



YEAR 5

## Tennis

Lesson 1

### Learning Objective

To develop the forehand groundstroke.

### Success Criteria

- I can choose and use some tactics
- I can feed an underarm throw
- I can hit the ball with a forehand

## Handy Hints

Hit the ball in the centre of the racket.

Brush the racket over the top of the ball as you make contact with it.

## Equipment

- Cones x 60
- Tennis Balls x 30
- Tennis rackets x 30
- Forehand Video

### Optional:

- Tennis nets

10 Mins

## Warm Up and Introduction

**Teacher note: courts can be set up using cones and nets can be represented by a line of cones or using tennis nets if they are accessible.**

### Swipe:

**A** In pairs with one cone. Pupils stand opposite their partner with the cone on the floor between them. Pupils complete the following actions and race to 'swipe' (pick up) the cone on teacher's command 'swipe':

- Jogging on the spot
- Star jumps
- Hopping
- Heel flicks
- High knees

**B** Introduce pupils to the ready position.

Teacher note: the ready position is often used in net and wall games when waiting for a return ball. It allows for quick movement and change of direction.

Feet apart.

Eyes on the ball.

Knees bent.

Repeat the game asking the pupils to start 3m away from the cone in their ready position. This time, the teacher calls different body parts e.g. head, shoulders, and pupils have to touch that body part. When the teacher shouts 'swipe' pupils race to pick up the cone.





30 Mins

## Skill Development

### Racket familiarisation:

Pupils collect one tennis racket and one tennis ball each. Standing in their own space they complete the following ball and racket skills:

- Tap ups

Hit the ball in the centre of the racket face.

Hit the ball up to head height.

Make this harder by completing this while standing on one leg.



- Swap: pupils move around doing tap ups. They must try to swap the ball that they are tapping up with a ball from another pupil by calling 'swap' and attempting to hit it up to another pupil. How many swaps can they do in 1 minute?

Make this easier by allowing the pupils to tap the ball to each other with an added bounce on the floor.

- Alternating tap ups: on the spot, tap the ball up to head height with the wrist facing upwards then turning the wrist to hit ball up with a backhand. How many can they do in a row?

Keep the racket face facing towards the sky. Hit the ball in the centre of the racket.

### Over the net:

In pairs with a tennis racket each and one ball between them. Pupils hold hands to create a 'net.' One pupil starts with the ball on their racket face, tips the ball off their racket, lets it bounce on the floor once, before hitting it over the top of their arms, onto the other side of the 'net'. After one bounce, their partner hits the ball up over the 'net' and so on.

Teacher note: pupils pair with someone who has the same dominant hand e.g. both right handed so that they can join their left hands together to create the net.

Hit the ball in the centre of the racket.

Be ready to move your feet to the ball.

Make this easier by playing with one pupil underarm throwing and catching and the other pupil using a racket.

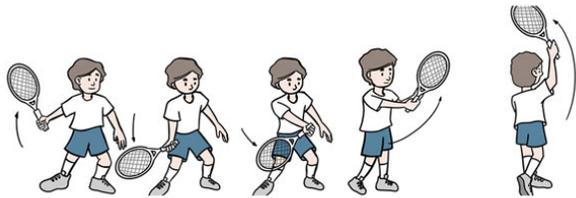
### Feed, return:

A The forehand: in pairs, with one racket and one ball between them. Pupils stand opposite each other, approx. 7m away. The pupil who is hitting starts with the ball in their hand. They drop the ball to themselves and then perform a forehand to hit the ball to their partner. Have five turns each and change roles. Pupils score a point for each ball their partner can catch.

Move from the ready position to slightly sideways on to the feeder.

Swing the racket from low with one hand over to the other shoulder high.

Make contact with the ball when the racket face is facing your partner, brushing over the top of the ball, turning the strings to face downwards.



B One pupil starts with the ball, standing opposite their partner who has the racket, approx. 7m away. They underarm throw the ball to their partner who allows it to bounce once, catches it on their racket (so that the ball stops), drops it by tipping it off and then returns it. Pupils have five turns each and then rotate.

Teacher note: it is important for the hitter to start in the ready position so that they can move quickly to the ball.

Start in the ready position, with feet apart, knees bent and eyes on the ball.

Make contact with the ball as your racket face points towards your partner, turning the strings to face downwards to help the ball to spin.

Make this harder by asking the pupils to take a step away from each other after they have hit five forehands.

Make this harder by allowing both pupils to use a racket and rally.

C One pupil starts with the ball, standing opposite their partner who has the racket, approx. 7m away. They underarm throw the ball to their partner who allows it to bounce once, and then returns it back over the net to their partner. Pupils have five turns each and rotate.

Move your feet to get in line with the ball.

Make this harder by allowing both pupils to use a racket and rally.

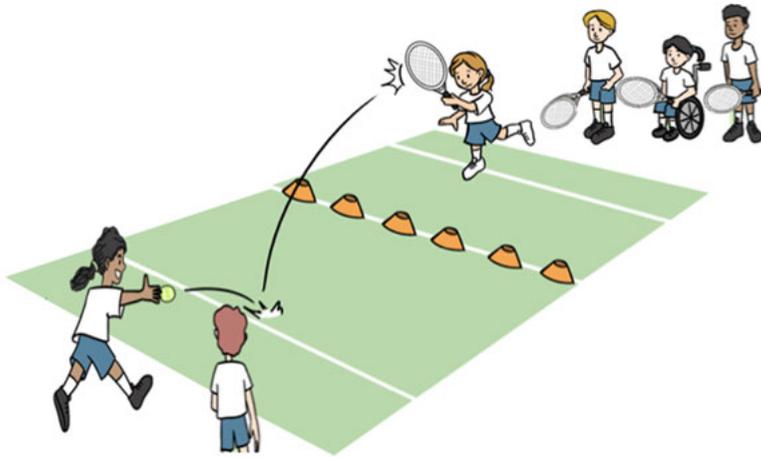
### Ocean break:

In groups of six. Each pupil has a ball and a racket.

- Pupils begin on one side of the net in a single file line
- They take turns to drop the ball for themselves and forehand it over the net
- If the ball goes over the net and lands in the court area they are safe and go to the back of the line
- If the ball does not go over the net or does not land on the other side of the court, they must put their racket at the net and stand on the other side (in the ocean)
- To get out of the ocean, players must catch another hitter's ball
- If they catch it after one bounce, they swap with the player who hit it
- If they catch it without a bounce all the players in the ocean swap with the players who are not

Look for space where there are no players in the ocean and hit the ball to the gaps.

Make this harder by using a feeder to underarm throw or hit the ball over the net to be returned.



**5 Mins**

## **Plenary**

Ask the pupils why it is important to start in the ready position?

Where should their racket face be facing when they make contact with the ball?

After they have hit the ball, where should their racket face point?

In the ocean break game, what affected where they hit the ball, how is this similar to a real game?

Teacher note: where catchers were standing would have affected where they hit the ball. This is similar to the real game as you want to hit the ball away from your opponent.