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| Topic | Tennis | Year | 3 | Theme | Lesson 1 of 6 – Introduction Lesson |
| Learning Objectives | <ol style="list-style-type: none"> 1. Perform the basic skills needed for the games with control and accuracy. 2. Take up space/positions that make it difficult for opponents. | | | | |

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| Literacy Keywords | <ul style="list-style-type: none"> • Success, Keep score, Aim, Rules, Explore the game, Experiment, Ball control, Space, Decision Making, Opposition, Court. | Citizenship | <ul style="list-style-type: none"> • Develop own experiences and ideas. | Numeracy | <ul style="list-style-type: none"> • Keep score of the game. |
| Risk Assessment | <ul style="list-style-type: none"> • Suitable clothing and footwear worn by participants. • Equipment suitable for participants, safe and checked. • Area safe and checked - any hazards removed. • Safety information highlighted to participants. • Staff aware of all emergency procedures, including designated 1st aider. | | | Equipment | <ul style="list-style-type: none"> • Tennis balls • Marker cones • Hoops • Nets • Rackets |

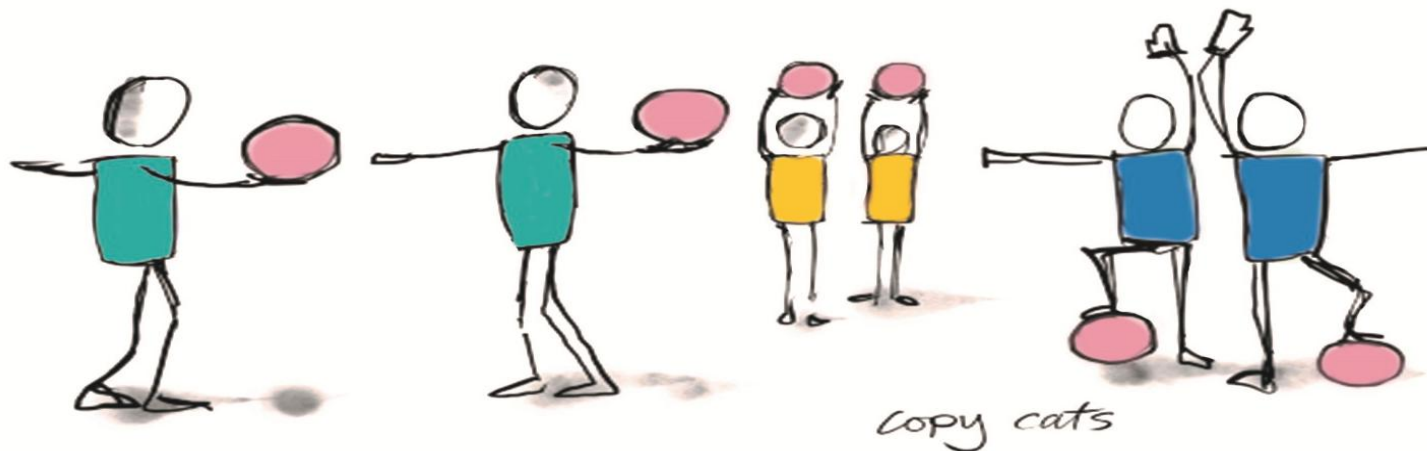
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| Teacher Notes | <ul style="list-style-type: none"> • This is the first lesson in the Tennis Unit of Work. • The main activity within the lesson incorporates many of the skills and tactics that will be covered in the unit. Playing the game in this lesson gives you the opportunity to make an initial assessment of your class. • By observing the children you can make a judgement on their current ability and plan your teaching for the rest of the unit accordingly. |
| Declarative, Procedural & Wellbeing Checks | <p>Knowledge Checks support pupils in acquiring intended learning and life skills. Throughout your lesson, consider these 3 areas of knowledge:</p> <ul style="list-style-type: none"> • PROCEDURAL CHECK: Knowing how to apply declarative facts (best practised through demonstration or participation). • DECLARATIVE CHECK: Factual knowledge concerning movement, rules, tactics, strategies, health and participation (best practised through spoken or written observations of a practical demonstration). • WELLBEING CHECK: Developing self-awareness, resilience, teamwork and respect (checked through simple questioning and reflection, e.g. how pupils supported others or responded to challenge). |



| Warm Up | Drop the Ball | Duration: 5-10 mins | Teaching Points |
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| | <ul style="list-style-type: none">• Give each child 1 tennis ball and ask them to find a space to work in.• The children should stand with the ball in their left hand held out in front of them.• On the signal "Drop" the children should drop their ball to the ground.• Once the ball has bounced, the children should attempt to catch the ball with their right hand.• Keep repeating the exercise alternating between left and right hands. | | <ul style="list-style-type: none">• Use suitable ball for participants• Watch the ball• Try to catch after 1 bounce• Hands ready to catch• Move if you need to |
| Knowledge Check | | | |
| <ul style="list-style-type: none">• PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill.• DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. | | | |



| Coordination & Movement | Copy Cats | Duration: 5-10 mins | Teaching Points |
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| <ul style="list-style-type: none"> The children work in pairs standing facing each other 2/3 steps apart. One child from each pair is the 'Leader'. The 'Leader' makes shapes and performs actions with their body staying on the spot. Their partner must copy their actions as quickly and closely as possible. Swap roles every minute. | | | <ul style="list-style-type: none"> Encourage the children to think of different actions Try and challenge your partner High movements Low Movements Vary the speed of movement/actions Encourage the children to think of different balances |
| To make activity harder | | | |
| <ul style="list-style-type: none"> Speed up the activity | | | |
| To make activity easier | | | |
| <ul style="list-style-type: none"> Slow down the activity | | | |
| Knowledge Check | | | |
| <ul style="list-style-type: none"> PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. | | | |



| Game | Key Skills Game | Duration: 15-20 mins | Teaching Points |
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| | <ul style="list-style-type: none">• Allow the children to play the game, explore and experience the skills needed to play successfully. Encourage them to experiment to develop ways to play the game successfully.• The game is played 1 v 1 on a small court.• The aim of the game is to score points by throwing a ball into the opponents' court area and making it bounce twice.• Courts for each pair should be set up as shown in the diagram - make the courts relatively long and narrow.• The game is played using throwing and catching skills - A child throws the ball over the net/divide with the aim of making it bounce twice in their opponents' side of the court. The child receiving the ball aims to catch it before it bounces twice before throwing it back over the net/divide.• Each time a child manages to make the ball bounce twice in their opponents' area they score 1 point.• Introduce tennis rackets into the game. Also add a second child on each side of the court. They act as a feeder - throw the ball with a small underarm throw so that it bounces once to their partner with the racket who hits the ball over the net/divide.• The feeder on the other side of the net/divide should try to catch the ball before it bounces twice and then feed the ball to their partner with the racket.• Again, if the ball bounces twice 1 point is scored.• More able children can play the game without a partner feeding them the ball and aim to play a continuous rally with their opponent. It may be appropriate to allow the ball to bounce more than once for these children. | | <ul style="list-style-type: none">• Introduction to tennis or net/wall Games• What skills do you need to use? Ask the children to think about this as they play the game• Experiment with different ideas and skills• How can you score points? Ask the children to think about this as they play the game• Observe children whilst playing the game - are they able to play it successfully?• What areas do you need to focus your teaching on in the rest of the unit?• Explain the rules and how the game works then let the children explore the game for themselves• Provide advice and guidance if necessary• Let the children have a go at the game |

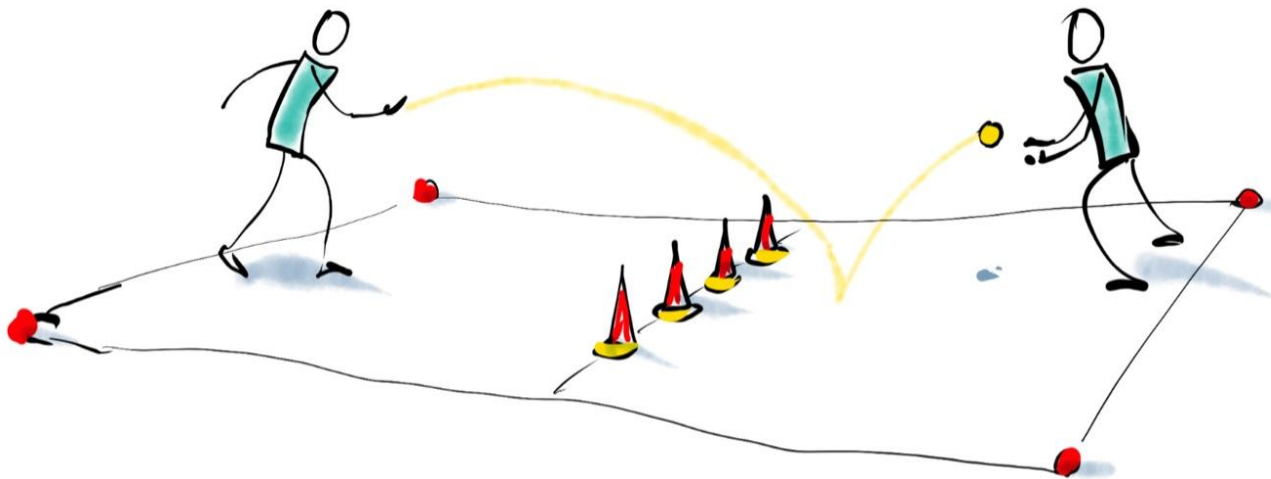
- This game is easiest with a big ball that bounces well. It can also be played by pushing or sliding the ball across a line that is being defended (this is easier for some children who have difficulties with coordination).

Adaptations and variations:

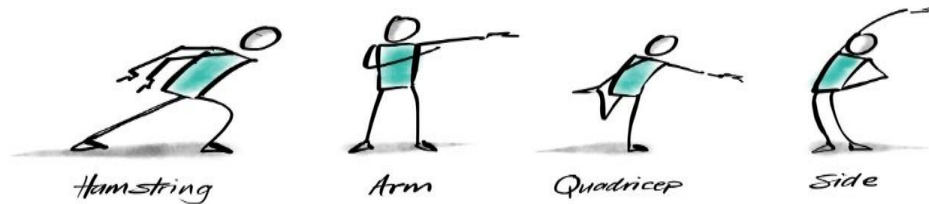
- Play the game on a different-sized court, or with a higher or lower net (to make the games easier or harder).
- Use different equipment/ways to send or hit the ball on either side of the net, e.g. one could throw, whilst the other hits with a racket.

Knowledge Check

- **PROCEDURAL KNOWLEDGE:** Ask some children to demonstrate the activity/skill.
- **DECLARATIVE KNOWLEDGE:** Ask other children to describe what is required to perform the task with success.



| Cool Down | Static Stretching | Duration: 3-5 mins | Teaching Points |
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| | <ul style="list-style-type: none"> Ask the children to stand in a semi-circle around the teacher. Show the children a stretch they have to copy. Start at the top of the body and work all the way down the body stretching the major body parts - arms and legs. | | <ul style="list-style-type: none"> Hold for 10-12 seconds Hold still Watch and copy Where can you feel the stretch? |



| Plenary / Knowledge Check | |
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| <ul style="list-style-type: none"> What did you do well today? | <ul style="list-style-type: none"> Encourage the children to think of what they did well when playing the games |
| <ul style="list-style-type: none"> What skills were required to play the game successfully today? | <ul style="list-style-type: none"> Encourage the children to think about what they did to be successful when playing the games |
| <ul style="list-style-type: none"> What skills do you think you need to work on to improve your performance at the game? | <ul style="list-style-type: none"> Encourage the children to think of skills/areas of the game that they could work on to improve their performance |

| Evaluation |
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| <ul style="list-style-type: none"> How did the children get on playing the game today? <ul style="list-style-type: none"> Most had a good go and played the game with some success - continue with this unit as planned Most found the game too difficult - consider following the year 2 unit of work for this topic Most found the game too easy - consider following the year 4 unit of work for this topic |

