

Medium Term Plan: Supporting Implementation of

Subject: Year 3 Spring 1: Tennis

Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

N/C links:

- use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key skills:

- Physical: forehand, backhand, throwing, catching, rallying, balancing, running
- Social: co-operation, collaboration, respect, support and encourage others
- Emotional: honesty, perseverance
- Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection

Prior Learning (what pupils already know and can do)

- Know to watch the ball as it comes towards you to help you to get ready to hit it.
- Know to use enough power when throwing to let the ball bounce once before your partner returns it.
- Know that sending the ball towards your partner will help you to keep a rally going.
- Know that using a ready position helps you to react quickly and return/catch a ball.

Long-term Learning (what pupils MUST know and remember) End Goals

- To learn the rules of the game and begin to use them to play fairly.
- To provide feedback using key words.
- To return a ball to a partner.
- To use basic racket skills.
- To understand the aim of the game.
- To understand the benefits of exercise.
- To work cooperatively with my group to self-manage games.

Key Vocabulary

Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track

Session 1 – To develop racket and ball control.

Success Criteria

- Use a strong wrist to hold the racket.
- Use the centre of the racket face to hit the ball.

Whole Child Objectives

- Social: To work co-operatively with others.
- Emotional: To persevere when learning a new skill.
- Thinking: To understand that there are specific parts of the racket that help me to control the ball.

Individual racket skills video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12245>

Vocabulary

Control, face, track,

Medium Term Plan: Supporting Implementation of

Session 2 - To explore rallying using a forehand.

Success Criteria:

- Hit the ball near to your partner so that they can return it.
- Make contact with the ball when the racket face is facing your partner.
- Move your feet to the ball and then return to the ready position.
- Watch the ball as it is coming to you.

Whole Child Objectives:

- Social: To work collaboratively with a partner.
- Emotional: To persevere when learning a new skill.
- Thinking: To identify the power I need to use to hit the ball so that it is easy for my partner to return it.

Vocabulary

Forehand, face, rally

Session 3 – To explore returning the ball using a forehand.

Success Criteria:

- Make contact with the ball when the racket face is facing your partner.
- Swing the racket from low to high.
- Use the centre of the racket face to hit the ball.

Whole Child Objectives:

- Social: To work co-operatively with others to self-manage games.
- Emotional: To play honestly and within the rules.
- Thinking: To understand the technique for a forehand groundstroke.

Forehand video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11316>

Vocabulary

Forehand, face, feeder, track, return

Session 4 - To explore returning the ball using a backhand.

Success Criteria:

- Move your feet to the ball.
- Use two hands to help you with your control.

Whole Child Objectives:

- Social: To work with others to self-manage games.
- Emotional: To play games honestly and abide by the rules.
- Thinking: To identify when to use a forehand and when to use a backhand.

Backhand video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11315>

Vocabulary

Backhand, control, return, feeder, face

Medium Term Plan: Supporting Implementation of

Session 5 – To learn how to score and use simple rules.

Success Criteria:

- Say and agree on the score after each point.
- Show honesty and fair play.
- Think of where you could hit the ball to make it hard for your opponent to return.

Whole Child Objectives:

- Social: To be respectful of my opponent.
- Emotional: To play games honestly and abide by the rules.
- Thinking: To identify where to hit the ball to make it hard for my opponent to return.

Vocabulary

Opponent, court, rally, return

Session 6 – To work co-operatively with others to begin to manage a game.

Success Criteria:

- Say and agree on the score after each point.
- Show honesty and fair play.
- Think of where you could hit the ball to make it hard for your opponent to return.

Whole Child Objectives:

- Social: To be supportive and encourage others.
- Emotional: To play games honestly and fairly and abide by the rules.
- Thinking: To reflect on my performance and areas to improve.

Vocabulary

Opponent, competition, tactics, return

Future learning this content supports:

This unit will support children when they revisit tennis in Year 5. Children will further develop skills such as balance, strength, stamina, agility, speed and coordination during this unit which can be transferred across other units across KS2. These skills are essential to many units children visit within KS2 other than net and wall games such as tag rugby, football, gymnastics, hockey etc.