



Basketball Medium Term Plans Key Stage One

Key Stage:	KS1	Unit	Basketball	
<p><u>Prior Learning Required – EYFS Progression</u></p> <ul style="list-style-type: none"> • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. 				
<p><u>National Curriculum Links</u></p>	<p>1a. Master basic movements including running, jumping, throwing and catching as well as developed balance, agility and coordination and begin to apply these in a range of activities. 1b. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decision in contact with equipment and classmates. 	
<p><u>Key Unit Objectives</u></p>	<ul style="list-style-type: none"> • Step 1: To move into space. • Step 1: To move with a ball. • Step 2: To bounce, roll and carry a ball. • Step 4: To throw and catch a ball. • Step 5: To move towards a goal to defend it. • Step 6: To compete against others trying to score. 	<p><u>Progression</u></p>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. E.g. Move to defend a goal. • Understand how to play in a safe way. • Understand and describe changes to your heart rate when playing a game. <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control. 	
<p><u>Resources and Equipment</u></p>	<p>Beanbags, Small balls, basketballs / soft balls, cones, balls, bibs, hoops</p>	<p><u>Key Vocabulary</u></p>	<p>Basketball, Hoops, Bounce, Shooting, Scoring, Teamwork, Passing, Dribbling, Catch</p>	

Basketball Medium Term Plans Lower Key Stage Two

Key Stage:	LKS2	Unit	Basketball
<p><u>Prior Learning Required – KS1</u></p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control. • React to situations to make it difficult for opponents – using simple tactics. E.g. Move to defend a goal. • Understand how to play in a safe way. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control. 			
<u>National Curriculum Links</u>	<p>2a: Use running, jumping, throwing and catching in combination.</p> <p>2b: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>2f: compare their performances with previous ones and demonstrate improvements to achieve their personal best.</p>	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To pass/send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball in different ways. • Step 4: To find and use space well to keep possession. • Step 5: To apply basic attacking and defending principles. • Step 6: Play in small sided games, employing simple tactics. 	<u>Progression</u>	<u>Declarative Knowledge</u>
			<ul style="list-style-type: none"> • Explain simple tactics in game situations.
<u>Resources and Equipment</u>	Basketballs, Cones, Hoops, Bibs, Miniballs	<u>Key Vocabulary</u>	<u>Procedural Knowledge</u>
			<ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Pass, shoot and receive a ball with increasing accuracy, control, and success. Pass in different ways, e.g. high, low, fast, slow • Find and use space in game situations and work well as part of a team. • Apply basic attacking and defending principles. • Use a range of tactics to keep possession of the ball. • Take up spaces/positions that make it difficult for opponents.
Basketball, Dribbling, Passing, Shoot, Net, Chest Pass, Space, Possession, Score			

Basketball Medium Term Plans Upper Key Stage Two

Key Stage:	UKS2	Unit	Basketball
Prior Learning Required – UKS2			
<ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Pass, shoot and receive a ball with increasing accuracy, control, and success. Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Apply basic attacking and defending principles. • Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. • Take up spaces/positions that make it difficult for opponents. 			
<u>National Curriculum Links</u>	2a: Use running, jumping, throwing and catching in combination. 2f: compare their performances with previous ones and demonstrate improvements to achieve their personal best.	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies, and Tactics. • Healthy Participation; making safe long term decisions and understanding the relationship between physical activity and its effect on the body.
<u>Key Unit Objectives</u>	<ul style="list-style-type: none"> • Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To move with the ball at speed. • Step 3: To mark, track and cover when defending. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: Apply basic principles for attacking and defending in game situations. 	<u>Progression</u>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>Declarative Knowledge</u> <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Learn how to evaluate and recognise success, explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. </div> <div style="padding-top: 5px;"> <u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Choose different formations to suit the need of the game. • Use different skills to keep possession of the ball. Develop control whilst performing skills at speed. </div>

			<ul style="list-style-type: none"> Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has role to play.
<u>Resources and Equipment</u>	Netballs, netball posts, netball bibs, cones, marker spots	<u>Key Vocabulary</u>	Control, Speed, Direction, Chest Pass, Rules, Accuracy, Bounce Pass, Technique, Aim, Accuracy, Teamwork, Shoot