

# LESSON PLAN: **TENNIS**: YEAR 4: WEEK 6

**LESSON OBJECTIVE:** Can you use the skills you have learnt in a competitive tennis game with a partner?

## **WARM UP (10 MINS)**

Students pair up and take part in the following rallies:

- Continuous forehand rally.
- Continuous backhand rally.
- Continuous rally using both forehand and backhand.
- Continuous rallies using any tennis shot.

## **MAIN LESSON & COMPETITION (35 MINS)**

The teacher sets up a number of tennis nets for those more able pupils to participate in competitive matches against each other. The more able pupils can also help to officiate and score the matches whilst they are waiting for their match. A tally can be recorded to highlight how many games students win, loose and draw. The teacher needs to ensure the students understand the correct rules to play a competitive game of tennis.

For those whom 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 can play more competitive matches as they become more technically correct and are confident within their co-operative rallies.

## **EQUIPMENT**

- Soft tennis balls
- Soft tennis rackets
- Cones

## **KEYWORDS**

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

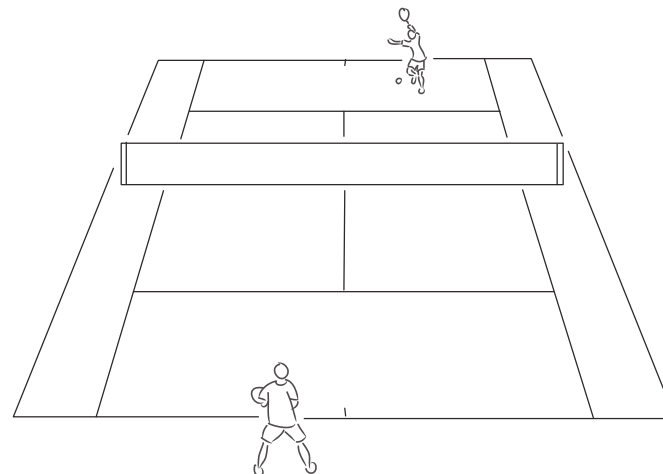
## **DIFFERENTIATION**

### **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.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform the skills they have learnt to a high ability?
	5	Can they perform the skills they have learnt with a certain degree of control?
	4	Can they perform some of the skills they have learnt, but to a low ability?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of the task.
	5	Can work with a partner & understands the directions.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: all the skills they have learnt over the unit with control and accuracy?
	5	Can they show and link: the skills they have learnt over the unit with average control and accuracy?
	4	Can they show the skills they have learnt over the unit with little consistency and control?
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.