



Dean Bank Primary School and Nursery

PE – Medium Term Plan

Subject Area: PE – Mini Tennis

Term: Summer 1

Class: 3

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| <p><u>Core Task</u> Games – Mini Tennis 2</p> | <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch enjoy communicating, collaborating and competing against each other play competitive games, modified where appropriate develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best learn how to evaluate and recognise their own success |
| <p><u>Key Terms</u> Serve, rally, score, court, baseline, ball, fault, love, server, receiver, net, singles, doubles, racket, ready position, match play, balance, power, sets, forehand, backhand, overhead throw, target, strike/ing, hit/ting, defend/ing, making it difficult for the opponent, tactics, scoring points</p> | <p><u>Key skills</u></p> <ul style="list-style-type: none"> Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot accept winning and losing as part of games understand own and others' strengths and weaknesses and have the confidence to practise to improve Know some reasons for warming up and cooling down. understand how to take responsibility for their own and others' safety when playing games Modify their use of skills or techniques to achieve a better result. Describe how the body reacts at different times and how this affects performance. Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate Have the confidence to try out new skills and recognise which skills they need to practise Know some reasons for warming up and cooling down. with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack Use space well by finding and moving into a free space/passing to team mates when they are in a good space Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games to prepare them to play mini versions of traditional games played in upper KS2, with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack |

| Learning Objective | Skill Focus (Physical Skills, Thinking Skills, Team Skills, Health and Safety) | Key Questions | Activities and Differentiation | Resources/FAO BH |
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| <p><u>Core task assessment</u></p> <p>I can:</p> <ul style="list-style-type: none"> -Feed the ball appropriately -Use a range of techniques to hit the ball -Select equipment appropriately -Move to try to intercept the ball -Make and have a simple plan to be able to participate -Explain the tactics I have used -Create a scoring system | <ul style="list-style-type: none"> • Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot • accept winning and losing as part of games • understand own and others' strengths and weaknesses and • have the confidence to practise to improve | <p>How do we score points?</p> <p>What did you think went well?</p> <p>What would you like to do to improve over the next few weeks?</p> | <p><u>Warm up</u></p> <p>Space pods- children around the area with a ball. Focus on how the ball reacts to different surfaces. The children go up to a hoop in a good 'tennis' stance and bounce the ball into the hoop and catch it. They will then do this as a carousel. 45-60 second rounds. Continue with partner work.</p> <p><u>Core task assessment</u></p> <p>The aim is to score points by hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Play the game on a marked court with about 2-3m² on each side of a low net. Play the game two against two - each pair should have one player with a racket and one without. Players who do not have a racket 'feed' a ball to their partners, who then try to hit it over the net into their opponents' court. When the ball goes over the net, the player without the racket on the other side tries to intercept or catch the ball before it bounces twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally.</p> | <p>Tennis/small balls, rackets, Line markings/ rope / cones to mark the sides of the court, A video camera, Mini tennis net/ bench or spots</p> |
| <p>I can perform the 'ready' position and handle a racket safely.</p> | <ul style="list-style-type: none"> • Know some reasons for warming up and cooling down. • understand how to take responsibility for their own and others' safety when playing games | <p>Why do you think it is important for tennis players/us to have a ready position?</p> | <p><u>Warm Up</u></p> <p>Pet snatchers- use rackets with a ball and manoeuvre it around the hall. Use both sides of a racket. The ball is the dog. Begin to introduce 'pet snatchers' to try and steal the balls. Bring in transferrable skills from invasion games.</p> <p><u>Activity 1</u></p> <p>Pass the parcel game. Starting with a bean bag, children stand in a circle and pass the ball around the circle without</p> | <p>Tennis rackets, tennis balls, cones, beanbags</p> |



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| | <ul style="list-style-type: none">• Modify their use of skills or techniques to achieve a better result. | <p>Which parts of your body hold you in position when you balance?</p> <p>What are you thinking about and where are you looking when you get ready?</p> <p>Which did you find easier – turning to the forehand or turning to the backhand?</p> <p>How can you hold the tennis racket safely?</p> <p>Why do we need to warm up? How does warming up help our mind and body?</p> | <p>dropping it. Get children to begin to flip their racket to practice these skills. When the children are confident with using a bean bag/ spot etc, upgrade to using the balls. This activity allows children to manipulate their grip.</p> <p><u>Activity 2</u></p> <p>Ready position -</p> <ol style="list-style-type: none">1. Both hands need to start on the racquet - allows quick grip changes and stronger, earlier body rotation for the shot2. Feet need to be at least shoulder width apart with your head forwards into the court.3. Bend your knees slightly.4. As your opponent strikes the ball try to bounce onto your toes for extra spring in your legs. <p>Pupils begin to practice the ready position in mixed ability pairs. BH to support SEND/LPA.</p> <p><u>Activity 3</u></p> <p>4/5 children in a group. Same groups as the pass the parcel game. One child will be the feeder and will pass the ball to the child with the racket. The person with the racket will need to aim their racket to get the ball to the person they wish.</p> <p><u>Finish with a game of tennis</u></p> <p><u>Cool Down</u></p> <p>Game of one bounce. Call someone's name to catch the ball</p> <p>Differentiation by mixed ability groupings. Higher ability children can provide coaching. They can also throw to their partner from bigger distances. BH to work with target</p> | |
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| | | | children following core task assessment. | |
| I can send a ball over a half-way line. | <ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate Have the confidence to try out new skills and recognise which skills they need to practise | <p>How can you make the ball bounce slower?</p> <p>How does being able to move in different directions help with playing tennis?</p> <p>How could you improve next time?</p> <p>How fit do you think tennis players have to be to play a tennis game? Why do we need to be fit to play tennis?</p> <p>What is a serve? How can we serve the ball?</p> <p>What is a strike? How can we strike the ball?</p> <p>How does exercise make your body and mind feel?</p> | <p>Warm Up Pupils move around the area bouncing a ball with their racket and catching it on the racket. This will allow them to get used to using the racket and the ball in unison.</p> <p>Activity 1 Begin by putting the children into pairs and each child stands opposite their partner over a line of cones. They begin by passing the ball to their partner (differentiate for abilities during the lesson). Progress by putting in another line of cones that the ball needs to bounce between before reaching their partner. Start with underarm throw, progress onto palm strike (if appropriate). HA- provide rackets if possible.</p> <p>Activity 2 Battleships- 2 v 2. Give the children cones on either side of their court. The aim is to eliminate the cones by hitting them. HA with rackets, underarm if needed for LA.</p> <p>Activity 3 Game of tennis</p> <p>Cool Down Compass point. Children in their ready positions. When I shout a direction, they need to turn that way with their rackets.</p> | Tennis rackets, tennis/small balls, cones, bibs, beanbags |
| I can track the flight of a ball | <ul style="list-style-type: none"> Know some reasons for warming up and cooling down. | <p>Why do you need to look at or for the ball at all times?</p> | <p>Warm Up Domes and dishes</p> <p>Activity 1</p> | Tennis rackets, tennis balls, cones, |



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| | <ul style="list-style-type: none">• with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack• Use space well by finding and moving into a free space/passing to team mates when they are in a good space | <p>What could they do to improve?</p> <p>What did you have to do when you didn't have the ball?</p> <p>Why do you need to move to different places on the court? How did you travel?</p> <p>Do you need to hit the ball with the same amount of power all the time?</p> <p>Why do we need to cool down? How does cooling down help our mind and body?</p> | <p><u>Gates</u></p> <p><u>Activity 2</u> <u>Target baggers- Anticipating where the ball is going to go- 4 targets</u></p> <p><u>Activity 3</u> <u>Game of tennis</u></p> <p><u>Cool Down</u> Lives- 5 and 5. One ball gets thrown, try to catch after 1 bounce. One bounce</p> <p>Differentiation by mixed ability groupings. Higher ability children can provide coaching. They can also throw to their partner from bigger distances. BH/teacher to work with target children following core task assessment/formative assessment.</p> | <p>tennis nets and posts, bibs</p> |
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| <p>I can use a forehand shot</p> | <ul style="list-style-type: none">• Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games to prepare them to play mini versions of traditional games played in upper KS2,• with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack• accept winning and losing as part of games | <p>What are the rules of mini tennis?</p> <p>What skills have we learnt this term?</p> <p>Can anyone give the teaching points for any skills?</p> <p>Could any of these skills be used in any other sport?</p> <p>How did it make you feel if you won? What would you do the same/different next time?</p> | <p><u>Warm Up</u></p> <p><u>Activity 1</u> <u>5 alive (similar to targets game) 1 bat</u></p> <p><u>Activity 2</u> Texas tennis Tennis Playing in small groups 2v2 or 2v1 Continuous game of tennis</p> <p>Differentiation by mixed ability groupings. Higher ability children can provide coaching. They can also throw to their partner from bigger distances. BH/teacher to also work with target children following core task assessment/formative and ongoing assessment.</p> | <p>Tennis rackets, tennis balls, beanbags, cones, tennis nets and posts</p> |
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