

## Planning Portfolio

Subject: Physical Education	Module Topic: Basketball
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### Module overview:

Lesson number	Content of lesson <small>(Brief detail of the content of the lesson)</small>	Type of assessment used (See KPI map for assessment opportunities)
<b>1</b>	Ball Familiarisation - Students will look be able to perform the fundamental basketball skill of ball handling. To be able to perform these in a small-sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball.	Baseline teacher assessment using core tasks KPI = 1, 2, 4 and 7
<b>2</b>	Passing - Students will begin to understand where passing is used in basketball and what passes are appropriate depending on the situation. Chest and Bounce pass will be utilized in this lesson. They will also be able to outwit opponents with passes and angled runs. To begin to understand the need of tactical movements to invade opponents' position.	KPI = 1, 2, 4 and 7
<b>3</b>	Dribbling - Students will look to perform the basic dribbling technique with control and accuracy. To be able to outwit opponents with the use of these skills. To be able to perform skills in a small sided game making decisions about how best to advance on opposition. To develop an understanding of the rules of travelling in Basketball.	Peer assessment - coaching cards provided for students to use in group tasks KPI = 1, 2, 4 and 7
<b>4</b>	Shooting - Students to look at correct shooting technique in isolated practice before attempting to shoot under pressure e.g., with defender.	Peer-assessment - criteria checklist of teaching points KPI = 1, 2, 4 and 7

	<p>Students will also understand and know the benefits of types of shot. To develop an understanding of the importance of width and playing into space to attack. Students will complete activities under small amounts of pressure before attempting to shoot in a competitive game scenario e.g., begin with passive defender then moving on to active defender in activities before finishing with games. After beginning with the set shot, students will also look to perform lay-ups in isolation and in pressured scenarios.</p>	
5	<p>Defending - This lesson will encompass different defensive skills in Basketball. Students will focus on defensive Positions and Marking. Students will also look at how to successfully mark an opponent and dictate space so that this can be applied into a game scenario e.g., knees bent, keep a minimum of an arm's length distance, be on the balls of feet for agility etc. Students also to look at stealing the basketball cleanly without committing a foul.</p>	<p>Peer assessment - students to RAG rate success criteria provided by teacher. KPI = 1, 2, 4 and 7</p>
6	<p>Assessment - Students to complete full sided games using correct rules and regulations throughout the lesson. Students will play different positions and apply all the skills learned throughout the scheme of work into competitive scenarios. Teacher to finalise KPI / Steps to Success assessment and share with students.</p>	<p>Teacher final assessment using KPI's</p>

**Resources (Where located?):**

- SharePoint - <https://sheffieldparkacademy.sharepoint.com/sites/BAPeandDance> - 23/24 - KS3 SOW's

## Lesson number 1 - Ball familiarisation

### LO's / assessment:

- Students will **understand** the correct technique and fundamentals for controlling the basketball whilst dribbling and further develop their understanding and knowledge of basic dribbling rules of Basketball.
- Students will successfully **demonstrate** the correct technique for dribbling the basketball and be able to demonstrate the basic rules i.e., travelling, double dribble, etc.
- Students will successfully **apply** dribbling into a competitive game-based scenario when under pressure from either object or defender.

**Assessment** = KPI 1, 2, 4 and 7

**Key words (Components of fitness)** = Coordination, Muscular strength, Speed

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> <li>• Students to be put into groups and lead their own warm up.</li> <li>• Students then grab Basketball and wait for teacher instruction.</li> <li>• 1 whistle indicates students to dribble with the ball and walk</li> <li>• 2 whistles indicate change direction</li> <li>• Full whistle indicates stop and land on pivot foot</li> </ul>	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• LA students can use a smaller area to complete warm up / warm up cards provided to help remember activities and stretches</li> </ul> <p><b>Assessment -</b></p> <ul style="list-style-type: none"> <li>• Teacher baseline assessment / KPI 8</li> </ul>
	Activity 1 - set up	<ul style="list-style-type: none"> <li>- What part of the hand do we use to bounce the basketball?</li> <li>- Why do we use our fingers instead of our palm?</li> <li>- What does this help us to improve?</li> </ul> <p>Give all students ball and practice ball handling round the court</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Differentiated questioning based on ability</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Checking student understanding</li> </ul>
	Activity 2 - Handling skills	<p>Handling skills. (Move ball around back, head, legs, figure of 8).</p> <p>Catching ball from partner. Basic dribbling + movement around court in pairs passing + receiving, must pivot when got ball.</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• LA students to put the cones up closer together / MA students to spread the cones out</li> <li>• MA students to receive on the move e.g. receive as landing</li> <li>• Students placed in pairs dependent on ability from task 1</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>

	<p><b>Activity 3 - Advanced skills</b></p>	<ul style="list-style-type: none"> <li>• <b>Pound Dribble</b> - Dribble the ball as hard as you can with one hand, not allowing the ball to go higher than just above your knees. After 30-45 seconds, rotate hands.</li> <li>• <b>Single Leg Dribbling</b> - Dribble the ball with the Right hand making circles around your Right leg, the alternate doing the same with the Left hand and leg.</li> <li>• Figure 8 dribble</li> <li>• <a href="https://www.youtube.com/watch?v=-vafClV92A4">https://www.youtube.com/watch?v=-vafClV92A4</a></li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• MA students to make the cones bigger to allow a larger running area / LA pupils to place the cones closer together</li> <li>• MA students to look at footwork as they land / LA pupils to concentrate purely on passing technique and looking to receive when on the move</li> <li>• Students placed in pairs dependent on ability from task 1</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>
	<p><b>Mid lesson plenary</b></p>	<ul style="list-style-type: none"> <li>- What part of the hand do we use to bounce the basketball?</li> <li>- Why do we use our fingers instead of our palm?</li> <li>- What does this help us to improve?</li> <li>- Why is it crucial we keep practising and being repetitive to improve ability?</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Differentiated questioning based on ability</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Checking student understanding</li> </ul>
	<p><b>Plenary</b></p>	<p><b><u>Question understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Passing the basketball around the circle, catch and answer</li> <li>• Why did we do ball handling drills?</li> <li>• Why is it important to develop hand eye coordination and ball control?</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li> <li>• Exit ticket question to ALL students before they leave the changing room</li> </ul>

## Lesson number 2 - Passing

KPI's:			
<ul style="list-style-type: none"> <li>- Students will <b>understand</b> how to pass in isolated situations, the chest pass and bounce pass.</li> <li>- Students will successfully <b>demonstrate</b> the correct passing techniques in isolated situations.</li> <li>- Students will successfully <b>apply</b> chest pass and bounce passes in a competitive scenario under pressure</li> </ul>			
<p><b>Assessment</b> = KPI = 1, 2, 4 and 7</p> <p><b>Key words (Components of fitness)</b> = Coordination, Balance</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> <li>• Students to be put into groups and lead their own warm up</li> <li>• Each group will have a warm up card</li> <li>• The group must work together to complete the activities on the card</li> <li>• Teacher to help groups out and to set a time limit for the warm up</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• MA students to take lead in the warm up / LA pupils have access to support card if needed</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 8</li> </ul>
	Activity 1 - Basic Passes with a pair	<p>3s/4s in grids. Pass and move to the empty corner. How many passes in given time. Use different passes based on what situation faced with.</p> <ul style="list-style-type: none"> <li>• Students are to be shown the correct technique for the basic passes (chest, bounce and shoulder)</li> <li>• Students are then to practice each of these passes with time limit set by teacher</li> </ul> <p><b>Advance - turn and catch</b></p> <ul style="list-style-type: none"> <li>• 1 feeder 1 catcher</li> <li>• The catcher is turned around with back to the feeder</li> <li>• On the feeders command the catcher must turn around and catch the ball that is thrown and then return it</li> <li>• 5 goes each then swap over. Time limit set by teacher</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• MA students to introduce a 2 footed landing on the whistle</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>

	<p><b>Activity 2 - Passing Clock</b></p>	<ul style="list-style-type: none"> <li>• Students will be in pairs and will need to set out the cones and shown in the demonstration</li> <li>• The receiver must return back to the centre cone before they can move to the next cone in the sequence.</li> <li>• Students are working on moving in different directions</li> <li>• The feeder must choose the right pass for the cone that the receiver is moving to (try to get all 3 shots in their). i.e. closer cone chest pass furthest cone overhead</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• LA students to access bigger hoops with more space to land and pivot / MA students to access smaller hoops</li> <li>• MA students to introduce a 2 footed landing on the whistle</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>
	<p><b>Activity 3 - Figure of 8</b></p>	<ul style="list-style-type: none"> <li>• Each pair will need 4 cones and set it up as shown in the demonstrations</li> <li>• The feeder passes the ball to the receiver every time they make it to the outside cones.</li> <li>• The receiver runs to the outside cone and then back to the middle and then to the other outside cone to make the figure of 8</li> <li>• The receiver must be running to cones and make sure they are trying to use the correct footwork when catching and landing with the ball, they may also need to add a pivot to pass the ball back to the feeder.</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher to put students into groups based on ability</li> <li>• MA students to have a smaller playing area to increase pressure / LA students will have a bigger playing area to decrease pressure</li> <li>• MA students to have one king in safe zone / LA students can have 2 kings in safe zone to start the game</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>
	<p><b>Gameplay</b></p>	<ul style="list-style-type: none"> <li>• Students to be in teams of 4 and join with another team. One of the 2 teams need to be bibbed up.</li> <li>• 6 consecutive passes to score a point.</li> <li>• Once a point has been scored ball goes over to the other team to start with</li> <li>• If ball goes out of sides it is other team ball.</li> </ul> <p><b><u>Advanced</u></b></p> <ul style="list-style-type: none"> <li>• Players must utilise their ball familiarisation skills learnt last lesson and dribble with the ball instead of not moving with the ball</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher to put students into groups based on ability</li> <li>• MA students to have equal number of cops to robbers / LA students to have more cops than robbers</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>

	<b>Plenary</b>	<b><u>Question understanding:</u></b> <ul style="list-style-type: none"><li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li><li>• Self-assessment - assess own performance against LO's</li><li>• Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed</li></ul>	<b><u>Differentiation:</u></b> <ul style="list-style-type: none"><li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li><li>• Exit ticket question to ALL students before they leave the changing room</li></ul>
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## Lesson number 3 - Dribbling

KPI's:			
<ul style="list-style-type: none"> <li>Students will <b>understand</b> the basic dribbling technique with control and accuracy and be able to understand how the ball familiarisation lesson links in with dribbling focus. Additionally, develop an understanding of rules surrounding dribbling</li> <li>Students will successfully <b>demonstrate</b> control and accuracy whilst dribbling the basketball, minimising the amount of turnovers</li> <li>Students will successfully <b>apply</b> skills in a small sided game making decisions about how to best advance on opposition within the rules of the game</li> </ul>			
<p><b>Assessment</b> = KPI = 1, 2, 4 and 7</p> <p><b>Key words (Components of fitness)</b> = Reaction time, Agility</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	<p><b>Warm up</b></p> <p>1. Pulse raiser and stretch</p> <p>2. Tennis ball warm up</p>	<ul style="list-style-type: none"> <li>Students to be put into groups and lead their own warm up</li> </ul> <p><b>Reaction time warm up</b></p> <ul style="list-style-type: none"> <li>Students will get into pairs and join up with another pair and form a circle</li> <li>The objective is to bounce the tennis ball as in a bounce pass towards another student and they must catch the ball with two hands</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>MA students to take lead in the warm up / LA pupils have access to support card if needed</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>KPI 8</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>HA players to be instructed to catch the ball with one hand</li> </ul>
	<b>Teacher TP input</b>	<ul style="list-style-type: none"> <li>Bounce ball with fingertips</li> <li>Bounce ball at waist height - question why? (If too high = lose control and opponent could steal, if too low = could end up rolling on floor and no control)</li> <li>Bounce ball at side of you when running, not in front - so you can protect ball with body</li> <li>Head up not looking down at your basketball</li> </ul>	<p><b>Differentiation</b></p> <p>Differentiated level Questioning</p> <p><b>Assessment</b></p> <p>Assessment student understanding through questioning</p>
	<b>Activity 1- Basic Dribbling</b>	<ul style="list-style-type: none"> <li>Dribble around area</li> </ul>	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>MA students to have a smaller playing area / LA students to have a bigger playing area</li> </ul>



		<ul style="list-style-type: none"> <li>Set students into HA - MA - LA zones across the whole sports hall, have them dribbling around their zones evading other dribblers and active defenders</li> </ul> <p><u>Progression</u></p> <p>1 v 1 when dribbling - progress to 2 v 1 - 1 attacker v 2 defenders</p>	<ul style="list-style-type: none"> <li>HA to be introduced to active defender in playing area</li> <li>HA to lead and coach peers.</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>KPI 1, 2 and 5</li> </ul>
	<p><b>Activity 2 - Introduce rules</b></p>	<p>Re-cap double dribble rule</p> <ul style="list-style-type: none"> <li>You cannot bounce the ball with 2 hands on the ball at same time</li> <li>You cannot bounce the ball, pick it up with 2 hands then bounce again</li> </ul> <p>Introduce travelling rule</p> <ul style="list-style-type: none"> <li>When you have the ball you cannot move with it unless you are dribbling</li> </ul>	<p><b><u>Differentiation</u></b></p> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>KPI 1, 2 and 5</li> <li>Peer assessment using coaching cards with different dodges on</li> </ul>
	<p><b>Gameplay</b></p>	<p>Conditioned game - 3 bounces only. Use in positive direction i.e. towards basket.</p>	<p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>MA students to play against other MA students</li> <li>LA students to use size 4 ball if needed</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>KPI 1, 2 and 5</li> </ul>
	<p><b>Plenary</b></p>	<ul style="list-style-type: none"> <li><b><u>Question understanding:</u></b></li> <li>Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>

		<ul style="list-style-type: none"><li>• Self-assessment - assess own performance against LO's</li><li>• Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed</li></ul>	
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## Lesson number 4 - Shooting

KPI's:			
<ul style="list-style-type: none"> <li>- Students will <b>understand</b> the correct shooting technique e.g. feet shoulder width apart, bend knees for power, flick wrist for accuracy and control.</li> <li>- Students will successfully <b>demonstrate</b> the correct technique in isolated drills and activities even if they are not successful in scoring.</li> <li>- Students will successfully <b>apply</b> the correct shooting technique in a competitive game like scenario when under pressure, scoring some of the time.</li> </ul>			
<p><b>Assessment</b> = KPI = 1, 2, 4 and 7</p> <p><b>Key words (Components of fitness)</b> = Balance, Coordination, Power</p>			
Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> <li>- Student led warm up focused on pulse raiser activities and warming the arms and legs up correctly ensuring they are stretched</li> <li>- All pupils to have a ball. Dribble in a marked grid. Use commands - jump stop, change direction, crossover &amp; drive into space. Progress from individually to pairs</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• MA students to take lead in the warm up / LA pupils have access to support card if needed</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 8</li> </ul>
	Activity 1 - Shooting practice	<ul style="list-style-type: none"> <li>• Students will watch teacher demo of technique and will pick out key points to a successful set shot.</li> </ul> <p>Key points to emphasis are - BEEF principle:</p> <ul style="list-style-type: none"> <li>- Bent Knees</li> <li>- Elbows at right angle</li> <li>- Eyes on the hoop</li> <li>- Fluid Follow through</li> </ul> <p>Use pairs for shooting drills (Set shots)</p> <p>a) firstly, receiving the ball + set then shoot</p> <p>b) secondly receiving the ball in a one motion lift ball to shooting position and release.</p> <p>Passer is to self assess partner with BEEF principles, principles to be written on whiteboard and partner to assess their peer grading them on the board.</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• LA students to shoot from closer distances / MA students to shoot from further distances</li> <li>• LA students to use a size 4 ball / MA students to use a size 5 ball</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> <li>• Self-assessment - using success criteria checklist</li> </ul>

	<p><b>Activity 2 - Competition</b></p>	<p>Split class into two halves, one facing each basket. Children dribble down to basket and shoot.</p> <p>Challenge children in their two teams - how many baskets can each team score in two minutes?</p>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• LA students to shoot from closer distances / MA students to shoot from further distances</li> <li>• LA students to use a size 4 ball / MA students to use a size 5 ball</li> <li>• LA students to have shorter net</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> <li>• Self-assessment - using success criteria checklist</li> </ul>
	<p><b>Mid lesson Plenary</b></p>	<p>Question students on the principles</p> <ul style="list-style-type: none"> <li>- Student examples - Positive and room for improvements</li> <li>- What could we</li> </ul>	<p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>- What can we add to increase the complexity of the set shot? (HA)</li> </ul> <p>(HA) - adding a slight jump/lift to set shot</p> <ul style="list-style-type: none"> <li>- Adding flick of wrist</li> </ul> <p>(LA) - Break skill down into steps slowly</p>
	<p><b>Gameplay - 3v3</b></p>	<p>3 v 3 GAME Use set shots to score only.</p> <ul style="list-style-type: none"> <li>- 3 vs 3 rotation, set shots only, if a player attempts to do any other shot than set shot, foul.</li> <li>- 4 games in 5 minute sequences</li> <li>- 1 team to be recovering at a time</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• LA students to have bigger playing area / MA students to have smaller playing area</li> <li>• LA students can have more nets on the court to shoot in / MA students can have 1 net to shoot in</li> <li>• LA students to use a size 4 ball / MA students to use a size 5 ball</li> <li>• LA students to have shorter nets</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>
	<p>Plenary</p>	<p><b><u>Question understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Self-assessment - assess own performance against LO's</li><li>• Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed</li></ul> | <ul style="list-style-type: none"><li>• Exit ticket question to ALL students before they leave the changing room</li></ul> |
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## Lesson number 5 - Defending

### KPI's:

- Students will **understand** the correct marking technique e.g. stand sideways on, use peripheral vision etc. Students will understand where on the court at least 3 positions are able to go without committing offside. Also, know how to box out when rebounding
- Students will successfully **demonstrate** the correct marking technique in isolated drills and activities and stay with their opponent most of the time.
- Students will successfully **apply** the correct marking technique in a competitive game like scenario when under pressure, staying with their opponent some of the time. Students will apply their knowledge of positions, rebounding and stealing into game scenarios and play 3 different positions successfully by showing they can remain onside and know where they're allowed to go.

**Assessment** = KPI = 1, 2, 4 and 7

**Key words (Components of fitness)** = Reaction time, Agility, Power, Speed

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<p>Student led warm up Building up to high intensity because of energy levels needed in defensive lesson</p> <p>Students to partake in squat exercise warm up to warm up glues and legs for positions of on-ball defence stance</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• MA students to take lead in the warm up / LA pupils have access to support card if needed</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 8</li> </ul>
	Activity 1 - Introduction to defending	<ul style="list-style-type: none"> <li>• Teacher to go over positions and importance to being a defensive positive player on a team</li> </ul> <ol style="list-style-type: none"> <li>1. Positions in basketball: <ul style="list-style-type: none"> <li>- Point Guard</li> <li>- Shooting</li> <li>- Small Forward</li> <li>- Power Forward (Taller players)</li> <li>- Center (Taller players)</li> </ul> </li> <li>2. Just like in other sports, if a player is a negative on defence, they won't be an effective player so crucial to work on defensive habits and abilities too</li> </ol> <p>Players will be let go in 3's or 4's find a hoop and set shot towards the hoop, if successful the shooter gets 1 point, if unsuccessful the</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• LA students to have bigger playing area / MA students to have smaller playing area</li> <li>• LA students to use a size 4 ball / MA students to use a size 5 ball</li> <li>• LA students to work against other LA students / MA students to play against other MA students.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>

		remainignplayers must try to BOX OUT shooter to collect rebound, plus 1 point. 5 goes each and swap.	
	Activity 2 - Box out	<ul style="list-style-type: none"> <li>• Introduce to students improtance to Boxing out when reboudning</li> </ul> <p>TP:</p> <ul style="list-style-type: none"> <li>- Kness bent</li> <li>- Behnind out</li> <li>- Arms wide</li> <li>- Judging where shot will ricochet</li> </ul> <p>Instruct students to do activity 1 again with TP</p>	
	On ball Defence	<ul style="list-style-type: none"> <li>• Low stance when guarding is crucial to staying infornt of opposition, knees bent, on toes</li> </ul> <p>In 2's - 1 player dribbles ball on spot and 1 player has to knock ball away WITHOUT contacting.</p> <p>Progress to dribbling 1 v 1 and player has to steal ball</p> <p>Progress further to 2v2/3v3/4v4 - can you intercept a pass or dribble and steal the ball?</p>	
	Gameplay	<ul style="list-style-type: none"> <li>• 3 vs 3 game</li> <li>• Players rewarded for stealing or intercepting the ball</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• LA students to look at less positions / MA students to look at more positions</li> <li>• LA students to use a size 4 ball / MA students to use a size 5 ball</li> <li>• LA students to work against other LA students / MA students to play against other MA students.</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>
	Plenary	<p><b><u>Question understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Self-assessment - assess own performance against LO's</li><li>• Teacher to complete assessment using KPI's being assessed - tracker to be updated if needed</li></ul> | <ul style="list-style-type: none"><li>• Exit ticket question to ALL students before they leave the changing room</li></ul> |
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## Lesson number 6 – Assessment

### Learning Outcomes:

- Students will **understand** the rules and regulations of game play in Basketball. They will also be able to **understand** the techniques of all the skills they have learned throughout the scheme of work e.g. dribbling, shooting etc.
- Students will successfully **demonstrate** the correct techniques of different skills such as shooting, passing etc. in isolated drills and activities throughout the assessment lesson.
- Students will successfully **apply** the correct rules and regulations into competitive game scenarios whilst also showing correct techniques of skills they have learned throughout the scheme of work. They will do this most of the time when they are under pressure from an opponent during game play.

**Assessment = KPI 1, 2, 4 & 7**

**Key words learned throughout the scheme of work (Components of fitness) = Balance, Coordination, Reaction time, Agility, Power, Speed.**

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm Up	<ul style="list-style-type: none"> <li>• Students to be put into groups and lead their own warm up</li> <li>• Each group will have a warm up card</li> <li>• The group must work together to complete the activities on the card</li> <li>• Teacher to help groups out and to set a time limit for the warm up</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• MA students to take lead in the warm up / LA pupils have access to support card if needed</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 8</li> </ul>
	Game - Tournament	<ul style="list-style-type: none"> <li>• Split pupils into 2, 3 or 4 teams dependant on group size</li> <li>• If 2 teams play full games changing positions as the game progresses</li> <li>• If 3 teams 1 team will be off at the side umpiring and either keep changing every time a point is scored or set a time limit for games.</li> </ul>	<p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mixed ability teams / Teams of HA and teams of LA dependent on what the teacher see's fit</li> <li>• LA pupils to move around less positions / MA to move around a variety of positions</li> </ul> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• KPI 1, 2 and 5</li> </ul>

	<b>Plenary</b>	<b><u>Question understanding:</u></b> <ul style="list-style-type: none"><li>• Targeted Q's - Pose, Pause, Pounce and Bounce. Questions to be asked about all skills learnt, techniques and tactics over the weeks</li><li>• Self-assessment - assess own performance against LO's</li><li>• Teacher to complete final assessment using KPI's being assessed - tracker to be updated and completed</li></ul>	<b><u>Differentiation:</u></b> <ul style="list-style-type: none"><li>• Targeted Q's - Pose, Pause, Pounce and Bounce</li><li>• Exit ticket question to ALL students before they leave the changing room</li></ul>
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