

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject:</b> PE <b>Year Group:</b> Year 3/4		<b>Area of learning:</b> Cool Core (Year B)
Links to previous work/Remember when		<ul style="list-style-type: none"> <li>• Basic hand-eye co-ordination activities from Key Stage 1.</li> </ul>
<b>Term</b>		<b>Key Skills to be taught</b>
<b>Summer 1 2024</b>  What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> <li>• Learn how the racket feels and the best methods of holding it.</li> <li>• Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.</li> <li>• Learn how to play collaborative games, demonstrating forehand and backhand strokes.</li> <li>• Play a competitive game with point scoring.</li> </ul>

## Vocabulary

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

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> 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><b>Key Knowledge:</b> Children required to:</p>	<p><b>Recap</b> - Basic hand-eye co-ordination activities from Key Stage 1.</p> <p>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.</p> <p>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>

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p>2</p>	<p><b>Learning Objective:</b> To get the ball into play.</p> <p>To accurately serve underarm.</p> <p><b>Key Knowledge:</b> Children should:</p>	<p><b>Recap</b> – Basic hand-eye co-ordination activities from lesson 1.</p> <p>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>
<p>3</p>	<p><b>Learning Objective:</b> Learn how to play collaborative games, demonstrating forehand and backhand strokes.</p> <p><b>Key Knowledge:</b> Children should:</p>	<p><b>Recap</b> - Drop serve, shake-hands grip.</p> <p>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</p>

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



		<p>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><b>Learning Objective:</b> To build a rally, focusing on accuracy of strokes.</p> <p><b>Key Knowledge:</b> Children should:</p>	<p><b>Recap</b> - Forehand, drop serve.</p> <p>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.</p> <p>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><b>Learning Objective:</b> To play a competitive tennis game.</p> <p><b>Key Knowledge:</b> Children should:</p>	<p><b>ASSESSMENT LESSON</b></p> <p><b>Recap</b> - Forehand and backhand, rally building, drop serve, and volley.</p> <p>The children assess their own ability at tennis, applying the following key points to the</p>

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



		<p>assessment. The children score themselves out of 10.</p> <ol style="list-style-type: none"> <li>1. Body position.</li> <li>2. Contact point.</li> <li>3. Grip.</li> <li>4. Follow through.</li> </ol> <p>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>
--	--	---

<b>Learning Outcome/product</b>
---------------------------------

Children can play a variety of tennis shots, demonstrating correct technique.
---

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>