

Safe space PE

KS2

Tennis

Lesson number: 2



Learning objective:

To develop racket and ball control.

Success criteria:

Keep your eyes on the ball at all times.

Return to a balanced ready position between hits.

Whole child objectives:

Social: I can challenge my partner to achieve their best score.

Emotional: I am honest about my personal best score.

Thinking: I can devise my own tennis challenge.

Equipment: 1 x ball and 1 x cone per pupil, 1 x bench if no wall, 2 x hoops

10

Mins

Warm Up and Introduction

Teacher note: if possible (in the classroom) go over the stations with the pupils and give them some ownership over which stations you will focus on and how you will safely set them up to allow for space for social distancing (approx. four pupils at each station). Introduce the concept of a personal best score. Take time to listen to the pupils if they want to suggest their own station (something they might have tried at home) and if appropriate add it. All pupils will need their own ball and cone throughout the circuit.

Swipe:

In safe space with a ball resting on your cone. Pupils stand in ready position next to their cone. Pupils complete the following actions and see how many they can do in a row (personal best score). When the teacher shouts 'swipe' they have to race to pick up their ball and hold it high in the air.

- Star jumps
- Hopping
- Heel flicks
- High knees
- Two feet jumps

Teacher note: ensure the pupils complete the activities in between each 'swipe' so that pupils are suitably warmed up.



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Skill Development

Pupils work in pairs (plan for supportive partners). They complete the following stations as a carousel. Pupil A will be completing the challenge while Pupil B is counting and coaching. Introduce the idea of a personal best score, the highest number you can get in a row without making a mistake.

After 2 mins they swap roles. Their final score can be a combined total of both their personal best scores to encourage them to support each other. The teacher will central time and call every 2minutes.

Explain the stations:

Before starting the carousel remind the class what is required at each station and use pupils to demonstrate the tasks if required. This can be done in the classroom if easier.

- A** How many times can you tap the ball up with the cone and catch it in the cone in a row (start counting again if you make a mistake).

Hit the ball up to head height.

Make this harder by using your weaker hand.

- B** Throw the ball up into the air and see how many claps you can do in a row before catching the ball.

Stand in a relaxed position with knees bent and feet shoulder width apart.

Make this harder by attempting a one-handed catch.



- C** Wall challenge: How many times can you throw or roll a ball at a wall and catch it in a row. Remember to start counting again if you make a mistake (use a low bench if no wall). If wall space not an option replace with a tap downs challenge.

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

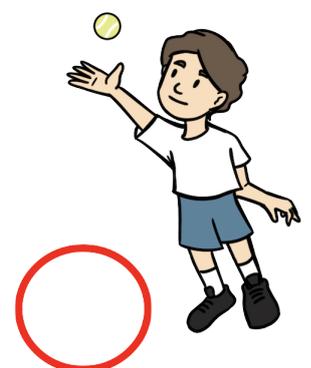
Make this harder by using your weaker hand.

- D** Hoop challenge: individual tap ups. How many can you get in a row?

Using a hoop in the teaching space, tap the ball up in the air using the palm of your hand, each time to head height, let it bounce in the hoop and then tap it up again. Keep repeating one bounce, one tap up trying to get the ball to land in the hoop each time. If you lose control of the ball, stop and start again.

Use small movements, not big hits.

Make this harder by using a smaller hoop.



- E** Line tennis: How many individual tap up rallies can you get over a line using the palm of your hand, making sure the ball bounces on alternate sides of the line each time?

Use small movements, not big hits.
Fast feet between shots.

- F** Pupil choice: Pupils to come up with their own challenge that they can do in their zone with a racket and a ball.

Do not to share equipment
Remember the 2m rule.



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Plenary

Give the pupils the chance to demonstrate to the class the challenge they created. Get them to demonstrate teaching and encouraging another person to complete their challenge.