

Links to PE National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Key Vocabulary

	Drop serve	Forehand	Backhand
Doubles	Positioning	Tactics	Umpire

Key skills

Physical

- Running
- Catching
- Throwing
- Serving and returning
- Agility balance, coordination,

Social & Emotional

- Sportsmanship and fair play
- Resilience
- Collaboration

Thinking

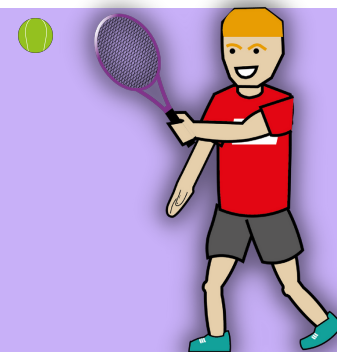
- Decision making
- Understanding rules & techniques
- Understanding tactics and strategies

Key Principles of Net/Wall games

Attacking	Defending
<ul style="list-style-type: none"> • Scoring points • Aiming for space • Placement of an object 	<ul style="list-style-type: none"> • Limiting points • Limiting space • Returning an object consistently

How to win a point

- Opponent hits the ball into the net
- Opponent hits the ball out of the court area
- Opponent fails to return the ball after one bounce
- Opponent commits a double fault (if the net is hit on a serve, they can complete a second serve, if they make the same mistake then it is a double fault)



Glossary

Positioning

In this unit we will explore positioning in doubles tennis split left and right or front and back (forecourt and backcourt)

Forehand

Returning the ball on the open side of the body using the face of your racket with your palm facing forwards

Backhand

Returning the ball on the opposite side of the body, using the rear face of the racket, with the back of your hand facing forwards

Key questions

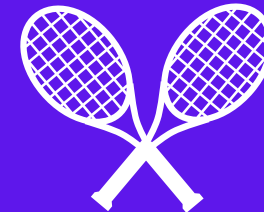
1. How can we score points in tennis?
2. How can we try and create/target space on our opponents court side?
3. How can we use formation/positioning to limit points being scored?

By the end of the unit I should...

- Be able to play individual tennis with greater control and consistency
- Start to explore pairs tennis matches
- Develop a basic understanding of targeting and limiting space in pairs tennis



Learning Journey – Y5 Tennis



Whole child criteria: **Head** | **Hand** | **Heart**

Year 4

- I understand and can display a range of techniques used in net/wall games
- I have developed an understanding of basic strategies and tactics
- I can identify areas of strength and improvement in myself and others and offer feedback to improve
- I can serve/return a ball with greater control using different techniques
- I can start to maintain a rally with a partner
- I can start to apply skills into collaborative and competitive games
- I can work collaboratively and competitively with others
- I display effort in my work and show greater confidence in my actions

Year 5

- I have a basic understanding of positioning/ formations in games
- I can explain the techniques for a range of shots, and when we would use them
- I have developed a better understanding of 'attacking' and 'defending' strategies
- I can serve a ball with consistency and accuracy
- I can return a ball with consistency and some accuracy using a range of shots
- I am displaying agility, balance and coordination in my actions
- I can apply skills into games under pressure
- I have developed more appropriate communication, relative to the game
- I can display teamwork and collaborative skills
- I am starting to display leadership qualities
- We can officiate our own games fairly and with sportsmanship

Year 6

- I have a good understanding of positioning/ formations in games
- I can display decision making skills including shot selection and direction
- I can develop simple 'attacking' and 'defending' strategies and apply them into games
- I can serve a ball with greater consistency and accuracy
- I can return a ball with greater consistency and accuracy using a range of shots
- I am displaying agility, balance and coordination in my actions
- I can apply skills into games under pressure
- I can communicate effectively with my team
- I can display leadership skills e.g. making sure all members of my team are involved & leading warm ups
- We can officiate our own games fairly and with sportsmanship

Other prior learning units
(with similar transferrable skills)

- Tennis
- Volleyball
- Cricket
- Rounders

Progression of physical skills

Year 4

- Pupils will start to explore more specific serving and returning skills
- Pupils will start to combine striking skills with their agility, balance and coordination to explore rallying
- Pupils will apply the following skills: agility, balance, coordination, striking, catching, throwing



Year 5

- Pupils can display serving and returning skills with greater consistency and accuracy
- Pupils still start to explore a range of different shots e.g. 'dig & set' or 'forehand and backhand'
- Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing



Year 6

- Pupils can display serving and returning skills with greater consistency, control and accuracy
- Pupils can apply a range of shots into small sided games e.g. backhand and forehand
- Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing