analyse peers’ performances.	The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities. Pupils will build upon their prior learning of marking to create and apply basic defensive tactics. Pupils will learn terminology relating to defending.	Pupils are able to mark effectively by: following the attacker, marking the attacker without making contact, demonstrating how to mark the player with the ball, intercepting the pass, forcing the attacker to hold onto the ball for longer than 5 seconds and understanding when and why we mark.
1.To explain how to refine and combine effective passing technique to perform an overhead pass and begin to understand the components of an effective performance.  2. To combine and apply effective passing technique to perform an overhead pass and to analyse peers’ performances.	The focus of the learning is to develop shooting, applying this into game situations. Pupils will develop their shooting technique when pressure is applied. Pupils will develop their understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	To begin to perform an effective overhead pass. The overhead pass is often used as an outlet pass. Pupils to bring the the ball directly above their forehead with both hands on the side of the ball and follow through. Pupils to aim for the teammate’s chin—bearing in mind the ball will travel in a high arc and drop towards the end. Pupils advised not bring the ball behind your head, because it can get stolen and it takes a split-second longer to throw the pass. Pupils beginning to understand when it is best to use an overhead pass (e.g. to throw the ball over an opponent).
1.To explain how to refine and combine effective shooting technique to perform a jump shot and begin to understand the components of an effective performance.  2. To combine and apply effective shooting technique to perform a jump shot and to analyse peers’ performances.	The focus of the learning is to develop shooting, applying this into game situations. Pupils will develop their shooting technique when pressure is applied. Pupils will develop their understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.	Pupils begin to perform a jump shot effectively by: keeping the ball under control, the palm of their shooting hand under the ball, ensuring their fingers pointing upwards, placing a supporting hand at the side of the ball, maintaining a balanced stance, bending their knees, straightening their legs and ankles by jumping straight up, whilst in flight extending back, shoulders and elbow and straighten during shot, flexing the wrist and fingers forwards and releasing the ball at the highest point, ensuring that after the shot the fingers should be pointed at the target, with the palm facing down. Pupils concentrate on the target throughout the shot. Pupils understand from where and when to shoot. Pupils demonstrate an accurate standing basketball shot with an effective technique. Pupils understand from where and when to shoot. Pupils can combine shooting, passing, movement and dribbling learning together. Pupils beginning to demonstrate that they can still shoot effectively when under pressure.
1.To explain how to refine and combine shooting, passing and dribbling learning and to begin to understand how to officiate and the components of effective performance.  2. To combine and apply shooting, passing and skills to score points, to begin officiating games and to analyse peer’s performances.	The focus of the learning is to refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game. Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. Pupils will begin to develop an understanding of the rules (laws) of basketball and will start to take responsibility for officiating their own games.	Pupils are beginning to: execute simple attacking and defensive tactics effectively, create a range of simple attacking and defensive tactics, applying these to their games, evaluate and improve their tactics, organise their team so that everybody has responsibility for marking one player, explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform, take the lead ensuring everyone is happy, motivated and understands and lead and organise their team as a captain. Pupils are beginning to know when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities
1.To explain how to refine and combine shooting, passing , dribbling, defending and officiating learning to intra-school games and to begin to understand the components of effective performance.  2. To combine and apply shooting, passing, dribbling, defending and officiating learning to intra-school games and to analyse peer’s performances.	Pupils will begin to demonstrate to combine previously taught dribbling, passing, receiving, movement, defending, officiating and shooting learning to score goals in small sided games.	Pupils can combine and apply previously taught passing, shooting, dribbling, defending, tactics and officiating learning to intra-school games. Pupils are beginning to demonstrate increasingly effective decision making and can when is best to pass, dribble or shoot. Pupils can transition between dribble, passing and shooting fluidly. Pupils able to pass, dribble, move and shoot accurately and consistently. Pupils can apply marking, pressuring and standing tackling to a game. Pupils are beginning to apply tactics to games.


Themes	
<i>Tactics</i>	Pupils are beginning to can create, evaluate, adapt and execute simple attacking and defensive tactics effectively. Pupils are beginning to know when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.
<i>Shooting</i>	Pupils demonstrate an accurate standing basketball shot with an effective technique. Pupils beginning to demonstrate an effective jump shot. Pupils understand from where and when to shoot. Pupils beginning to demonstrate that they still shoot accurately even under pressure from defenders. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, dribble or shoot.
<i>Defending</i>	Pupils demonstrate that they can mark an attacker effectively and understand why it is important.. Pupils beginning to use high press and pressure to defend.
<i>Passing</i>	Pupils can consistently demonstrate that they can perform and receive an effective, accurate chest pass and bounce pass, at speed, using an effective technique and can combine this with dribbling to keep possession and score points . Pupils are beginning to do still this under pressure. Pupils are beginning to demonstrate this when perform an overhead pass. Pupils understand when it is most appropriate to use each type of pass are demonstrate this. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, shoot or dribble.
<i>Dribbling</i>	Pupils demonstrate that they dribbling with an effective technique, using both hands, at increasing speed. Pupils are beginning to still demonstrate this under pressure from defenders. Pupils are able to change direction. Pupils can to beat/take on defenders. They are beginning to demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, shoot or dribble. Pupils will know what the terms double dribble and travelling mean and begin to demonstrate this when playing.
<i>Evaluation</i>	UPKS2 - To be able to tell another child what they did well and how they could improve.

Character Traits	Diversity in the Curriculum
Respectful and Kind	<b>Shabazz Muhammad</b>  <p>Growing up, Shabazz Muhammad begin tics and was later diagnosed with Tourette Syndrome. Muhammad’s tics meant that he was often bullied and made playing basketball more difficult. However, Muhammad persisted with his basketball and now features for the Minnesota Timberwolves in the NBA.</p>
Outcome	<p>Talk about the importance of inclusion in sport and how vital it is to make everyone feel welcome and to treat people with kindness. Sport is for everyone and we should celebrate our differences.</p>
Stickability	<p>Discuss how a range of basketball players and other sports stars have a different medical conditions which can make playing some sports sometimes more challenging, However, with persistence, we can sometimes overcome these obstacles, If we are unable to do this, we can still enjoying playing the sports we love.</p>
Experience	<p>Watch video: <a href="https://www.youtube.com/watch?v=Vzea7HXQiw">https://www.youtube.com/watch?v=Vzea7HXQiw</a></p>
Repetition of previously taught	<p>Equipment</p>



Curriculum Objec-	Vocabulary				Links Across the
Pupils should be taught to: <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> </ul>	Double	In Basketball, a double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or	Travelling	Travelling is a violation of a rule in basketball that occurs when the attacker in possession of the ball moves both feet without dribbling.	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.
	Defender	We are considered a 'defender' when the other side has the ball.	Tactics	Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.	
	High Press	A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an	Pressure	Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can	
	Shooting	Shooting is when we throw/kick/hit the ball towards the goal in an attempt to score	tackling	Tackle is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could	
	Overhead	An overhead pass in thrown is from above to head with both hands on the side of the basketball.	Official/	Referee is an official who watches the game and enforces the rules. The referee is responsible for making sure that the game is played fairly. The	
	Chest pass	A Chest Pass is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level	Bounce pass	A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.	

Lessons Sequence	Substantive Knowledge/Key Knowledge	Disciplinary Knowledge / Skills
1. To explain the components of effective performance and how they apply to passing, dribbling and movement skills to keep possession and to analyse their own performance.  2. To combine components of effective performance when dribbling and passing to maintain possession and to analyse peers' performances and adapt their performance as a result of their own self-evaluation.	Pupils will refine previously taught dribbling and passing skills, combining these skills together to maintain possession. Pupils demonstrate that they can still perform these skills effectively, even when they are under pressure from defenders. Pupils are also demonstrating consistently good decision making and understand when, where and why they pass or dribble.	Pupils can consistently demonstrate that they can perform and receive an effective, accurate chest pass, overhead pass and bounce pass, at speed, using an effective technique and can combine this with dribbling to keep possession and score points. Pupils are beginning to do still this under pressure. Pupils understand when it is most appropriate to use each type of pass are demonstrate this. Pupils demonstrate that they dribbling with an effective technique, using both hands, at increasing speed. Pupils still demonstrate this under pressure from defenders. Pupils are able to change direction. Pupils can to beat/take on defenders. Pupils can combine passing, dribbling and shooting learning.
1. To explain the components of effective performance and how they apply to performing an effective jump shot, to officiate their own games and to analyse their own performance.  2. To combine components of effective performance when performing an effective jump shot and to analyse peers' performances, officiate their own games and adapt their performance as a result of their own self-evaluation.	Pupils should be able to use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful jump shot.	Pupils perform a jump shot effectively by: keeping the ball under control, the palm of their shooting hand under the ball, ensuring their fingers pointing upwards, placing a supporting hand at the side of the ball, maintaining a balanced stance, bending their knees, straightening their legs and ankles by jumping straight up, whilst in flight extending back, shoulders and elbow and straighten during shot, flexing the wrist and fingers forwards and releasing the ball at the highest point, ensuring that after the shot the fingers should be pointed at the target, with the palm facing down. Pupils concentrate on the target throughout the shot. Pupils understand from where and when to shoot. Pupils demonstrate an accurate standing basketball shot with an effective technique. Pupils understand from where and when to shoot. Pupils can combine shooting, passing, movement and dribbling learning together. Pupils to demonstrate that they can still shoot effectively when under pressure.
1. To explain the components of effective performance and how they apply to pressuring and marking and to analyse their own performance.  2. To combine components of effective performance when marking and pressuring to prevent goal scoring opportunities and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball. Pupils will refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities. Pupils will develop their understanding of the terminology relating to defending.	Pupils are able to mark effectively by: following the attacker, marking the attacker without making contact, demonstrating how to mark the player with the ball, intercepting the pass, forcing the attacker to hold onto the ball for longer than 5 seconds and understanding when and why we mark.  Pupils know when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.
1. To explain the components of effective performance and how they apply to creating, understanding and applying attacking tactics in game situations and to analyse their own performance.  2. To combine components of effective performance when creating and applying attacking tactics in game situations and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate the pupils understanding of attacking tactics applying them into game situations.  Pupils should be able to apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot.	Pupils execute simple attacking tactics effectively. Pupils create a range of simple attacking tactics, applying these to their games. Pupils evaluate and improve their tactics. Pupils explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform. Pupils take the lead ensuring everyone is happy, motivated and understands. Pupils take on the role of team captain, leading and organising their team. Pupils demonstrate effective attacking skills i.e. passing, creating space.
1. To explain the components of effective performance and how they apply to creating, understanding and applying defensive tactics in game situations and to analyse their own performance.  2. To combine components of effective performance when creating and applying defensive tactics in game situations and to adapt their performance as a result of their own self-evaluation.	The focus of the learning is to consolidate the pupils understanding of defensive tactics, applying them to game situations.  Pupils should be able to apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.	Pupils execute simple defensive tactics effectively e.g. high press, marking and pressure. Pupils create a range of simple defensive tactics, applying these to their games. Pupils evaluate and improve their tactics. Pupils explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform. Pupils take the lead ensuring everyone is happy, motivated and understands. Pupils take on the role of team captain, leading and organising their team.
1. To explain the components of effective performance and how they apply intra-school games and to analyse their own performance.  2. To combine components of effective performance in intra-school games and to adapt their performance as a result of their own self-evaluation.	Pupils will begin to demonstrate to combine previously taught dribbling, passing, receiving, movement, defending, officiating, tactics and shooting learning in small sided games.	Pupils can combine and apply previously taught passing, shooting, dribbling, defending, tactics, officiating learning to intra-school games. Pupils demonstrate consistently good decision making and can when is best to pass, dribble or shoot. Pupils can transition between dribble, passing and shooting fluidly. Pupils able to pass, dribble, move and shoot accurately and consistently. Pupils can apply marking, pressuring and standing tackling to a game. Pupils are applying tactics to games.

Themes		Character Traits	Diversity in the Curriculum
<i>Tactics</i>	Pupils can create, evaluate, adapt and execute simple attacking and defensive tactics effectively. Pupils know when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.	Respectful and Kind	To recap diversity in basketball by referring to the previous mentioned points on the other basketball learning journeys.  Speak about the The FIBA Asia Cup which is an international basketball tournament which takes place every four years between the men's national teams of Asia and Oceania.  Watch: <a href="https://www.youtube.com/watch?v=V7i3dkrnpBk">https://www.youtube.com/watch?v=V7i3dkrnpBk</a>  
<i>Shooting</i>	Pupils consistently demonstrate an accurate standing and jumping basketball shot with an effective technique. Pupils understand from where and when to shoot. Pupils demonstrate that they still shoot accurately even under pressure from defenders. They demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, dribble or shoot.	<b>Outcome</b>	
<i>Defending</i>	Pupils demonstrate that they can mark an attacker effectively and understand why it is important. Pupils use high press and pressure to defend.	To combine dribbling, passing, receiving, shooting, defending, tactics and officiating learning in small sided games.	
<i>Passing</i>	Pupils can consistently demonstrate that they can perform and receive an effective, accurate chest pass, overhead and bounce pass, at speed, using an effective technique and can combine this with dribbling to keep possession and score points. Pupils are still able to do this under pressure. Pupils understand when it is most appropriate to use each type of pass are demonstrate this. They demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, shoot or dribble.	<b>Stickability</b>	
<i>Dribbling</i>	Pupils consistently demonstrate that they dribbling with an effective technique, using both hands, at increasing speed. Pupils demonstrate this under pressure from defenders. Pupils are able to change direction. Pupils can to beat/take on defenders. They are demonstrate increasingly effective decision making under pressure and make an appropriate choice of when to pass, shoot or dribble. Pupils will know what the terms double dribble and travelling mean and demonstrate this when playing.	Experience	
<i>Evaluation</i>	UPKS2 - To be able to tell another child what they did well and how they could improve.	Repetition of previously	
		<b>WOW</b>	
		Experience	
		Equipment	