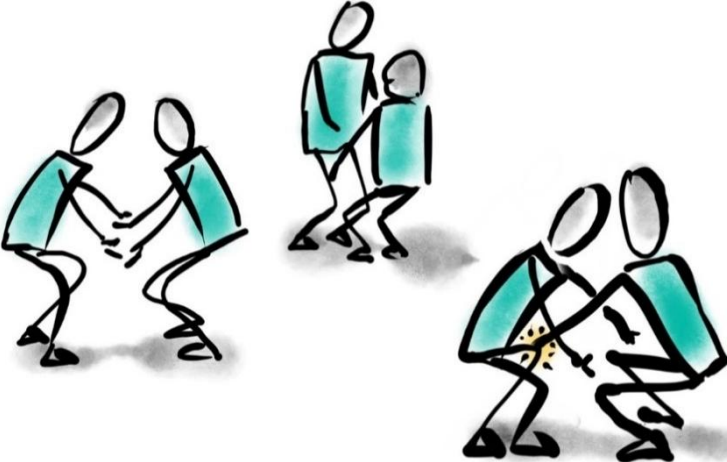
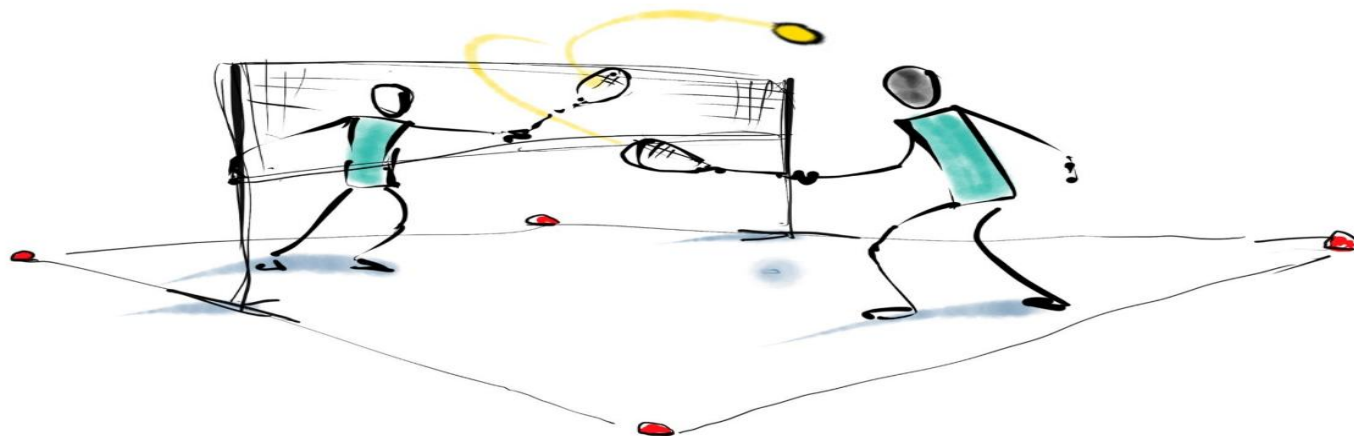


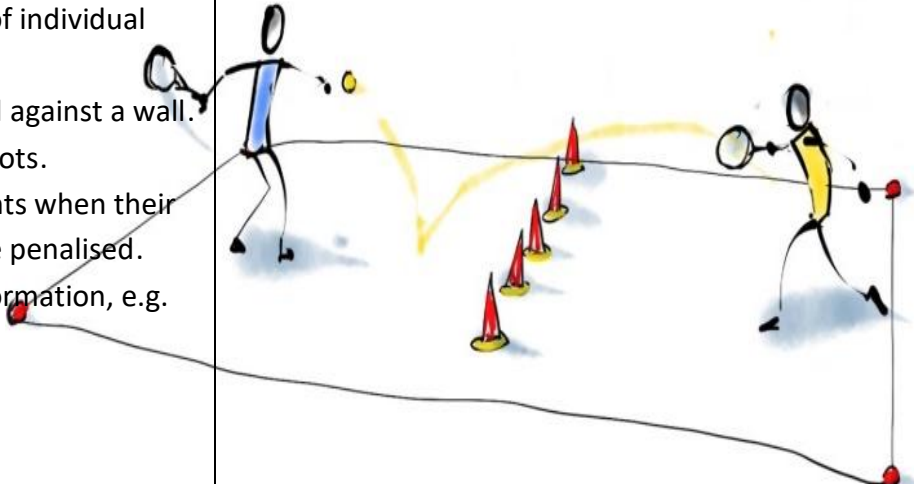
Topic	Tennis	Year	6	Theme	Lesson 1 of 6 – Introduction Lesson	
Learning Objectives	<ol style="list-style-type: none"> 1. Play shots on the forehand and backhand side of body. 2. Hit the ball with purpose, varying speed, height and direction. 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. 					
Literacy Keywords	<ul style="list-style-type: none"> • Tennis racket, Height, Backswing, Aim, Strike the ball, Rules, Power, Explore the game, Accuracy, Direction, Decision Making, Tactics, Cooperate, Bounce, Ball, Court. 	Citizenship	<ul style="list-style-type: none"> • Understanding about being healthy. • 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"> • Marker cones • Tennis balls • Hoops • Nets • Rackets 	
Teacher Notes	<ul style="list-style-type: none"> • This is the first lesson in the Tennis Unit of Work. • The intention of the lesson is to introduce the children to the new topic. It gives them the opportunity to experience the game and explore the skills they will be learning and developing in the unit. • 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	Knee Tag	Duration: 5-10 mins	Teaching Points
<ul style="list-style-type: none"> • The children play the game against a partner. • The pairs stand facing each other. • Ask the children to play the game in the ready position – knees bent, lean slightly forward, hands out in front of the body. • The aim of the game is to score a point by ‘tagging’ your opponent’s knee, whilst trying not to let them tag yours. • Play the game for 1 minute - how many points can you score against your partner in this time? • Repeat the game with the aim of improving your previous score. 			<ul style="list-style-type: none"> • Keep facing your partner • Move quickly • Light on feet • Gradually increase speed to increase heart rate
<p>Analysis – Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles</p>			
<ul style="list-style-type: none"> • Introduce the theme for today's lesson • Which parts of the body will be used most during this activity? <ul style="list-style-type: none"> ○ These parts of the body should be focused on in the warm up • What should a good warm up include/achieve? <ul style="list-style-type: none"> ○ Gradually build up intensity ○ Increase heart and breathing rates ○ Prepare the body for the demands of the activity • Split the class into small groups of 3-4. Give each group 5 minutes to create a warm up suitable for the forthcoming activity <ul style="list-style-type: none"> ○ Ensure the children are focusing on the points that have already been discussed in the lesson • Ask one or two of the groups to deliver their warm up to the rest of the class. 			

Skill Development	Rallying	Duration: 5-10 mins	Teaching Points
<ul style="list-style-type: none"> • The game is played in pairs on a small court as shown in the diagram. • Each pair needs a court to play on, 1 tennis ball and 1 tennis racket each. • The aim of the game is to play a cooperative 5 shot rally with their partner. • Each child should start in the middle of the court 2 steps back from the net/divide. • The children should start to rally cooperatively hitting the ball back and forth - the ball is only allowed to bounce once between shots. • When they play 5 shots in a row successfully each child can take a step back away from the net/divide - keep repeating this process after every successful 5 shot rally. 			<ul style="list-style-type: none"> • Cooperate with your partner • Control the shot • Power of the shot - make it easy for your partner to return • Direction of the shot - make it easy for your partner to return • Height of the shot - make it easy for your partner to return
To make activity harder			
<ul style="list-style-type: none"> • Increase the number of successful shots that need to be played before progressing. 			
To make activity easier			
<ul style="list-style-type: none"> • Allow the ball to bounce twice in between shots. 			
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
<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. • Courts for each pair should be set up as shown in the diagram - make the courts relatively long and narrow. • The aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice. • Ask the children to choose their own way to start and restart the game. • A point is scored when the ball bounces twice in an opponent's half of the court by the child who hit the shot. • If the ball lands outside the court the rally continues - no points are lost for hitting the ball out of the court or into the net. • Play similar games on a table. Use throwing and catching, or pushing and stopping, as the skills to play the game. • Play on a smaller or larger court, and use equipment and rules that suit the needs of individual children. • Play without a net, if appropriate. Play the game in half the space by hitting the ball against a wall. • Play doubles, to make better use of space. Ask double partners to take alternate shots. • Use positive scoring systems - try not to reward mistakes. Players should score points when their shot is so good that their opponent cannot reach it. 'Unforced' errors should not be penalised. • Work together in groups of six to eight, taking turns to play, umpire and collect information, e.g. the length of rallies, the most accurate shots. 			<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? • Provide advice and guidance if necessary • Explain the rules and how the game works then let the children explore the game for themselves • Let the children have a go at the game 

Cool Down	Static Stretching	Duration: 3-5 mins	Teaching Points
	<ul style="list-style-type: none"> Ask the children to stand in a semi-circle around the teacher. Ask individual children to step out and demonstrate a stretch to the class. 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 Hold and stretch Where can you feel the stretch?



Plenary / Knowledge Check	
<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 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/areas of the game can you 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
<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

