

Curriculum area	Topic	Year	Session Number	Skill
Invasion Games	Basketball	3/4	#3	Basic Passing

### Equipment

- Basketballs/large balls
- Cones for set up
- Bibs

### Learning Objective

- To pass a basketball accurately to a teammate.
- To understand the different types of passes in basketball

### Success Criteria

- I can perform a chest & bounce pass using correct technique
- I can pass with good accuracy & power
- I can catch the ball using two hands.

### Key words

- Chest & Bounce Pass
- Technique
- Power & Aim

### Preparation Ideas/Warm Up

#### Cat & Mouse –

In pairs, one person is 1 the other is 2. Number 1 will start as mouse. They will have the ball and will dribble around the area. Number 2, the cat, will begin on the outside of the area. On the word 'GO' the cat will run in and try and tackle their partner. If they are tackled allow them to have the ball back, the cat counts to 5 before they can go and tackle them again. After 30 seconds, they swap roles.

### Skill Development

Split class into pairs with one ball per group. Groups to be spread out in the area, standing around 4-5m apart from each other. We are going to practice the 3 basic passes:

#### 3 basic passes:

**Chest pass** – Ball starts at the chest with hands either side of the ball making a W shape connecting thumbs. Step forward with strong foot and pass the ball aiming for your partners chest. Explain to the children this is a short distanced pass and should be used for that

**Over head** – Ball in hand placed above your head. The ball is thrown (looped in the air) towards your partner (similar to a throw in in football). This pass is a long range pass. The children should imagine that there is a defender in between and that you are trying to throw the ball over the defender and to their partner

**Bounce pass** – This pass is similar to the chest pass. The ball starts at the chest and is bounced into the ground towards your partner. The ball should only bounce once before your partner catches the ball. You should look to aim for around 2/3 of the distance between you and your partner (just before their feet) so that the ball bounces up towards their hands.

Can the pairs complete 10 sets of each pass without losing control of the ball.

Progression:

>Pairs standing further apart.

>Can the pairs move around whilst completing passes. The person with the ball should be dribbling before passing to their partner.

### Game

#### **Piggy in the middle -**

Groups of 5. Set up a small square for them to work in. One person in the middle to try and win the ball while the group are using the passes we just learned to pass round in their area. If the person in the middle is able to intercept the pass, the person who loses possession goes into the middle.

Progression:

>Make the area smaller, so the piggy has a greater chance of intercepting the ball

>Add another piggy to create a 3v2 situation, making it more difficult for the team to keep the ball

>Create a point system - 5 passes = 1 point

### Teaching points

- Aim for their partner's hands to make it easier for them to catch the ball.
- Ensure the children are adding the correct power for the type of pass they make – the longer the distance the more power required
- Person catching should be stood with feet slightly apart, hands up in front creating a W shape with their hands with a small gap between their thumbs (as the ball is large)
- Talk to the children about the types of passes they make depending on the position of the defender e.g. If a defender is in the way, we should not use a chest pass

### Key Questions

- Can we name the 3 types of passes?
- Where should we be aiming when passing to our partner and why?
- How do we know how much power to add to our pass?

### National curriculum links:

- Using running, catching and throwing in isolation and combination
- Playing competitive games with others, applying basic principles of attacking and defending

### Social and environmental skills:

- Working with others developing team work and collaboration
- Improving our communication skills