

LESSON PLAN: **TENNIS**: YEAR 3: WEEK 6

LESSON OBJECTIVE: The students use all the skills they have learnt over the term to compete in competitive games with their peers.

WARM UP (10 MINS)

Students move around an area marked out by cones. Within the area are a number of colour cones. Students move around those cones and change direction when they meet a cone. When the teacher calls a colour, students must sprint and stand by that coloured cone.

MAIN LESSON & COMPETITION (35 MINS)

The teacher sets up a number of tennis nets for those more able pupils to participate in competitive games against each other. Use more able students to help officiate and score the games. A tally could also be recorded to highlight how many games students win, lose and draw. The teacher needs to ensure the students understand the correct rules to play a competitive game of tennis.:

- Start the game with a serve
- If the ball goes out of the playing area, the point is awarded to the other player.

For those who are less able they continue to develop their skills working in pairs and using tennis nets. The students practice serving over the net to their partner and try to keep a rally going. They could then play more competitively against each other.

EQUIPMENT

- Soft tennis balls
- Soft tennis rackets
- Cones

KEYWORDS

- Low to high
- Volley
- Forehand
- Backhand
- Serve

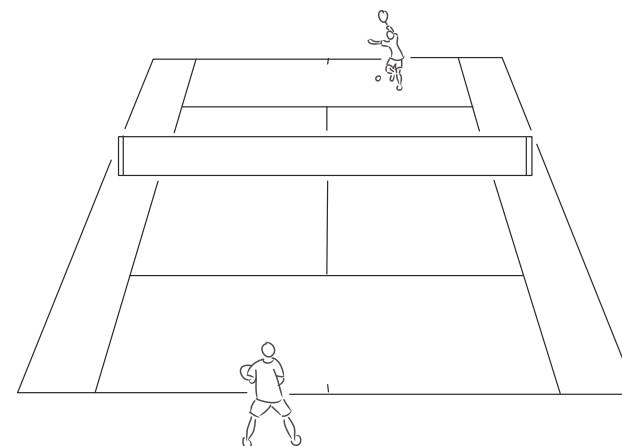
DIFFERENTIATION

LESS ABLE

- Compete with students of the same ability.
- Continue to practice skills from previous lessons.

MORE ABLE

- Compete with students of a similar ability.
- Use more able pupils to officiate the games.
- Use more able pupils as coaches.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the skills they have learnt to a high ability?
	4	Can they perform the skills they have learnt with a certain degree of control?
	3	Can they perform some of the skills they have learnt, but to a low ability?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: all the skills they have learnt to a high ability?
	4	Can they show and link: the skills they have learnt but are unable to make consistent contact with the ball?
	3	Can they show knowledge of the correct skills, but can only perform them to a low ability?
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.