

Curriculum area	Topic	Year	Session Number	Skill
Invasion Games	Basketball	5/6	#2	Advanced Passing

### Equipment

- Basketballs
- Cones
- Bibs

### Learning Objective

- To be able to show a clear understanding of the types of passes in basketball and how to use them in different situations
- To understand how good communication can help others

### Success Criteria

- I can choose between chest, bounce or overhead passes.
- I understand how effective communication can help when working as part of a team
- I can create space before receiving or passing.

### Key words

- Accuracy
- Communication
- Space

### Preparation Ideas/Warm Up

#### Germes & Medicine

Choose 3 taggers, they are the germs. Choose 3 releasers, they are the medicine. The germs move around the area trying to tag as many people as possible. If you are tagged, stand still in the ready position. The 3 medicines will be given a ball and need to release anyone who has been tagged by the germs by throwing the ball and then receiving the ball back from those who have been tagged.

### Skill Development

#### Box Passing

*If the children struggle with/can't remember any skills throughout the session, refer back to the year 3/4 session to go through skills*

Get the children into groups of around 6-7 per group. Start them off in a small boxed off area of the hall. In the area, they must try to complete as many types of basketball passes as possible. Allow time for the children to be creative.

Progression:

>Once the group feel comfortable enough with their passes, give 1 or 2 of them a bib and ask them to become defenders. The attacking team must try to keep the ball away from the defenders, who can only intercept the ball to win it back. If they do, swap with the person who lost the ball.

>Increase the number of defenders if the game becomes too easy.

### **Foxes and rabbits**

Keep the children in the same groups of 6-7 per group. Again, they will be working in a small area within the hall space. Pick 1-2 people in the group to put a bib on, they will be the rabbits in the game. The aim of the team who has possession of the ball is to tag the rabbits. Once they have been tagged, they are out of the game. The only rule of those who have the ball (foxes), is that if you have the ball in your hand you cannot move.

The aim is for their team mates to work together to get close to those with the bibs on, so that if they receive the ball, they can tag that person without having to move.

Progression:

>Increase the size of the space in the area.

### **Game**

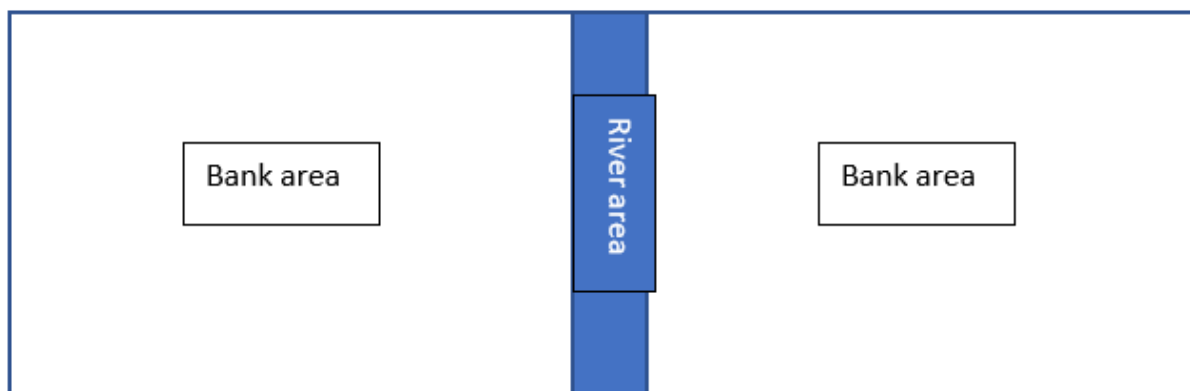
#### **Over The Water**

Split the hall into 3 areas. Two of the areas will be quite large (the bank), with a small lane in the middle (the river) (see diagram). Split the class into 3 even teams.

The two teams in the large areas (banks) are the teams who have possession of the ball. The team in the narrow lane in the middle (the river) are the defending team.

The game starts with the ball in one of the bank areas. That team must complete a set number of passes and then pass the ball 'over the water' in the middle, to the team on the other bank area. They then must complete passes and send the ball back over.

The defending team send 2-3 people into the bank area where the ball is to try and win possession back. The job of the others in the defending team is to spread out along the narrow lane (water) and try to intercept the pass across the water. If the ball then reaches the other bank areas, the defending team send a different group of 2-3 to try and win the ball back. Repeat until the defending team win back possession and swap roles with the team who lose possession



Progression:

>You can increase the number of passes needed to be completed.

>Allow the defending team to send more players into the bank area to retrieve the ball

### **Teaching points**

- Make sure the children are using the correct technique for each type of pass and have a clear understanding of when to use certain types of passes e.g., bounce or chest pass used for short distance and overhead used for longer distance passes.
- We want to see and hear clear and good communication between the teams. This applies to both sets of teams. We want to hear the attacking team clearly calling for the ball (when they are in spaces to receive) and the defending team talking to one another about who enters the areas each time.
- Can we hear the attacking team give out some extra information to the person who has/is about to receive the ball such as 'time' when they have time and space and can relax or 'defender' when a defender is close by that they cannot see. This clear information being passed on can help those who have the ball

### Key Questions

- What does communication involve?
- How can you effectively communicate with other in the group?
- Can anyone name a type of pass in basketball?
- What determines which type of pass we need to make?

### National curriculum links:

- Using running in isolation and combination
- Playing competitive games against others, applying basic principles for attacking and defending
- Developing control, balance and technique through playing basketball

### Social and environmental skills:

- Develop team work and collaboration skills
- Develop good communication skills
- Show creativity in their work throughout the session