



This particular set of plans will develop children's fundamental movement skills, and links directly to the following National Curriculum objectives for KS2:

- 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

Click [HERE](#) to view National Curriculum PE document.

Teacher Mentoring Guidance

Forever Sport delivery incorporates the following methods to ensure high quality PE:

Maximising activity levels – lessons should allow children to spend as much time as possible being active. Key ideas include active warm ups, minimising instructions (allowing a 'try it and learn from approach'), small-sided games and reduced 'waiting time', for example - multiple teams of 2 or 3 in relays to allow more involvement and less waiting.

Small-sided games:

- Small-sided games are **games with a small number of players on each side**, for example 3 v 3 or 5 v 5. Rules of these games can be manipulated in order to match the lesson focus.
- Studies have shown that children get higher levels of enjoyment and learn more from participating in small-sided games. Children are likely to have more touches of the ball, learn quicker and improve their decision making in a game scenario (greater concentration is required because the ball/play is never far away).
- Children will be involved in the attacking and defensive movements more frequently, exposing them to various situations.

STEP Principle – ways to differentiate an activity:

▪ **Space** - where is the activity taking place?

e.g. increasing or decreasing the area or change the distance or areas in which to score points.

▪ **Task** - what is happening?

e.g. change the demands or rules, the number of times to repeat the task, teaching cues, direction/level/pathway of movement or length of time.

▪ **Equipment** - what is being used?

e.g. change the size of the target, level/amount/height of the equipment or it's arrangement.

▪ **People** - who is involved?

e.g. work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.





Introduction to Mini Basketball

Object of the game:

To win the game you must score more baskets, worth 2 points each, than the opposing team.

Number of players:

Mini Basketball – maximum of 12 players in a team, with 5 on court at any one time.

Take-6 Mini Basketball - 3 players from each team play on court (3 v 3)

Substitutes can help time keep, score & assist the referee.

Rules of Mini Basketball:

Rule 1: playing area

Players must keep themselves and the ball inside the playing area (out of bounds)

Rule 2: travelling

Players must not walk or run whilst holding the ball; so in order to move on court you must dribble.

Rule 3: double dribble

A player must not dribble the basketball with two hands at the same time, or dribble again after catching the ball.

Rule 4: personal foul

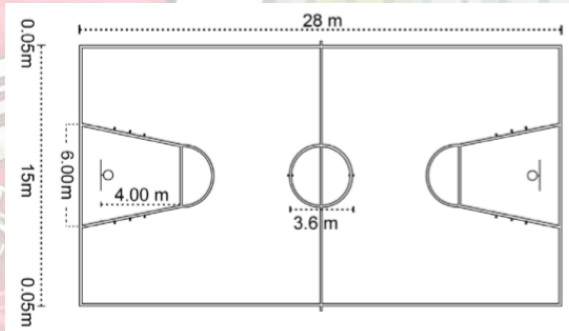
You cannot make unfair contact with an opposing player. If fouled in the act of shooting one shot is awarded from the place of the violation and if successful is worth two points. All players stand still as in High Five Netball.

Rule 5: starting/restarting play

To start the game use a centre pass or a jump ball.

To restart the game use a pass from out of bounds near where a violation took place.

To restart after the end of a period of play use alternate possession.





| | | | |
|---|--------------------|----------------|-------------------------------|
| Sport: | Year Group: | Lesson: | Equipment: |
| Basketball | Year 5/6 | Lesson 1 of 6 | Basketballs (size 5) Cones |
| Learning Outcomes: | | | |
| 1. To dribble in basketball with increasing control. 2. To dribble the basketball whilst changing direction. | | | |

Coaching Points:

Dribbling the basketball.

- ✓ Use the fingertips to move the ball, and not the palm of the hand.
- ✓ Get familiar with the size, shape and the bounce of the ball.
- ✓ Use hand that feels most familiar (strong).
- ✓ Push the ball towards the floor.
- ✓ Keep ball close to the body and aim for the ball to bounce up to between hip and chest height.
- ✓ Keep head up facing forwards, eyes moving between the ball to looking around you.
- ✓ Cross-over – ball moves from one hand to the other, by bouncing the ball on the floor around the middle of the feet (upside down triangle).

What I'm Looking For:

- ▶ Can dribble the basketball at hip height, using both hands with some success.
- ▶ Can dribble at hip height whilst looking up and ahead, not at the ball.
- ▶ Can dribble the basketball confidently and can change direction and speed.





Warm Up:

Chaos Tag:

- Every player is a tagger. The aim is of the game is to tag as many people as you can,
- If a player is tagged, they crouch down and are temporarily out of the game.
- If the person who tagged them gets tagged, they are back up into the game.
- If two players tag at the same time, play rock, paper, scissors. Loser crouches down, winner carries on.

Differentiation

Easier:

- Push the ball to the floor with two hands and catch it immediately.
- Give larger space to dribble in during Shadows and King of the Ring.

Challenge:

- Players use one hand only, and continuous bounce without catching in between.
- Try cross-over – moving from hand to hand via a bounce.
- Reduce size of the area to dribble in.

Additional Adults:

- Can work with any players struggling/lacking confidence in dribbling, by giving them a larger area to work in and giving coaching points.
- Could take a less confident group in Gladiator, or a more able group to give them extra challenge.

Skill Development:

Shadows:

- In pairs with a basketball, one player starts with the ball and dribbles around area, trying to keep control of the ball and lose their partner who is following them.
- Players explore dribbling with both hands (points overleaf) and can then try changing speed and direction to lose their partner.
- On 'CHANGE' players swap over.
- Could introduce dribbling skills such as:
 - Through legs
 - Behind back
 - Cross over (overleaf)
 - Round back on the move
 - Combination of above

Game:

King of the Ring:

- Each player dribbles a ball staying inside court. The aim is to keep control of the ball whilst trying to knock other player's balls out of the area or out of their control.
- If a player's ball is knocked out of the area they have 3 shots at the hoop. They must score to join back in, if they miss all 3 shots they start the game again on a second pitch (to keep them active).
- If there aren't enough balls for one each, some players can play without. They can win a ball from a player by causing them to lose the ball, They then swap roles.





| Sport: | Year Group: | Lesson: | Equipment: |
|--|-------------|---------------|---------------------------------------|
| Basketball | Year 5/6 | Lesson 2 of 6 | Basketballs (size 5) Cones Bibs |
| Learning Outcomes: | | | |
| 1. To change direction and speed whilst dribbling. 2. To understand some dribbling rules in Basketball. | | | |

Coaching Points:

Dribbling the basketball:

- ✓ Use the fingertips to move the ball, and not the palm of the hand.
- ✓ Push the ball towards the floor.
- ✓ Keep ball close to the body and aim for the ball to bounce up to between hip and chest height.
- ✓ Keep head up facing forwards, eyes moving between the ball to looking around you.

Change of Direction:

- ✓ Swapping hands (Cross-over) – ball moves from one hand to the other, by bouncing the ball on the floor around the middle of the feet (upside down triangle).
- ✓ Once ball moved to other hand, accelerate in the different direction.

Dribbling rules in Basketball

- Double dribble - the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop
- Travelling - when a player holding the ball moves one or both of their feet illegally (i.e. without dribbling the ball).

What I'm Looking For:

- ▶ Can dribble with their strong hand, whilst on the move.
- ▶ Can dribble confidently while moving at speed.
- ▶ Can cross the ball over to swap hands.





Warm Up:

Relay Races:

- In 4-6 team, each team lined up behind a cone at one end of the area.
- The player at the front of each line has a basketball, and on 'GO' dribbles out to the cone opposite and back, before giving the ball to the next person in the line.
- First team to complete all players turns wins 1 point.
- Change activities for each race e.g. non-dominant hand, crossover dribbling etc.

Skill Development:

Gladiator:

- In groups of 6/8, players stand in a circle with a 'Gladiator' in the middle with a ball.
- One at a time, players in the circle 'challenge' the Gladiator – the Gladiator dribbles in the space for 10 seconds, the challenger trying to win the ball or force them to lose control.
- If the challenger gets the ball in the 10 seconds, or the Gladiator loses control, the challenger becomes the Gladiator.
- Players have many turns at challenging.
- Introduce and enforce double dribble and travelling.

Additional Adults:

- Can work with any players struggling/lacking confidence in dribbling, by giving them a larger area to work in and reinforcing the coaching points.
- Run additional game of Gladiator/Ball Theft, grouping children by confidence to challenge each accordingly.

Game:

Ball Theft:

- Choose 3/4 players to be Ball Thieves, and all other players have a basketball.
- Players must dribble the basketball around the area, keeping their basketball away from the Ball Thieves.
- If the Ball Thieves manage to steal a basketball from a player, they keep it and the player who lost the basketball then becomes the Ball Thief.
- Players who have kept their ball after the allotted time are the winners.
- If appropriate, players could lose the ball for double dribble or travelling.

Differentiation

Easier:

- Focus on bounce and catch dribbling and dribbling with their dominant hand.

Challenge:

- Challenge to dribble with their non-dominant hand, and to try dribbling one hand to the other, and crossovers.





| Sport: | Year Group: | Lesson: |
|------------|-------------|---------------|
| Basketball | Year 5/6 | Lesson 3 of 6 |

| Equipment: |
|---------------------------------------|
| Basketballs (size 5) Cones Bibs |

Learning Outcomes:

1. To demonstrate a defensive position in Basketball.
2. To know the rules for defending in Basketball.

Coaching Points:

Defensive Positioning:

- ✓ Low stance – staying on toes, feet shoulder width apart.
- ✓ Active feet and hands.
- ✓ Slide/move laterally – don't cross feet.
- ✓ Stay low, not bouncing up and down.

Defensive rules:

- Foul (No pushing, touching, slapping on the hands)
- Distance (As close as you want but no touching)

Head facing forward
Back straight
Low stance
Staying on toes



What I'm Looking For:

- ▶ Can demonstrate a defensive position.
- ▶ Can stay in a defensive position whilst moving.
- ▶ Can obey the rules as a defender and apply pressure whilst in their defensive position.





Warm Up:

Mass Defence:

- Children spread out in the court, adopting a defensive position (overleaf) and follow commands from the teacher, returning immediately to a defensive position.
1. Whistle - Slap the floor
 2. Point L/R – Slide in that direction
 3. Point Up – Jump to block a shot/pass
 4. Loose ball – Dive on floor and back up
 5. Foot Fire – Staying low while moving feet as quick as possible.

Skill Development:

Mirror Match:

- In pairs, players number themselves 1&2.
- Player 1 starts with the ball at their chest and player 2 holds the ball there, an arms-length away, facing them (just like how you defend in a game).
- Player 1 moves left, right, forwards and backwards whilst player 2 follows them, keeping the ball between them and holding their defensive position (overleaf).
- If player 1 gets away they reset. Play for 30 seconds and then swap over.
- Progress by allowing the attacker to dribble, defender must keep with them.

Additional Adults:

- Can work with any players struggling/lacking confidence in dribbling, by giving them a larger area to work in and reinforcing the coaching points.
- Run a game of Ball Theft, splitting the children and pitches by confidence to challenge each accordingly.

Game:

Ball Theft (revisited):

- Revisit Ball Theft from previous week this time with a particular focus on defensive positioning of the Ball Thieves.
- Change from having one big game to having 2/3 games (smaller courts), whereby in each game there are players with the ball and Ball Thieves.
- These different groups could be either mixed ability groups or grouped together by confidence levels.
- Players should be encouraged to self referee with regards to double dribble and travelling rules.

Differentiation

Easier:

- Play 'Mass Defence' longer, giving more time to familiarize with defensive position.
- Smaller groups in Ball Theft to make defense easier.

Challenge:

- Attackers can try crossovers, through legs and behind the back to keep ball away from defender, increasing challenge for both the defender and the attacker.





| | | |
|---------------|--------------------|----------------|
| Sport: | Year Group: | Lesson: |
| Basketball | Year 5/6 | Lesson 4 of 6 |

Equipment:

Basketballs (size 5)
Cones
Bibs
Benches

Learning Outcomes:

1. To use a chest pass and a bounce pass.
2. To pass to players in a space.
3. To use a fake pass to create an open pass.

Coaching Points:

Chest Pass:

- ✓ W behind the ball, keeping elbows in (NO CHICKEN WINGS)
- ✓ Push the ball extending arms fully
- ✓ Fingers finish pointing where the ball is going
- ✓ Aim for the other persons chest (ball should travel flat & fast)

Bounce Pass:

- ✓ Set up like the chest pass
- ✓ Aim towards the floor, ball to bounce at least 3/4 of the way towards player
- ✓ This is a good option for less confident catchers
- ✓ Push and extend as before NOT hammer action with arms.

Using a fake pass to create an open pass:

- ✓ Try to move defender away to create an open pass.
- ✓ Fake to one side and pass the other way.
- ✓ Fake high and pass low or fake low and pass high.

What I'm Looking For:

- ▶ Can make a pass and it reach the target
- ▶ Can accurately chest and bounce pass and can catch both types of passes.
- ▶ Can use a fake pass and can vary type of passes as appropriate.





Warm Up:

Basketball Rescue:

- Three/five players try to tag the rest of the class.
- When a player is tagged, they stand in a star shape to show that they are stuck.
- To be released a classmate that has a basketball must dribble over to them and pass it so that the player can catch it.
- If they catch it, they then become a 'releaser' and go and help someone else.
- Swap taggers regularly.

Skill Development:

Passing Triangles:

- Model a chest pass, giving the coaching points overleaf (for pass and catch).
- Groups of 3 players make a triangle 1-2m apart and practice passing and catching a chest pass.
- Challenge groups to get as many passes (must be caught) in 1 minute, and then repeat to try and beat their scores.
- Introduce the bounce pass, and players get back into their groups to practice.
- Give challenges such as first group to make X number of passes. Which pass do they prefer? Why?

Additional Adults:

- Move around the group helping children with the different types of passes, with reference to the coaching points overleaf.
- Lead Touchdown/Bench ball activity on one pitch, grouped either by mixed ability or by confidence.

Game:

Touchdown/Bench ball:

- Split court into two pitches, and group into four teams (2 teams per pitch).
 - Aim is to get the ball to a player who is in the scoring area at the other end of the court (could use benches – Bench ball)
 - NO dribbling allowed and so the only way to do this is to pass amongst teammates and move into space.
 - Players encouraged to pass to players in a space, could fake pass to create space.
- Progression: Players can have 1 dribble when they receive the ball. This dribble is to be used only to create /move into space.**

Differentiation

Easier:

- Stand closer when passing in Basketball Rescue and Passing Triangles activities.
- Defenders stand 1m away from player with the ball in Touchdown/Bench ball game.

Challenge:

- Players challenge distance of passes in Basketball Rescue and Passing Triangles.
- Only have X seconds to pass or only certain types of pass, try fake pass.





| Sport: | Year Group: | Lesson: |
|------------|-------------|---------------|
| Basketball | Year 5/6 | Lesson 5 of 6 |

Equipment:

Basketballs (size 5)
Cones
Basketball Hoop
Hula hoops
Dodgeballs

Learning Outcomes:

1. Understand and demonstrate the correct shooting technique.
2. Shoot the basketball from different positions from the hoop.

Coaching Points:

Shooting in Basketball:

- ✓ To set up, remember BEEF – balance (feet and knees)
elbow above knee and 90 degrees
eyes on the target
follow through after shot
- ✓ Backspin on the ball helps the rebound come back towards the shooter – follow through with hand and fingers (reach into the cookie jar)
- ✓ Arc and height – ball should travel high in an arc, allowing it to 'drop' into the hoop (wider area).



What I'm Looking For:

- ▶ Can demonstrate the appropriate set up for shooting in Basketball.
- ▶ Can demonstrate a shot from different distances/positions.
- ▶ Can score in Basketball, shooting from different distances and positions.





Warm Up:

Dodgeball Tag:

- Choose 3/4 players to be the taggers, they will have a dodgeball each.
- They must throw the dodgeball to hit someone (below the shoulders).
- If hit with a dodgeball, the player is stuck and stands with their hands in W shape, demonstrating a position for catching.
- To be freed someone must give them a high ten, and then progress to catching a pass from a player with a basketball.

Skill Development:

Line Shooting:

- Model shooting technique from coaching points overleaf.
- In pairs or threes, one player practices the shooting technique - standing on a line of the court they perform a shot, aiming for the ball to land on the line .
- Other members analyse and evaluate the shot and shooting form, praise encourage one another and then swap over.
- A score of 3 can be given for each shot. 1 point for height (arc); 1 point for back spin and 1 point for it hitting the line.

Additional Adults:

- Work with as many pairs as possible evaluating and providing feedback on shooting.
- Work 1:1 with any players struggling/lacking confidence by giving coaching points.
- Can manage one of the baskets in the shooting game.

Game:

Choose from the selection of shooting games from the following page.

Differentiation

Easier:

- Can shoot closer to the basket.
- Focus on the process rather than scoring.
- Score points if hit the rim or backboard.
- Hang a hoop from the basket to shoot in.

Challenge:

- Encourage to shoot from further away.
- Introduce a dribble to the basket before shooting, or catching a pass then shooting.
- Introduce a defender.





Kansas Shooting:

- Split the class in half, each working in a half of the court. In their respective halves split children up into 3 lines in different positions in front of the hoop.
- Players shoot into the basket, collect their own rebound, give to the next person in the line and then join the back of the line.
- After 2 minutes the lines swap with another line so they are shooting from a different position. Repeat until they have shot from all three positions.
- Could compete as halves of the class, as a 6th, an individual or whole class.

Killer:

- Set up as per 'Kansas Shooting' activity.
- The first two players in the queue start with a basketball. Player 1 starts the game by shooting at the hoop, if they score they pass the ball to the next player who needs a ball, if they miss they continue shooting.
- Once the Player 1 has taken their first shot, Player 2 can also start shooting, with the same rules on score/miss.
- If a player can score before the player in front of them does, the player in front is knocked out.
- Keep playing until you have a winner from each line, who can then play each other.
- Alternatively you can give players X number of lives to keep the game going for longer, or have a line set up for players who are knocked out of the game.

Poison:

- Split the group in half if two hoops are available, and play two pitches of the following.
- Players line up behind a cone and take in turns to shoot at the hoop. If a player scores, all the players behind must run away into space on the court, whilst the shooter retrieves the ball, and then shouts 'Poison'.
- On 'Poison' all players must freeze.
- The shooter then rolls the ball from the cone towards a team mate. If the ball hits the team mate then that player loses a life.
- Collect the ball and repeat until a you find a winner (last player left with lives).



| Sport: | Year Group: | Lesson: |
|------------|-------------|---------------|
| Basketball | Year 5/6 | Lesson 6 of 6 |

Equipment:

Basketballs (size 5)
Cones
Bibs
Basketball hoops
Hula hoops

Learning Outcomes:

1. To understand the rules of basketball.
2. To apply all skills learnt in an 'in game' situation.

Coaching Points:

Mini Basketball Rules:

- ✓ Double dribble - the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop.
- ✓ Travelling - when a player holding the ball moves one or both of their feet illegally (i.e. without dribbling the ball).
- ✓ Foul – pushing, contact on the arm, contact on the body.
- ✓ Out of bounds – feet or ball on/over the line

Starting/restarting play:

- ✓ To start the game, use a centre pass or a jump ball.
- ✓ To restart the game, use a pass from out of bounds near where a violation took place.
- ✓ To restart after the end of a period of play use alternate possession

What I'm Looking For:

- ▶ Can participate in a game of Basketball.
- ▶ Understand the rules of Basketball and when to use specific skills.
- ▶ Consistently demonstrate their understanding of different skills and rules of Basketball.





Warm Up:

Basketball Bulldog:

- 3/4 defenders start in the middle of the court without a ball, the rest of the class at the edge with a basketball each.
- The aim of the game is to dribble to the other end of the court without a defender knocking the basketball away from them.
- If successful they are in the next round.
- If they lose control of the ball or if the ball goes out of the court, then they join the middle as a defender.

Skill Development:

Advantage Play:

- The halves of the court make two pitches, half the class on each, set up following:
- 2 attacking groups each lined up in the corners of halfway line, 1 defending group lined up on baseline underneath hoop.
- 1 attacking line has a ball. Front players of each attacking line run into the pitch and attack the hoop 2v1 against a defender.
- The aim is to recognise when to shoot, pass or dribble (having the advantage encourages players to pass more).
- Progress to 3v2, 4v3, 5v4 and so on.

Additional Adults:

- Can work 1:1 with any players struggling to master their skills or understand a rule.
- Can lead/referee one of the pitches, which can be split be either mixed ability, or by confidence (e.g. one pitch with more confident players, one with less confident).

Game:

Matches – 3v3 (increase as appropriate)

- Same pitches as before, but this time splits groups into two equal teams.
- Players play 3v3, both teams starting from the halfway line and attacking and defending the same hoop.
- Either organise teams into groups of three to play together, or give each child a number and call out numbers for each mini game.
- Play until there is a shot (successful or not) or the ball goes out of play.
- Try to incorporate travelling and double dribble rules (overleaf) and fouls.

Differentiation

Easier:

- Continue with the Advantage play, giving players more time and space in attack to master their skills and decision making.

Challenge:

- Play matches, with even teams to increase pressure on skills and decision making.
- Encourage G&T to use weaker hand or try skills such as crossovers.

