

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 |
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| Unit | Previous Learning | Competing and Performing |
| <p>Subject Name: PE Year Group: 6 Term: 2 (H1) Unit Name: Basketball</p> <p>Spiritual Development Through the study of Physical Education, children will develop an understanding of the importance of physical health and how this can promote positive emotional development. Do for other people the same things you want them to do for you.</p> <p>Matthew 7:12</p> | <p>Year 5 - basketball</p> <ul style="list-style-type: none"> To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. | <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 |
| <p>Play basketball (modified where appropriate) to apply and develop attacking and defending skills, running, jumping, throwing and catching</p> | <ul style="list-style-type: none"> To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament. | <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 |



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skills, improve communication, competitive and collaboration skills and evaluate and improve their performance.

health, fitness and wellbeing and know ways we can become healthier.

| Key Information | Learning | Key PE Skills |
|--|--|---|
| Vocabulary | Future Learning: | Evaluation and Communication |
| intercept control violation communication collaboration technique marking double dribble overhead pass | <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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