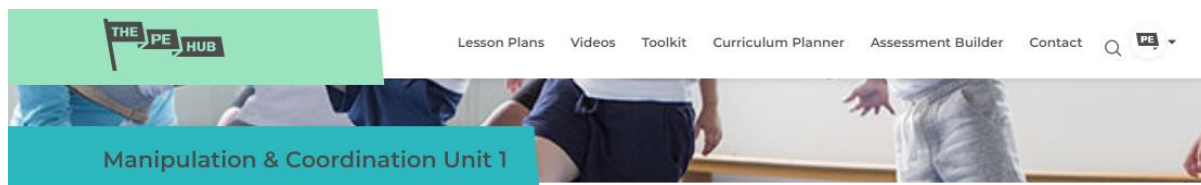


EXAMPLE KNOWLEDGE ORGANISERS

PROGRESSION IN BASKETBALL



Home / Lesson Plans / Reception / Manipulation & Coordination / Unit 1

Overview

Knowledge Organisation

Prior Learning

Unit Focus

Vocabulary

Equipment

National Curriculum Focus

Cross Curricular Links

Knowledge Organisation: Reception Manipulation and Coordination Unit 1

Prior Learning: Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Unit Focus: Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

Equipment needed: Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Key Vocabulary/Skills:

- Co-ordinate limbs to carry out defined movements and actions.
- Reproduce movements with a ball bilaterally.
- Make contact with a ball using feet and legs.
- Practice hop, step and jump sequences.
- Send and stop objects using hands and feet.

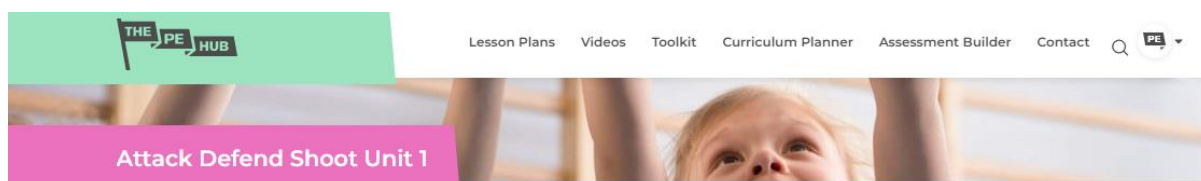
Key Questions:

- Which objects could you send with most accuracy?
- What did you find challenging about hopscotch?
- What do we need to do to roll accurately?

Concepts: Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.

Activity Example: Whack a mole
Pupils sit on their knees in the centre of the mat and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, call 2 or 3 colours before swapping with player 2. Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.

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Overview

Knowledge Organisation

Prior Learning

Unit Focus

Vocabulary

Equipment

National Curriculum Focus

Cross Curricular Links

Assessment for Learning

Knowledge Organisation: Year 2 Attack Defend Shoot Unit 1

Prior Learning: Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it.

Unit Focus: Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.

Equipment needed: Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, goals.

Key Questions:

- How did you work well as a team?
- How did you progress forwards up the pitch?
- How did you attack and how did you defend?

Key Vocabulary/Skills:

- Inside of foot kicking.
- Stopping the ball with the foot.
- Controlling the ball.
- Bouncing the ball to send.
- Bouncing the ball to dribble.

Rules:

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

Head: Recognise you sometimes needs to stay in defined areas.

Hand: Can send a ball using feet.

Heart: Show awareness of teammates and opponents in games.

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Year 3 Basketball

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Overview

Knowledge Organiser

Prior Learning

Unit Focus

Vocabulary

Equipment

National Curriculum Focus

Cross Curricular Links

Assessment for Learning

Knowledge Organiser: Year 3 Basketball

Prior Learning:
Recall and link combinations of skills e.g. dribbling and passing. Select and apply a small range of tactics. Developed power, agility, coordination and balance over a variety of activities.

Unit Focus:
Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Dribbling	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.
Passing in pairs	
Defensive body position	
Jump Ball	
Basic two-handed shot	

Key Questions:

1. How do you start a new game?
2. What ways did you restart the game after a basket was scored?
3. As the referee when throwing in the ball what things did you have to consider?

Rules:

- If the defender makes deliberate contact, attacker get free throw from the sideline in line with where the offense happened.
- Start the game with a jump ball/tip off



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Overview

Knowledge Organiser

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Cross Curricular Links

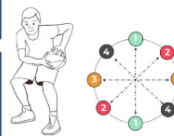
Assessment for Learning

Knowledge Organiser: Year 4 Basketball

Prior Learning:
Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Unit Focus:
Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Apply pressure as a defender	Turnover, double dribble, cross over ball, tip off, intercept, bounce pass, jump shot, opposed, violation.
Crossover dribble	
Bounce Pass	
Jump shot	
Jump stop and triple threat position	

Key Questions:

1. Can you give example of when a player would have committed a travel offense?
2. What is the purpose of the jump stop and triple threat position?
3. What parts of your learning over this unit did you implement in today's games?

Rules:

- When a basket is scored the conceding, team restarts the game with a backline ball from their defensive backline.
- If a player commits a travel offense a sideline ball is taken from the nearest sideline in line with where the offense took place.



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Year 5 Basketball

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Overview

Knowledge Organiser

Prior Learning

Unit Focus

Vocabulary

Equipment

National Curriculum Focus

Cross Curricular Links

Assessment or Learning

Knowledge Organiser: Year 5 Basketball

Prior Learning:

Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.

Unit Focus:

Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.

Head: Explain the need for different tactics and attempt these in a game situation

Hand: Able to combine basic skills such as dribbling and passing.

Heart: Apply knowledge of personal foul in a competition setting.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Blocking

Forward Pivot

Forward Pass

Push Pass

Boxing Out

Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.

Key Questions:

1. How can you show your teammate you are ready to receive the pass?
2. Why should we avoid committing personal fouls?
3. What are the key principles to box a player out?

Rules:

- If a player commits a personal foul on the court the fouled team take a sideline, they have 5 seconds to make the pass.
- If a player commits a personal foul to someone as they are attempting a 3-point shot, they get a free throw.



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Year 6 Basketball

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Overview

Knowledge Organiser

Prior Learning

Unit Focus

Vocabulary

Equipment

National Curriculum Focus

Cross Curricular Links

Assessment for learning

Knowledge Organiser: Year 6 Basketball

Prior Learning: Use strength, agility and coordination when defending. Move the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.

Unit Focus: Apply aspects of fitness to the game such as power, strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game.

Head: Implement a range of strategies to attack and defend such as restricting attackers' space.

Hand: Able to track and control a rebound from shot (penalty or open play).

Heart: Counterattack with team using the fast break.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.

Rules: If a player commits a personal foul to the someone as they are attempting a 3 point shot, they get a free throw. If the shooter scores even though fouled, they could therefore win 4 points (3 from the three-point shot and 1 for the free throw).

Key Vocabulary/Skills

Counterattack using fast break.

Retreat dribble.

Free throw rules.

Cutting to outwit opponent.

3 point shot

Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down.

Key Questions:

1. Working with your partner, can you think of ways you can support a player driving to the net?
2. Why would you use the v-cut tactic when attacking?
3. Can you suggest some other ways to beat the defenders who are putting pressure on you?



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