



TENNIS

Years 1 & 2



Lesson Week:	Lesson Topic:
Week 1	Rallies
Week 2	Moving In Line With The Ball
Week 3	Controlling Shots
Week 4	Hitting Targets
Week 5	Skills Recap
Week 6	Mini-Tennis Games

<p>Session Topic and Number of Participants:</p> <ul style="list-style-type: none"> • Rallies. • Up to 30 Children. 	<p>Equipment:</p> <ul style="list-style-type: none"> • Tennis Rackets, Tennis Balls and Tennis Nets. • Cones, Hula Hoops – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To learn what forehand and backhand shots are. • To learn to how to move in line with a ball. • To learn what rallies are and perform rallies. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
<p>Warm Up:</p> <p>“Hula Hoops”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space – 1 ball, 1 cone and 1 hula hoop each. Children start by jumping in and out of their hoop, while holding their ball. Then the children set their cone out 10 steps away from their hoop and practice putting their ball in the hoop, running around their cone and back, picking up their ball, running around their cone and back again, then putting their ball in the hoop and so on. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Stepping in and out instead of jumping. 2) Walking instead of running. 3) Decrease the cone and hoop distance. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Introduce races, competitions, target scores, time limits, etc. 2) Increase the cone and hoop distance.
<p>Main Content:</p> <p>“Fried Eggs”</p> <ol style="list-style-type: none"> 1) Children work in pairs – 1 ball and 1 racket between two, and stand about four steps apart. One player throws the ball and calls out “1”, “2” or “3”. The player with the racket must trap the ball with their hand on their racket after the called out number of bounces. 2) Same exercise as 1, but this time, give the children points every time they successfully trap the ball. The child with the highest score wins. 3) Same exercise as 2, but this time the children have a racket each and try to flick the ball to each other. <p>“Cross the Barriers”</p> <ol style="list-style-type: none"> 1) Children work in pairs – a net and one ball between two. Pairs throw the ball over the net to each other and try to catch the ball after one bounce. Pairs try to keep a rally going for as long as possible, keeping count of how many times they can continuously throw the ball over the net and catch it. 2) Same exercise as 1, but this time the children have a racket each and try to keep a rally going for as long as possible, keeping count of how many times they can continuously hit the ball over the net. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Call out higher number of bounces. 3) Start by catching instead of trapping on racket. 4) Decrease the distance between partners. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Decrease the amount of bounces allowed before trapping the ball or hitting the ball back over the net. 2) Introduce competitions and target scores.
<p>Cool Down:</p> <p>“Hula Hoops”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but children walk instead of run and step in and out instead of jump. 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p> <ul style="list-style-type: none"> • Moving in Line with the Ball. • Up to 30 Children. 	<p>Equipment:</p> <ul style="list-style-type: none"> • Tennis Rackets, Tennis Balls and Tennis Nets. • Cones, Hula Hoops – Variety of colours. • Bibs – Variety of colours.
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To practice forehand and backhand shots. • To practice moving in line with a moving ball. • To learn to move a ball over a net to a set target. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
<p>Warm Up:</p> <p>“Empty the Hoop”</p> <ol style="list-style-type: none"> 1) Children work in four teams and stand one behind the other in four corners of the area with 1 hoop per team. Set up a hoop in the centre filled with tennis balls. Children from each team take it in turns to (one child at a time) to run to the centre hoop, collect one ball and bring it back to their corner. 2) Same exercise as 1, but this time, children can take a ball from the centre hoop, or from another team’s hoop. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Allow more than one child to run at a time. 3) Decrease the distance between groups/hoops. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Introduce carrying the balls on rackets. 2) Introduce races, competitions, target scores, time limits, etc. 3) Increase the distance between groups/hoops.
<p>Main Content:</p> <p>“Heads, Shoulders, Knees and Toes”</p> <ol style="list-style-type: none"> 1) Children work in pairs – a net and one ball between two. Children take it in turns to throw the ball over the net and call out a body part (head, shoulders, knees or toes). Their partner has to catch the ball after one bounce, level with that body part. 2) Same exercise as 1, but this time, introduce a racket. Children have to hit the ball level with that body part. <p>“Hangman”</p> <ol style="list-style-type: none"> 1) Children work in groups of 5 – a net, 4 rackets and 1 ball per group. Groups set up with 4 players on one side of the net (hitters), with a racket each and one player on the other side (feeder), with a ball. The feeder throws the ball over the net to any of the hitters, who try to hit (return) the ball back over the net. If they return the ball over the net, they are still ‘whole’. If they miss or don’t get the ball over the net, they lose a body part. Feeder then throws to another hitter and so on. When hitters have lost all their body parts, they are out. Last remaining hitter is the winner and swaps roles with the feeder. Body parts are lost in the following order: <ol style="list-style-type: none"> a) “1st Miss” – Stand on one leg. b) “2nd Miss” – On one leg, one arm behind back. c) “3rd Miss” – On one knee, one arm behind back. d) “4th Miss” – Kneel on ground, one arm behind back. e) “5th Miss” – Laid on the ground. f) “6th Miss” – They’re out. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Decrease the distance between partners. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Allow no bounces of the ball. 2) Increase the distance between partners.
<p>Cool Down:</p> <p>“Empty the Hoop”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section, but this time, children race to empty their own hoops. 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> Controlling Shots. Up to 30 Children. 	<ul style="list-style-type: none"> Tennis Rackets, Tennis Balls and Tennis Nets. Cones – Variety of colours. Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> To perform forehand and backhand shots. To move in line with the ball and hit it over a net. To learn to aim their shots. 	<ul style="list-style-type: none"> Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
Warm Up:	Differentiation:
<p>“Tap Tennis”</p> <ol style="list-style-type: none"> Children work in pairs – 1 ball and a racket per pair. Children take it in turns to throw the ball up to around head height (being careful not to hit anyone!) and their partner has to let the ball bounce before gently tapping it back for their partner to catch. Same exercise as 1, but this time, children use a net. 	<p>“Easier”</p> <ol style="list-style-type: none"> Use larger tennis balls. Increase the number of bounces allowed. <p>“Harder”</p> <ol style="list-style-type: none"> Don’t allow bouncing of the ball before tapping it back. Children have to tap the ball up before tapping it back.
Main Content:	Differentiation:
<p>“Bubbles”</p> <ol style="list-style-type: none"> Children work in a circle in groups of up to eight – a racket each and one ball per group. The first child hits the ball up and calls out the name of one of their team mates, who runs forward and hits the ball up and calls out another team mates’ name, who does the same and so on. The game continues until the team loses control of the ball and it goes outside of the circle. Groups keep count of how many hits they make. <p>“Tap and Hit”</p> <ol style="list-style-type: none"> Children work in pairs – a net, a racket each and one ball between two. Children take it in turns to serve the ball to their partner, who ‘taps’ the ball up in their air to themselves and then ‘hits’ the ball back over the net. <p>“Champion of the Court”</p> <ol style="list-style-type: none"> Children work in groups of threes – a net, two rackets and one ball per group. Children play each other in small singles games with one child keeping score. Each game starts with an underarm feed. First child who reaches 5 points wins and stays on court, while the defeated child swaps with the child keeping score. Same exercise as 1, but this time, each game starts with a serve instead of an underarm feed. 	<p>“Easier”</p> <ol style="list-style-type: none"> Use larger tennis balls. Increase the number of bounces allowed. Introduce catching the ball before hitting it up. <p>“Harder”</p> <ol style="list-style-type: none"> Allow one bounce of the ball only. Decrease the court size. Introduce competitions and target scores. Children have hit the ball up twice. Increase the circle size (“Bubbles”).
Cool Down:	Assessment Opportunities:
<p>“Tap Tennis”</p> <ol style="list-style-type: none"> Same exercises as in the warm up section, but this time, children have a racket each. 	<ul style="list-style-type: none"> Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Hitting Targets. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tennis Rackets, Tennis Balls and Tennis Nets. • Cones, Hula Hoops – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To reinforce forehand and backhand shots. • To reinforce moving in line with the ball and hitting it back. • To learn how to hit a ball over a net to a set target. 	<ul style="list-style-type: none"> • Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
Warm Up:	Differentiation:
<p>“Pick Up or Put Down”</p> <p>1) Children work in teams and stand in a straight line, one behind the other – 1 ball, 1 racket and a hoop set out 20 steps in front, per team. The first player in line runs forward over the starting line, balancing a ball on their racket, and runs to their hoop and drops the ball into it. They then return to their team and give the racket to the next player in line, who runs to collect the ball, balancing it on the racket on the way back. The next player then replicates what the first player did, and so on, until all players have had at least one go each.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Children use their other hand to trap the ball on the racket. 2) Children walk instead of run. 3) Decrease the distance of the hoop. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Introduce races, competitions, target scores, time limits, etc. 2) Children start again if the ball is dropped. 3) Increase the distance of the hoop.
Main Content:	Differentiation:
<p>“Target Hitting”</p> <ol style="list-style-type: none"> 1) Children work in pairs – one ball, one racket and one hoop between two. Children stand 5-10 metres apart with the hoop in the middle on the floor. Children take it in turns to try to serve into the hoop so it bounces over to their partner who catches the ball. Children receive a point every time they serve into the hoop. 2) Same exercise as 1, but this time, children have a racket each and try to hit the ball back after it is served. <p>“Ghosts”</p> <p>1) Children work in groups of eight – a net, seven rackets and a ball per group. Children start with 7 ‘hitters’ stood one behind the other on one side of the net and a ‘feeder’ on the other side. The feeder throws the ball over the net to the first hitter in line, who tries to hit (return) the ball back over the net. If they are successful, they move to the back of the line. If they are not, they become a ‘Ghost’ and put their racket down safe and stand on the same side as the feeder. If a ‘Ghost’ catches a returned ball before it bounces, they come back to life and swap with the child that hit the ball. The game continues until there is only one hitter left ‘Alive’, who is the winner and swaps roles with the feeder.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Decrease the distance between players. 4) Allow as many bounces of the ball as needed before hitting the ball back over the net. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the distance between players. 2) Children have to hit the ball within the boundary as well as over the net. 3) Decrease the amount of bounces allowed before hitting the ball back over the net. 4) Introduce competitions and target scores. 5) Introduce scoring zones.
Cool Down:	Assessment Opportunities:
<p>“Pick Up or Put Down”</p> <p>1) Same exercises as in the warm up section, but this time the children walk instead of run.</p>	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants:	Equipment:
<ul style="list-style-type: none"> • Skills Recap. • Up to 30 Children. 	<ul style="list-style-type: none"> • Tennis Rackets, Tennis Balls and Tennis Nets. • Cones, Hula Hoops, Bibs – Variety of colours.
Learning Outcomes:	Vocabulary:
<ul style="list-style-type: none"> • To reinforce forehand and backhand shots. • To reinforce moving in line with the ball and hitting it. • To reinforce controlling tennis shots. 	<ul style="list-style-type: none"> • Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
Warm Up:	Differentiation:
<p>“Head, Shoulders, Knees and Toes”</p> <ol style="list-style-type: none"> 1) Children work in pairs – a net and one ball between two. Children take it in turns to throw the ball over the net and call out a body part (head, shoulders, knees or toes). Their partner has to catch the ball after one bounce, level with that body part. 2) Same exercise as 1, but this time introduce a racket. Children have to hit the ball level with that body part. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Decrease the distance between partners. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Don’t allow bouncing of the ball. 2) Increase the distance between partners.
Main Content:	Differentiation:
<p>“Hangman”</p> <ol style="list-style-type: none"> 1) Children work in groups of 5 – a net, 4 rackets and 1 ball per group. Groups set up with 4 players on one side of the net (hitters), with a racket each and one player on the other side (feeder), with a ball. The feeder throws the ball over the net to any of the hitters, who try to hit (return) the ball back over the net. If they return the ball over the net, they are still ‘whole’. If they miss or don’t get the ball over the net, they lose a body part. Feeder then throws to another hitter and so on. When hitters have lost all their body parts, they are out. Last remaining hitter is the winner and swaps roles with the feeder. Body parts are lost in the following order: <ol style="list-style-type: none"> a) “1st Miss” – Stand on one leg. b) “2nd Miss” – On one leg, one arm behind back. c) “3rd Miss” – On one knee, one arm behind back. d) “4th Miss” – Kneel on ground, one arm behind back. e) “5th Miss” – Laid on the ground. f) “6th Miss” – They’re out. <p>“Champion of the Court”</p> <ol style="list-style-type: none"> 1) Children work in groups of threes – a net, two rackets and one ball per group. Children play each other in small singles games with one child keeping score. Each game starts with an underarm feed. First child who reaches 5 points wins and stays on court, while the defeated child swaps with the child keeping score. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Decrease the distance between team mates. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Allow one bounce of the ball only. 2) Increase the distance between partners. 3) Decrease the court size.
Cool Down:	Assessment Opportunities:
<p>“Head, Shoulders, Knees and Toes”</p> <ol style="list-style-type: none"> 1) Same exercises as in the warm up section. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



Session Topic and Number of Participants: <ul style="list-style-type: none"> • Mini-Tennis Games. • Up to 30 Children. 	Equipment: <ul style="list-style-type: none"> • Tennis Rackets, Tennis Balls and Tennis Nets. • Cones – Variety of colours. • Bibs – Variety of colours.
Learning Outcomes: <ul style="list-style-type: none"> • To reinforce forehand and backhand shots. • To reinforce moving in line with the ball and hitting it. • To reinforce controlling tennis shots. 	Vocabulary: <ul style="list-style-type: none"> • Forehand, Backhand, Lob, Tap, Smash, Wrist, Bounce, Arm, Head Up, Balance, Control, Run, Ball, Direction, Area, Vision, Dominant Side.
Warm Up: “Bubbles” 1) Children work in a circle in groups of up to eight – a racket each and one ball per group. The first child hits the ball up and calls out the name of one of their team mates, who runs forward and hits the ball up and calls out another team mates’ name, who does the same and so on. The game continues until the team loses control of the ball and it goes outside of the circle. Groups keep count of how many hits they make.	Differentiation: “Easier” 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Introduce catching the ball then hitting it up. “Harder” 1) Don’t allow bouncing of the ball at all. 2) Increase the size of the circle. 3) Children have hit the ball up twice before calling out a name.
Main Content: “Playing the Game” 1) Children work in groups of 10 and play their own Mini-Tennis Games. Each game starts with an underarm throw from anywhere on the court marked out. Children take it in turns so it is a different player serving each game. Points (Games) are won by the ball bouncing more than twice on their opponent’s side of the net. First team to 10 points wins. Ensure all children play each other (time permitting). Children work within their group and split up to cover all the different positions/roles for each game – i.e.: <ol style="list-style-type: none"> Players on either side of the net playing. Baseline Umpires (if ball goes out at court ends). Side line Umpires (if ball goes out at court sides). Ball Boy/Girl (collecting loose tennis balls). Scorers. 	Differentiation: “Easier” 1) Use larger tennis balls. 2) Increase the number of bounces allowed. 3) Increase the court boundary size. 4) Play in bigger groups. “Harder” 1) Decrease the court boundary size. 2) Introduce serves (hitting the ball over the net instead of throwing). 3) Award points for serves not going over the net.
Cool Down: “Bubbles” 1) Same exercises as in the warm up section, but this time, allow more bounces and children walk instead of run.	Assessment Opportunities: <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.

