

Curriculum Objectives

Early Learning Goal
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Vocabulary

Racket	A tennis racket has a frame with crossed strings attached to it	Power	Power is the intensity and speed that an object is thrown/rolled/sent.
hit	Using power, bring one's hand or racket into contact with an object.	Accuracy	Accuracy is the ability to control where we throw/roll/send an object.
Balance	To keep mostly still and in one place.	Control	Control means when think carefully about the power you use so that object will move how you want it to.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.
PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

- To begin to say how to keep a balloon in the air.
 - To explore different ways of different ways of keeping a balloon up in the air.
- To begin to say how to keep a balloon in the air using their hands.
 - To explore and develop the ability to keep a balloon up in the air using their hands.
- To begin to say how to keep a balloon in the air with a racket.
 - To explore keeping a balloon up in the air with a racket.
- To begin to say how to hit a balloon into space using a racket.
 - To explore different ways of hitting a balloon into space using a racket.
- To begin to say how to balance an object.
 - To explore to explore different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.
- To begin to say how to balance an object.
 - To explore and develop different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.

Substantive Knowledge/Key Knowledge

Pupils will explore different ways to use their hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.
Pupils will understand why they need to direct the balloon upwards with control to keep it in the air

Pupils will work with a partner, taking turns to keep the balloon in the air without it touching the floor.
Pupils will learn why we need to work together and take turns to keep the balloon up in air.

Pupils will apply their understanding of why we need to push/hit the balloon with accuracy and control in order to be successful in keeping the balloon up in the air.
Pupils will continue to work together with a partner

Pupils will understand why we need to hit the balloon into space with power and accuracy.

Pupils will explore different ways of using their racket/bat to balance an object, preventing it from touching the floor.
Pupils will understand how they need to hold the racket/bat in order to keep the object balanced on it

Pupils will be able to develop their balancing skills so that they can try to balance an object on a racket/bat when pressure is applied to them e.g. during a race or a game.
Pupils will develop their understanding as to why we need to keep an object balanced on the racket/bat and what the consequences are if the object falls off their racket/bat.

Disciplinary Knowledge / Skills

Pupils push/hit the balloon with their dominant hand. Pupils push/hit the balloon with both hands. Pupils focus on the balloon.

Pupils push/hit the balloon with their dominant hand. Pupils push/hit the balloon with both hands. Pupils focus on the balloon.

Pupils push/hit a balloon with increasing control.

Pupils understand how to hold a racket (this video can be shared: <https://www.youtube.com/watch?v=2sDOTxbcNJo>)
Pupils push/hit the balloon with the racket. Pupils push/hit a balloon with increasing control.

Pupils understand how to hold a racket (this video can be shared: <https://www.youtube.com/watch?v=2sDOTxbcNJo>) Pupils push/hit the balloon with the racket. Pupils push/hit a balloon with increasing control and accuracy.

Pupils balance their object on their racket/bat. Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils. Pupils focus on the object. Pupils use their rackets safely.

Pupils balance their object on their racket/bat. Pupils move into spaces avoiding other pupils. Pupils adjust their speed and change direction to avoid other pupils. Pupils focus on the object. Pupils use their rackets safely.

Themes

hitting	. To explore different ways of hitting a balloon into space using a racket.
balancing	To explore and develop different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.
Evaluation	EYFS— pupils express what they have done.

Diversity in the Curriculum

Serena Williams

Share the short video with children and discuss how links with the school's character traits and promises, <https://www.youtube.com/watch?v=xCnQhpVvm44>

Explain to the children how tennis is a sport played and enjoyed by people with a variety of ages, abilities, religions, skin colours etc.



Outcome

Pupils can hit and balance objects using a rackets.

Character Traits

Curious
Resilient

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understand balance, agility and co-ordination, and begin to apply these in a range of activities

Vocabulary

Racket	A tennis racket has a frame with crossed strings attached to it	Power	Power is the intensity and speed that an object is thrown/rolled/sent.
hit	Using power, bring one's hand or racket into contact with an object .	Accuracy	Accuracy is the ability to control where we throw/roll/send an object.
Balance	To keep mostly still and in one place.	Control	Control means when think carefully about the power you use so that object will move how you want it to.
Dribble	Dribbling is a method of moving with the ball.		

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know how to use a racket and a ball together to dribble. 2. To begin to demonstrate how to use a racket and a ball together to dribble.
1. To know how to use a racket and a ball together to dribble. 2. To begin to demonstrate and develop the ability to use a racket and a ball together to dribble.
1. To know how to hit (push) a ball. 2. To begin to demonstrate hitting (pushing) a ball using a racket.
1. To know how to hit (push) a ball and why accuracy is important. 2. To begin to demonstrate and develop the ability to hit (push) a ball using a racket accurately.
1. To know how to hit (push) a ball why accuracy and power are important. 2. To begin to demonstrate and develop the ability to hit (push) a ball using a racket with power and accuracy.
1. To know how to use hitting skills in intra-school competitions. 2. To begin to demonstrate hitting skills in intra-school competitions.

Substantive Knowledge/Key Knowledge

Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.
Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. Pupils will continue to develop an understanding of why moving a ball into a space is so important.
Pupils will begin to understand why we need to aim at a target when hitting (pushing) the ball.
Pupils will develop their understanding of the importance of being accurate as they apply their skills.
Pupils will develop their understanding of the importance of being accurate as they apply their skills. Pupils will understand the need to control the amount of power they use.
Pupils will begin to demonstrate their prior learning in competitive scenarios.

Disciplinary Knowledge / Skills

Pupils can push (dribble) a ball with a racket. Pupils push with their dominant hand using their racket. Pupils push the ball in different directions. Pupils use their rackets safely. Pupils understand how to hold a racket (this video can be shared: https://www.youtube.com/watch?v=2sDOTxbcNJo)
Pupils can push (dribble) a ball with a racket. Pupils push with their dominant hand using their racket with increasing control and speed. Pupils push the ball in different directions. Pupils use their rackets safely. Pupils understand how to hold a racket (this video can be shared: https://www.youtube.com/watch?v=2sDOTxbcNJo)
Pupils push a ball towards a target. Pupils push with their dominant hand using their racket. Pupils use their rackets safely. Pupils understand how to hold a racket (this video can be shared: https://www.youtube.com/watch?v=2sDOTxbcNJo)
Pupils push a ball towards a target accurately. Pupils push with their dominant hand using their racket. Pupils use their rackets safely. Pupils understand how to hold a racket (this video can be shared: https://www.youtube.com/watch?v=2sDOTxbcNJo)
Pupils push a ball towards a target accurately and with power. Pupils push with their dominant hand using their racket. Pupils use their rackets safely. Pupils understand how to hold a racket (this video can be shared: https://www.youtube.com/watch?v=2sDOTxbcNJo)
Pupils will begin to demonstrate their prior learning in competitive scenarios.

Themes

hitting	To begin to demonstrate and develop the ability to hit (push) a ball using a racket with power and accuracy.
dribbling	To begin to demonstrate and develop the ability to use a racket and a ball together to dribble.
Evaluation	Pupils to express what they have learnt and have done well

Diversity in the Curriculum

Sania Mirza



Sania Mirza is an Indian former professional tennis player. A former doubles world No. 1, she won six major titles - three in women's doubles and three in mixed doubles.

Explain to the children how tennis is a sport played and enjoyed by people with a variety of ages, abilities, religions, skin colours etc.

Share the video: <https://www.youtube.com/watch?v=-EfyYUY-XpA>

Outcome

Pupils can apply their learning to intra-school competitions.

Character Traits

Curious
Resilient

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understand balance, agility and co-ordination, and begin to apply these in a range of activities

Vocabulary

Racket	A tennis racket has a frame with crossed strings attached to it	Power	Power is the intensity and speed that an object is thrown/rolled/sent.
Hit/strike	Using power, bring one's hand or racket into contact with an object .	Accuracy	Accuracy is the ability to control where we throw/roll/send an object.
Balance	To keep mostly still and in one place.	Control	Control means when think carefully about the power you use so that object will move how you want it to.
Dribble	Dribbling is a method of moving with the ball.		

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardio-vascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know and begin to understand how to apply your learning and understanding of hitting a ball with a racket from year 1.
 2. To demonstrate how to apply your learning and understanding of hitting a ball with a racket from year 1.
1. To know and begin to understand how to hit (push) a ball using a racket with power and accuracy.
 2. To demonstrate the ability to hit (push) a ball using a racket with power and accuracy.
- 1.To know and begin to understand how to hit (strike) a ball (with a racket) with accuracy and power to beat an opponent.
 2. To demonstrate how to hit (strike) a ball (with a racket) with accuracy and power to beat an opponent.
- 1.To know and begin to understand how to use hitting (striking) skills to send the ball to space in order to win a game.
 2. To demonstrate how to use hitting (striking) skills to send the ball to space in order to win a game.
- 1.To know and begin to understand how to use hitting (striking) skills to send the ball to space in order to win a game.
 2. To demonstrate and develop hitting (striking) skills to send the ball to space in order to win a game.
1. To know and begin to understand how to apply prior learning to in intra-school competitions.
 2. To demonstrate how to apply prior learning to in intra-school competitions.

Substantive Knowledge/Key Knowledge

Pupils will recall and apply learning from Year 1. Pupils will be challenged to work with a partner and then against their partner as they become opponents.

The focus of the learning is for pupils to continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations. Pupils will also need to start to consider the application of power as they attempt to hit targets that are of varying distances away.

The focus of the learning is for pupils to apply their hitting/striking skills as they experience a different type of game. Pupils will also need to start to consider the application of power and their developing tactical thinking skills to eventually beat an opponent.

Pupils will begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.

Pupils will begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team. Pupils will be trying to develop their use of power and accuracy to win points.

Pupils will be able to demonstrate their prior learning in competitive scenarios.

Disciplinary Knowledge / Skills

Pupils hit their ball towards a target. Pupils successfully hit the target to score points. Pupils understand the meaning of being accurate. Pupils understand the consequences of not being accurate.

Pupils hit their ball towards a target. Pupils successfully hit the target to score points. Pupils apply greater power to their shots when the target is further away. Pupils understand the meaning of being accurate. Pupils understand the consequences of not being accurate. Pupils use their rackets safely, being aware of others around them. Pupils work with their partner to score points.

Pupils hit their ball towards a target. Pupils apply adequate power to send the ball towards the target. Pupils understand the meaning of control. Pupils understand the consequences of not applying control. Pupils use their rackets safely, being aware of others around them.

Pupils throw/hit their ball into space. Pupils hit their ball towards a target. Pupils apply adequate power to send the ball towards the target. Pupils understand the meaning of control. Pupils understand the consequences of not applying control. Pupils use their rackets safely, being aware of others around them.

Pupils throw/hit their ball into space. Pupils hit their ball towards a target. Pupils apply adequate power to send the ball towards the target. Pupils understand the meaning of control. Pupils understand the consequences of not applying control. Pupils use their rackets safely, being aware of others around them.

Pupils will be able to demonstrate their prior learning in competitive scenarios.

Themes

Diversity in the Curriculum

<i>hitting</i>	To demonstrate how to hit (strike) a ball, with power and accuracy, into space to beat an opponent.
<i>Evaluation</i>	Pupils to express what they have learnt and have done well

Shingo Kunieda

Shingo Kunieda is a Japanese former wheelchair tennis player. With four Paralympic gold medals, 28 major singles titles - an all-time record in singles of any tennis discipline - and 50 major titles overall, Kunieda is widely considered the greatest male wheelchair player of all time.



Explain to the children how tennis is a sport played and enjoyed by people with a variety of ages, abilities, religions, skin colours etc.

Outcome	Character Traits	Stickability	WOW
Pupils can apply their learning to intra-school competitions.	Curious Resilient	Experience Repetition of previously taught skills	Experience, equipment and outdoors.