

Physical Education Scheme of Work

Year: 8

Activity: Basketball

Weeks: 6

<p><b>Aim of the Unit:</b> Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p>	<p><b>Prior Learning:</b> It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Played a variety of conditioned basketball games</li> <li>➤ Worked independently in small groups</li> <li>➤ Used and applied basketball rules</li> <li>➤ Some knowledge of tactics and team organization in basketball</li> <li>➤ Developed basic basketball skills</li> </ul>
<p><b>Expectations by the end of the Unit:</b></p> <p><b>most pupils will:</b> use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work cooperatively in their groups, taking on a variety of roles within the group and the games played; recognise the similarities between the games played, applying and adapting tactics and skills effectively; identify what they need to do to improve, carry out and adapt ideas and suggestions given to them</p> <p><b>some pupils will not have made so much progress and will:</b> use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; cooperate with others and participate in the activities in specific roles; carry out practices and ideas given to them by others to help improve their play</p> <p><b>some pupils will have progressed further and will:</b> take on a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas; take the lead and be careful to involve others; make good connections between ideas and structures in different games; respond quickly to new and changing situations and contexts; devise and develop practices to improve their own and others' play</p>	<p><b>Extension and Enrichment:</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• Practice skills at breaks and lunchtimes and at home</li> <li>• Take part in school sport, either competitively or socially</li> <li>• Join clubs in the community and/or use local facilities</li> <li>• Watch live and recorded matches to appreciate high-quality performance, search the internet to find information about sports and opportunities in sport</li> </ul>
<p><b>Cross Curricular Links:</b> Literacy (Key words, Verbal Literacy, Explanations of technique, tactics and formations) Maths (Scoring, time, distance), Citizenship (Sportsmanship, etiquette, Fair Play), Science (effects of exercise on body, lifestyle factors)</p>	<p><b>Leadership opportunities:</b> Pupils to be given the opportunity to lead a warm up and act as the coach throughout the drills section of the the lesson</p> <p><b>Officiating opportunities:</b> Pupils to be given the opportunity to officiate the games at the end of the session without the support of the teacher:</p>

<p><b>Language for Learning (Literacy)</b> Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <p><b>Tactical awareness:</b></p> <p><b>Technical (Skills):</b></p> <p><b>Physiological (fitness):</b></p> <p><b>Psychological (thought process – awareness) :</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Basketballs</li> <li>➤ Bibs</li> <li>➤ Cones</li> <li>➤ Access to information through ICT</li> <li>➤ Information on local clubs</li> </ul>
<p><b>Assessment Criteria:</b></p> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can link basic skills, techniques, and ideas and apply them.</li> <li><input type="checkbox"/> When performing you sometimes show precision, control, and fluency.</li> <li><input type="checkbox"/> You understand basic tactics</li> <li><input type="checkbox"/> You can look at your own and others’ work and compare and comment on skills, techniques, and ideas to improve performance.</li> <li><input type="checkbox"/> You can explain and apply basic safety principles.</li> <li><input type="checkbox"/> You can describe how exercise affects your body and why regular, safe activity is good for health and wellbeing.</li> <li><input type="checkbox"/> You can work with others to plan and lead simple practices and activities for yourself and others.</li> </ul> <p><b>Level 5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can select and combine skills, techniques and ideas and apply them.</li> <li><input type="checkbox"/> When performing you consistently show precision, control, and fluency.</li> <li><input type="checkbox"/> You can use your knowledge about strategy, tactics, and composition to produce effective outcomes.</li> <li><input type="checkbox"/> You can modify and refine skills and techniques to improve your performance and adapt your actions in response to changing circumstances.</li> <li><input type="checkbox"/> You can analyse skills, techniques, and ideas and comment on how these are applied to your own and others’ work.</li> <li><input type="checkbox"/> You can explain how the body reacts during different types of activity and why physical activity is an essential component to a healthy lifestyle.</li> <li><input type="checkbox"/> You can plan, organise, and lead practices safely, helping others’ to improve their performance.</li> </ul> <p><b>Level 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You can select and combine skills, techniques, and ideas and use them in a widening range of familiar and unfamiliar physical activities while performing with consistent precision, control, and fluency.</li> <li><input type="checkbox"/> You use imaginative ways to solve problems, overcome challenges, and entertain audiences.</li> <li><input type="checkbox"/> When planning your own and others’ work, and carrying out your own work, you draw on what you know about strategy, tactics, and composition in response to changing circumstances, and what you know about your own and others’ strengths and weaknesses.</li> <li><input type="checkbox"/> You can analyse and comment on how skills, techniques, and ideas have been used in your own and others’ work, and on compositional and other aspects of performance</li> <li><input type="checkbox"/> You can suggest ways to improve.</li> <li><input type="checkbox"/> You understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health.</li> <li><input type="checkbox"/> You can describe your involvement in regular, safe physical activity for the benefit of your health and well-being.</li> </ul>	

- When leading practices and activities, they apply basic rules, conventions, and/or compositional ideas consistently.

#### **Level 7**

- You can select and combine advanced skills, techniques and ideas, adaption them accurately and appropriately to meet the demands of increasingly complex situations.
- You can consistently show precision, control, and fluency and originality.
- You can apply the principles of advanced strategies, tactics, and compositional ideas in your own and others' work, and change them in response to changing circumstances and other performers.
- You can analyse and comment on your own and others' work as individuals and team members, showing that you understand how skills, tactics, composition, and fitness relate to the quality of the performance.
- You can plan ways to improve your own and others' performance and act on these decisions in order to bring about the improvements
- You can explain the principles of practice and training and apply them effectively.
- You can explain the benefits of regular, safe, and planned physical activity on physical, mental, and social wellbeing, and carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.
- You can take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.

#### **Level 8**

- You can consistently distinguish between and apply advanced skills, techniques, and ideas, always showing high standards on precision, control, fluency, and originality.
- Drawing on what you know of the principles of advanced strategies, tactics, or composition, you can apply them with proficiency, flair, and originality in your own and others' work.
- When adapting and responding to changing circumstances and other performers, you maintain the quality of a performance.
- You can critically evaluate your own and others' work, showing that you understand the impact of skills, strategy, tactics, or composition and fitness on the quality and effectiveness of performance.
- You use the information (above) to plan and monitor ways in which your own and others' performance could be improved, acting on these decisions to bring about the improvements.
- You use your knowledge of health, fitness, and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.
- You take on different roles within an activity and plan pathways into performance, leadership, or officiating based on your choices or preferences.

#### **Exceptional performance**

- You can consistently use advanced skills, techniques, and ideas with precision, control, fluency, and originality.
- You can draw on what you know of the principles of advanced strategies, tactics or composition, and consistently apply these with originality, proficiency, and flair in your own and others' work.
- You are increasingly independent in finding imaginative, novel, and different solutions to problems posed by yourself and others.
- You can critically analyse and judge your own and others' work, showing that you understand how skills, strategy, tactics, or composition and fitness relate to and affect the quality and originality of performance in different physical activities.
- You can reach judgements independently about how yours and others' performance could be improved, prioritising aspects for further development.
- You can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of your work.
- You understand the contribution physical activity makes to your physical, mental, and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of your health and wellbeing.

Learning Objectives	Skills to be covered	Suggested Differentiation
<p><b>Develop Passing/Pivoting &amp; Dribbling/Triple Threat</b> To be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small sided game with success. To use dribbling technique correctly and understand what constitutes a double dribble and traveling.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Starter = game of endball. Recap basic techniques- handling skills, passing + receiving effectively. Pupils investigate the best ways of passing to attack. Pupils develop analytical skills. Use of 3 bounces to dribble? Positive motion towards basket with 3 bounces. Use of triple threat? - Shoot, pass or dribble. Small sided game (3 v 3)</p>	<p>All lessons start with basketball related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p>
<p><b>Attacking and outwitting an opponent.</b> To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To demonstrate a developing understanding of basketball.</p>	<p>Warm up basic skills. Relay – using control and speed while dribbling. Intro - cross over, behind back and in and out of cones. All in large square last man standing. Must protect ball while trying to tap opponent's ball out. Progress to 1 v 1 on a basket. How can you outwit an opponent? Drive, fake, body positioning. Small games: 4 v 4.</p>	<p>Give opportunities to plan tactics</p> <p>Research rules on internet</p> <p>Video to analyse performance</p>
<p><b>Defence – Defending Skills/</b> To be able to outwit opponents with the use of defending skills. <i>i.e. interception, strip, side step.</i> To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact)</p>	<p>Warm up – Shadow dribbling. B's follow A's Dribbling, must always stay arm length away but never make contact. Progress to trying to strip ball legally. What makes legally? Discuss. 1 v 1, 2 v 2- intro man on man defense. Anticipate rebounds. Teaching points: Jump straight up, no contact, positioning to the basket (box out). 3 v 3,- man on man defense – call out person marking at all time.</p>	<p>Tasks set to cater for levels of ability:</p> <p>Distance from target</p> <p>Size of practice area</p>
<p><b>Recap Shooting – set shot, lay up</b> To understand and know the benefits of types of shots. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to attack.</p>	<p>Perform set shot technique on the spot (BEEF- bend legs, elbows- 45°, eyes on ring &amp; follow through-snap wrists). 3's Shoot at basket – from free throw line. Teaching points: Concentrate on accuracy &amp; technique. In 4's - Progress to 21 game. 1 shoots from free throw line. If miss next in line rebounds &amp; shoots from rebound position. Keep going until a score = 1 point. Scorer takes ball to start and has set shot. Successful from free throw line = 2 points. Small Sided Game (4 vs 4).</p>	
<p><b>Develop Shooting – jump shot</b> To perform the jump shot appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using accurate replication of shooting techniques. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p>	<p>In small groups recap set shot (BEEF). Incorporate jump, focus on release at top of jump + follow through. Progress to small sequence. A's on half way line, dribble, pass to B, receive back and end with jump shot. 3's play 21 game. 2v2 ½ court trying to outwit opponents using skills. Highlight footwork, Approach to basket + drive to basket. Small Sided Game- 3v3 games full court. Contact when shooting = free throw.</p>	
<p><b>Assessment</b> To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and sequences. To show their knowledge and understanding of the rules in basketball. Further development - Inter house/form basketball comp.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. 21 game. 4 vs 4.- King of the court – Winners up / Losers down Student rank themselves Teacher grades against NC levels</p>	