



BASKETBALL



Years 3 & 4

Lesson Week:	Lesson Topic:
Week 1	Ball Handling
Week 2	Dribbling
Week 3	Passing and Receiving
Week 4	Shooting
Week 5	Team Play
Week 6	Mini-Basketball Games

Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Ball Handling. • Up to 30 Children. 	<ul style="list-style-type: none"> • Basketballs. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To reinforce control of the ball. • To reinforce using both hands. • To practice ball control exercises. 	<ul style="list-style-type: none"> • Fingertips, Palm, Wrist, Whole Arm, Head Up, Balance, Control, Possession, Ball, Direction, Area, Vision.
Warm Up:	Differentiation:
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates/goals, with the cones, all around the working area. Children work individually, trying to jump through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, give the children a target score to get to in the specified time. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Walk through gates instead of jump. 3) Decrease number of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Increase target score. 3) Decrease time limit.
Main Content:	Differentiation:
<p>“Ball Handling”</p> <ol style="list-style-type: none"> 1) Fingertip Touch – Each child has a ball. Practice tapping the ball with their fingertips from side to side. In front of body, above head, near feet. 2) Ball Rotations – Each child has a ball. Practice rotating the ball around different parts of their body. Ankles, one leg, to legs, waist, head. 3) Figure of Eights – Each child has a ball. Practice moving the ball in a figure of eight through their legs. 4) Ball Flicks (Cross Hands) – Each child has a ball and starts with the ball between their legs, one hand on the front of the ball, and the other around the back of their leg on the back of their ball. Practice flicking the ball up and switching their hand position and catching the ball before it bounces. 5) Ball Flicks (Two Hands) – Each child has a ball and starts with the ball between their legs, one hand on each side of the ball. Practice flicking the ball up and switching their hand position from in front of their legs, to behind their legs and catching the ball before it bounces. 6) Twister – Each child has a ball. A competition to see if the children can rotate the ball around their ankles, then their waist, then their head, then their waist and then their ankles. Up and down equals one. Most twisters in a specified time wins. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Allow the ball to touch floor/body parts. 2) Use smaller balls. 3) Decrease the speed of movement. 4) Work in pairs to assist with difficult moves. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Introduce target scores. 3) Introduce time limits. 4) Introduce competitions.
Cool Down:	Assessment Opportunities:
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths while moving. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Dribbling. • Up to 30 Children. 	<ul style="list-style-type: none"> • Basketballs. • Cones – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • To reinforce control of the ball. • To reinforce dribbling the ball using both hands. • To practice dribbling on the move and under control. 	<ul style="list-style-type: none"> • Dribble, Bounce, Fingertips, Palm, Wrist, Whole Arm, Head Up, Balance, Control, Run, Possession, Ball, 5v5, Direction, Area, Vision.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work individually, trying to dribble/bounce their ball through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, give the children a target score to get to in the specified time. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Allow bouncing with two hands. 3) Decrease number of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Increase target score. 3) Decrease time limit.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Dribbling and Running with the Ball”</p> <ol style="list-style-type: none"> 1) Square-V-Dribble – Each child has a ball. Practice dribbling in front of their body alternating hands. Dribbling in ‘v’ shapes using one and two hands, in front of their body, at sides of their body, through their legs, behind their back. Keep head up, back straight. 2) Duck-duck-goose – Children sit in a big circle. One child dribbles a ball around the circle tapping everyone on their head and saying “duck”. If they say “goose”, the person that they tapped has to get up and try to tag the person with the ball before they get around the circle and back to where the person they tagged started from. 3) King of the ring – Each child has a ball. Move around a marked area and try to knock each other's ball out of the area, but keeping possession of their own ball. If their ball goes out of the area they have to do 5 squats then join back in. 4) Same exercise as 3, but this time if their ball goes out of the area, they are out. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Allow bouncing with two hands. 2) Use smaller balls. 3) Decrease the speed of movement. 4) Use floor markings to assist and show where to bounce the ball. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Introduce target scores. 3) Introduce using their weaker hand. 4) Children try to not watch the ball. 5) Children are out when knocked out of the ring.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths while dribbling. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



Session Topic and Number of Participants: <ul style="list-style-type: none"> • Passing and Receiving. • Up to 30 Children. 	Equipment: <ul style="list-style-type: none"> • Basketballs • Hoops – Variety of colours. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes: <ul style="list-style-type: none"> • To revise the skills of throwing, catching and passing accurately. • To use both a chest pass and a bounce pass. 	Vocabulary: <ul style="list-style-type: none"> • Pass, Dribble, Bounce, Fingertips, Palm, Wrist, Chest, Head Up, Balance, Target, Control, Run, Possession, Ball, 5v5, Direction, Area, Vision
Warm Up: <p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Set up small gates, with the cones, all around the working area. Children work in pairs to try and pass through as many gates as they can in a specified time. 2) Same exercise as 1, but this time, the children have to alternate between chest passing and bounce passing. 3) Same exercise as 1, but this time, the children score different amounts of points depending on the different coloured gates. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Stick to bounce passing only. 3) Decrease number of gates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase speed. 2) Stick to chest passing only. 3) Increase target score. 4) Decrease time limit.
Main Content: <p>“Passing and Receiving”</p> <ol style="list-style-type: none"> 1) Children work in pair’s - one ball between two. Children pass back and forth to each other. 2) Same exercise as 1, but this time, ask the children to concentrate on ‘showing a target’ to show they are ready to catch. 3) Same exercise as 2, but this time, ask the children to concentrate on calling out the name of the person they are passing to. 4) Same exercise as 3, but this time, ask the children to concentrate on pushing the ball and pointing from chest to chest. 5) Same exercise as 4, but this time children use bounce pass. Pushing and pointing to the floor just in front of their partner’s feet (1m). 6) Passing competition. Which pair can make the most chest passes in a specified time? 7) Same exercise as 6, but this time, which pair can make the most bounce passes in a specified time? 8) Time Bomb – Children work in 5’s, one ball per group, stood in a circle. Children continuously pass to each other for a specified time, making chest or bounce passes. Whomever has the ball when the time runs out, is out. Children who make bad passes are out. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> 1) Bounce passing only. 2) Catch and squeeze the ball. 3) Allow the ball to bounce as many times as needed before catching. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of passing. 2) Don’t allow the ball to bounce. 3) Introduce showing a target at different areas of the body.
Cool Down: <p>“Through the Gates”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children have to walk and take long deep breaths before they pass. 2) Same exercise as in 1, but this time the children have to slowly lunge around the area. 	Assessment Opportunities: <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants: <ul style="list-style-type: none"> • Shooting. • Up to 30 Children. 	Equipment: <ul style="list-style-type: none"> • Basketballs. • Basketball Nets. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes: <ul style="list-style-type: none"> • To revise the technique of B.E.L.I.E.F. • To improve accuracy of shooting. 	Vocabulary: <ul style="list-style-type: none"> • Shoot, Balance, Eyes, Legs, Index Finger, Elbow, Follow Through, Snap, Fingertips, Wrist, Head Up, Balance, Target, Control, Run, Possession, Ball, 5v5, Direction, Area, Vision
Warm Up: <p>“Skyfall”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space, shooting their ball high in the air and trying to clap their hands as many times as they can before the ball hits the ground. 2) Same exercise as 1, but this time, children have to catch the ball for it to count. 3) Same exercise as 2, but this time, children have to try to catch the ball behind their back. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> 1) Take away clapping. 2) Allow ball to bounce once before catching. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Introduce competitions. 2) Introduce target score. 3) Work in pairs (one shoots, other clap catches).
Main Content: <p>“Shooting Skills”</p> <ol style="list-style-type: none"> 1) Children work in pair's - one ball between two. Children take it in turns to shoot towards their partner working on pushing the ball up and high. 2) Same exercise as 1, but this time, ask children to concentrate on keeping their bodies still (Balance). 3) Same exercise as 2, but this time, ask the children to concentrate on looking where they are shooting (Eyes). 4) Same exercise as 3, but this time, ask the children to concentrate on bending their knees and pushing with their legs when shooting (Legs). 5) Same exercise as 4, but this time, ask the children to concentrate on holding the ball with their pointing finger in the centre of the ball (Index Finger). 6) Same exercise as 5, but this time, ask the children to concentrate on making an ‘L’ shape with their shooting arm and using their body as a big spring. Bend down and spring back up (Elbow). 7) Same exercise as 4, but this time, ask the children to concentrate on pushing their shooting hand all the way through the ball when shooting and finishing by flicking their hand down on release (Follow Through). 8) Children work in 5's - one basket and one ball per group. Children take it in turns to shoot at the basket. Award 1 point if the ball hits the backboard or the rim, 2 points if the ball goes in the net. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> 1) Allow shooting with two hands. 2) Use lower height baskets. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Introduce competitions. 2) Introduce target score. 3) Work along a line (ball must bounce on line). 4) Only allow points for scoring.
Cool Down: <p>“Pop-the-Bubble”</p> <ol style="list-style-type: none"> 1) Children take it in turns to shoot at the basket. If they score they go to the back of the line. If they miss they go in the ‘bubble’. If the next child scores the bubble ‘pops’ and they are out. If the next child misses they take their place in the bubble and the first child goes to the back of the line, etc. Last child remaining wins. 	Assessment Opportunities: <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



Session Topic and Number of Participants: <ul style="list-style-type: none"> • Team Play. • Up to 30 Children. 	Equipment: <ul style="list-style-type: none"> • Basketballs • Basketball Nets. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes: <ul style="list-style-type: none"> • To reinforce ball handling, shooting and passing skills. • To improve the skill of attack in an invasion game. 	Vocabulary: <ul style="list-style-type: none"> • Shoot, Space, Fingertips, Wrist, Head Up, Balance, Target, Run, Possession, Ball, 5v5, Direction, Area, Vision, Dribble, Pass, Move.
Warm Up: “Time Bomb” <ol style="list-style-type: none"> 1) Children work in 5’s – one ball per group, passing and moving in a specified area as fast and controlled as possible for a specified time. Who ever has the ball when the time stops is out. 2) Same exercise as 1, but this time increase the distance the children must pass over. 3) Same exercise as 1, but this time, decrease the specified time. 	Differentiation: “Easier” <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Stick to bounce passing only. 3) Increase the time limit. “Harder” <ol style="list-style-type: none"> 1) Increase speed. 2) Stick to chest passing only. 3) Introduce a time limit of holding the ball.
Main Content: “Team Skills” <ol style="list-style-type: none"> 1) Children work in 5’s – one ball per group passing and moving in a specified area as fast and controlled as possible, calling out the name of the child they are passing to. 2) Same exercise as 1, but this time, children take it in turns to be defenders/interceptors. 3) Still in 5’s, passing relay races. Teams line up one behind other. First child passes to the second, who turns and passes to third and so on. When the last player receives the ball, they dribble to the front of the line and then repeat the exercise, etc. First team to cross a specified distance wins. 4) 5 v 5 Passing Games – Teams have to make as many passes as they can. If the other team gains control of the ball, they try to do the same. First team to so many passes wins. 	Differentiation: “Easier” <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Stick to bounce passing only. 3) Don’t introduce defenders/interceptors (2). “Harder” <ol style="list-style-type: none"> 1) Increase speed. 2) Increase distance teams have to cross (3). 3) Increase the target score of passes (4). 4) Stick to chest passing only. 5) Introduce a time limit. 6) Decrease playing area.
Cool Down: “Time Bomb” <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time the children stand stationary in a circle. 2) Same exercise as in 1, but this time the children have to sit in a circle. 	Assessment Opportunities: <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants: <ul style="list-style-type: none"> Basketball Games. Up to 30 Children. 	Equipment: <ul style="list-style-type: none"> Basketballs Basketball Nets. Cones – Variety of colours. Bibs – Variety of colours.
Learning Outcomes: <ul style="list-style-type: none"> To reinforce ball handling, shooting, passing, attacking and defending skills. To learn/reinforce the different rules of basketball. To participate in a game of mini-basketball. 	Vocabulary: <ul style="list-style-type: none"> Shoot, Space, Fingertips, Wrist, Head Up, Balance, Target, Run, Possession, Ball, 5v5, Direction, Area, Vision, Dribble, Pass, Move.
Warm Up: <p>“Time Bomb”</p> <ol style="list-style-type: none"> Children work in 5’s – one ball per group, passing and moving in a specified area as fast and controlled as possible for a specified time. Who ever has the ball when the time stops is out. Same exercise as 1, but this time increase the distance the children must pass over. Same exercise as 1, but this time, decrease the specified time. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> Decrease the speed of movement. Stick to bounce passing only. Increase the time limit. <p>“Harder”</p> <ol style="list-style-type: none"> Increase speed. Stick to chest passing only. Introduce a time limit of holding the ball.
Main Content: <p>“Playing the Game”</p> <ol style="list-style-type: none"> Discuss the ‘Travelling’ rule. Discuss the ‘Double Dribble’ rule. Can’t bounce the ball, stop, then start bouncing again. Discuss the ‘Carrying’ rule. Can’t lift the ball over anybody when bouncing it. Discuss the ‘Back Court’ rule. Discuss the ‘3-Second’ rule. Discuss the ‘5-Second’ and ‘8-Second’ rules. Discuss the ‘24-Second’ rule. Discuss the ‘Contact’ rule. 5 v 5 Tournament – As close to full rules as possible. 	Differentiation: <p>“Easier”</p> <ol style="list-style-type: none"> Stick to bounce passing only. Player holding the ball can’t move. Allow children to double dribble. Don’t allow stealing of the ball. <p>“Harder”</p> <ol style="list-style-type: none"> Increase speed. Stick to chest passing only. Introduce so many passes before a score. Everyone must touch the ball before a score.
Cool Down: <p>“Pop-the-Bubble”</p> <ol style="list-style-type: none"> Children take it in turns to shoot at the basket. If they score they go to the back of the line. If they miss they go in the ‘bubble’. If the next child scores the bubble ‘pops’ and they are out. If the next child misses they take their place in the bubble and the first child goes to the back of the line, etc. Last child remaining wins. 	Assessment Opportunities: <ul style="list-style-type: none"> Peers, Self, Group Work, Q & A’s, Observations.

