

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 3/4 Year B		Area of learning: Nimble Nets
Links to previous work/Remember when	Basic hand-eye co-ordination activities from Key Stage 1.	
Term	Year B	Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons		<p>Learn how the racket feels and the best methods of holding it.</p> <p>Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.</p> <p>Learn how to drop and hit the ball.</p> <p>Use the correct technique for holding the racket (forehand).</p> <p>Learn how to play collaborative games, demonstrating forehand and backhand strokes.</p> <p>Practise backhand technique.</p> <p>Be aware of the correct body</p> <p>Practise the volley technique.</p> <p>Play a competitive game with point scoring.</p> <p>Learn when to play the correct shot in order to beat a partner.</p> <p>Play a variety of tennis shots, demonstrating correct technique.</p>

Vocabulary

Trap, send, receive, drop serve, forehand, backhand, rally.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>To become familiar with balls and short tennis rackets</p> <p>Warm-up: The children follow the leader along the lines of the playground, court or between cones. The leader performs different actions, e.g. side steps, jogging, walking and skipping along the lines.</p>

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	<p>Skills learning and development: The children are in pairs, with one player standing in a goal marked with cones. The other player throws or rolls the ball underarm between the cones. The goal player moves to catch it and returns it. They see how many catches they can make. They have five turns and then swap. Aim to let the ball bounce once before it is caught. The children have a racket each. In pairs, one child rolls the ball along the floor and the other traps it with their racket between two cones. After a few goes, swap roles. Model the 'shake-hands' grip. The children copy it. Check technique and correct grips where necessary. Using this grip, the children explore the following in their own space: bouncing the ball on the floor, bouncing it in the air, balancing it on the racket while standing still, balancing it on the racket while walking. Ask: Are there any other ball skills you can think of? Share these ideas.</p> <p>Application and practice: Ball skills relays – put the children into even teams. Set out two cones in front of each team (the children can do this). The teams race against each other, responding to the numbers that are called out: 1 = run out and back, holding racket in the shake-hands grip; touch the first cone with racket. 2 = balance the ball on the racket as far as the second cone. 3 = bounce the ball as far as the first cone.</p>
2	<p>To get the ball into play; To accurately serve underarm.</p> <p>Warm-up: Active Simon says the children carry out a specified activity if the command begins 'Simon says...'. If it doesn't start with 'Simon says...', they don't do the activity. If they get it wrong, they are out until someone touches their shoulder. Combine aerobic and stretching activities, encouraging the children to change directions and levels quickly. Possible activities include high knees, running on the spot, tuck jumps, sitting on the floor and touching toes.</p> <p>Skills learning and development: Recap on underarm throwing and catching, emphasising that the aim is to be accurate and to allow the ball to bounce only once. This is an important skill as they will need to be able to throw a ball accurately to their partner so that they can practise hitting a ball. In pairs, the children take it in turns to drop a ball at arm's length with their non-racket hand and catch it with their racket hand. First, they practise without a racket and, when they are confident, introduce a racket. Now they stand about 5 m apart and aim to drop and hit the ball for their partner to catch. They take it in turns – 10 each then swap. Watch and help, drop-feeding if necessary until the child gets the timing right. The ball should be hit at its highest point. Remind them that this is a co-operative practice, where they are aiming to make it easy for each other by being accurate.</p> <p>Application and practice: Skittles Organise the children into fours. Three of the group stand a suitable distance away in a curve. The single player then has to drop-serve the ball, aiming to knock the skittles down (that is, hit the other players). To be knocked down, the three 'skittles' have to be able to catch the ball, only moving one step in any direction. The player has four balls to get all three skittles down. Swap roles</p>
3	To build up a rally.

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	<p>Warm-up: Spot find Each child stands by a marker (e.g. a cone on the floor). Give active instructions, e.g. side steps, hop, crab-walk and jog. When they hear 'Spot!', the children go back to their marker.</p> <p>Skills learning and development: Recap on underarm throwing and catching. Remind the children that they must aim to be accurate and allow the ball to bounce only once. They try 20 underarm throws per pair. Rally building in pairs, one child drop-serves and their partner catches the ball. After 20 goes they swap. Develop the activity so that the children have a go at maintaining a rally, drop-serving and returning using their forehand or backhand (whatever comes naturally). Let them explore techniques. Demonstrate the correct technique for returning forehand: stand in a ready position, racket in front at waist height, both hands on racket. Step across the body so you are sideways on, bring the racket back, contact the ball out in front and follow through over the shoulder. The children practise with partner, starting with an underarm throw for a forehand return and the thrower catches the ball. Repeat a few times and swap roles. Develop the activity so the children take it in turns to serve-rally for as long as possible. If the ball comes to their backhand side, they play it in the same way, by stepping across and returning forehand. Allow plenty of time for practising.</p> <p>Application and practice: Ladders The children work collaboratively with their partner to get a rally of a target number. Set out the playing areas as adjoining squares (like a ladder) over half a court with or without a net. Each square has a target number for the pair to achieve. The first square starts at four. When they have rallied for four strokes, they go to the next square, which requires a longer rally. Increase each area by two or four so that, at the top end, the pair has to get a rally of 20 (for instance). All the pairs start at the same time. If they reach their target they can knock off the pair that are one step higher than them. If they are mid-rally, they must wait until the rally breaks down before sending them down to the lower target. The aim is to get as high up the ladder as possible.</p>
4	<p>To build a rally, focusing on accuracy of strokes.</p> <p>Warm-up: The children stand in a ready position, holding their racket in a shake-hands grip. They all start facing a net and run in the shape of a letter M or W, always facing the net. The children will therefore be running forwards, sidestepping, and jogging backwards. Repeat each letter twice. They need to face the net as this is the position they should be in when playing a tennis-related game.</p> <p>Skills learning and development: The children spend five minutes practising ball skills on their own, bouncing the ball in the air, bouncing it on the ground, balancing it on the racket and any techniques they know. In pairs, they practise rally building for five to ten minutes, starting close together. Backhand Demonstrate backhand technique. As with forehand, step across the body to the non-racket side, take the racket back, contact the ball in front and to the side, then follow through over the shoulder. Double-handed backhand can be demonstrated – this is the same but with two hands on the racket. The children feed the ball underarm to their partner – with or without a net – on the backhand side</p>

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	<p>for their partner to return. The thrower aims to catch the ball from the player. Key point – keep the racket strings flat so that the ball goes straight. If the strings point up when the ball is struck, the ball will go up in the air. The children feed and return the ball 20 times then swap roles. Now they practise rallying forehand and backhand – drop serve to start the rally.</p> <p>Application and practice: Rallying The children start close to their partner. Allow them to choose if they want to play over the net or not. Rally for six close together; when they can do this, one player moves to mid-court (further away from each other) and rally for six, then the player moves to the baseline (at the far end of the court) and rally for six. Repeat – increase the rally to ten or 12.</p>
5	<p>To play a variety of shots in a game situation and to explore when different shots should be played.</p> <p>Warm-up: Tennis rounds Each child is given a tennis racket and places it on the floor in a space. Invite the children to travel in their preferred way around the tennis rackets. Call 'Tennis!' and they choose a tennis racket to stand next to. After a few practise rounds, remove two tennis rackets each round. The children who cannot find a racket to stand next to must lead an independent warm-up stretch session at the side of the game.</p> <p>Skills learning and development: Partners spend five minutes practising their rallies, with or without a net. Ensure they use the correct technique learned last lesson. Introduce volleying – ask: What do you think a volley is? When would you use a volley? The children throw the ball underarm to each other and catch it without bouncing. Model doing the same with a racket and then let the children try. Demonstrate volley technique – racket up, punch action, no backswing, step into the stroke. The children return to their partner and practise the volley using the correct technique. They take it in turns to feed the ball. The children develop the activity by trying to rally using a volley shot. How many can they do? They can choose whether to use a net or not.</p> <p>Application and practice: Tennis game Show the children their court, explaining what is in and what is out. They take it in turns to serve underarm. They play out a point, serve and aim to beat their partner by playing a shot that they cannot return. They try to use a variety of shots. Discuss the difference between this game and the games played so far. (Collaborative versus competitive play.)</p>
6	<p>To play a competitive tennis game.</p> <p>Warm-up: Follow the leader Divide the children into groups of four to six. Elect one leader per group, who stands at the front of the line with the other children behind. The leader chooses a travelling movement and the remainder of the group follow and copy their movement. Once the leader has shared three movements, they should move to the back of the line and the child now at the front of the line becomes the leader. Ideally, continue to play until every child in the group has had an opportunity to be the leader.</p> <p>Skills learning and development: The children assess their own ability at tennis, applying the following key points to the assessment. The children</p>

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	<p>score themselves out of 10. 1. Body position. 2. Contact point. 3. Grip. 4. Follow through. With a partner, the children discuss what they will need to do in a game situation in order to carry out these criteria successfully, and reflect on what they consider their own strengths and weaknesses.</p> <p>Application and practice: The children play a mini tournament. Ensure they all play someone of similar ability. Each pair plays for five minutes, alternately serving, scoring one point for each rally won. At the end of five minutes, the winner moves up a court and the loser stays where they are so that they get a new partner. After each game, the children give themselves a performance score out of 10. They discuss their scores with a partner and explain reasons why they gave themselves these scores.</p>
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Learning Outcome/product	
Learn how the racket feels and the best methods of holding it.	
Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.	
Learn how to drop and hit the ball.	
Use the correct technique for holding the racket (forehand).	
Learn how to play collaborative games, demonstrating forehand and backhand strokes.	
Practise backhand technique.	
Be aware of the correct body	
Practise the volley technique.	
Play a competitive game with point scoring.	
Learn when to play the correct shot in order to beat a partner.	
Play a variety of tennis shots, demonstrating correct technique.	

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

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End of unit assessment question

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