

Year 6 Basketball

Curriculum Link:

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
Subject Name: PE Year Group: 6 Term: 2 (H1) Unit Name: Basketball	Year 5 - basketball <ul style="list-style-type: none"> • Begin to choose the best tactics for attacking and defending considering position of own team and/or opponent. • Dribble the ball using control and co-ordination, varying speed and direction to successfully pass or avoid opponent in game situations. • Dribble the ball in game whilst making effort to not violate travelling/double dribble rule. • Use jump stop and begin to link to pivoting. • Use a variety of passes in a game situation and recognise which is best to use. • Track an opponent and use defensive techniques to win the ball. 	<ul style="list-style-type: none"> • Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation and tactics to improve performance.
Big Ideas	Year 6 Learning	Health and Fitness & Preparation
Play basketball (modified where appropriate) to apply and develop attacking and defending skills, running, jumping, throwing and catching skills, improve communication, competitive and collaboration skills and evaluate and improve their performance.	<ul style="list-style-type: none"> • Develop ability to choose the best tactics for attacking and defending considering position of own team and/or opponent. • Develop and use dribbling techniques in game with recognition of most appropriate for game situation including varying speed, direction. • Dribble the ball in game whilst mostly successfully avoiding violating the travelling/double dribble rule. • Use jump stop/pivot in a game situation. • Use a variety of passes in a game situation consistently and appropriately. • Track an opponent, recognise appropriate timings and situations to use defensive techniques. • Recognise the transition between attack and defence. 	<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down and begin to select appropriate warm-ups and cool downs in relation to the physical activity taking place. • Explain why exercise is good for health, fitness and wellbeing and know ways we can become healthier.

Key Information	Learning	Key PE Skills
Vocabulary	Future Learning:	Evaluation and Communication
<p>intercept control violation communication collaboration technique marking double dribble overhead pass</p>	<p>Key stage 3</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ▪ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ▪ perform dances using advanced dance techniques within a range of dance styles and forms ▪ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ▪ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ▪ take part in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> • Watch or describe performances of themselves and others, and effectively and thoroughly evaluate what went well, what skills or techniques to practice and how that leads to improvements in performance for themselves and others. • Use communication skills to illustrate what they are doing and respond to others to improve team play.
Glossary		



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