

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 Year A– Tennis

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Pupils will be able to send and receive a ball with some accuracy.
- Pupils will be able to keep a short rally going in partners.
- Pupils will be able to hold a racket using a good grip and stance.
- Pupils will know how to work well with others in different groups and communicate effectively.
- Pupils will know how to strike a ball.

Long-term Learning (what pupils MUST know and remember) End Goals

- To know how to use the “ready” position and be able to play and return shots using forehand, backhand and smash shots
- To keep a rally going using forehand and backhand
- To know how and why to get into the centre of the court after playing a shot
- To know how to set up and play a game of tennis in partners, understanding the basic rules and system of scoring.

Key Vocabulary

Ready position, grip, strike, forehand, backhand, rally, control, balance, coordination, serve, return, baseline, flight, tactics, sportsmanship

Recommended Resources:

- Rackets suitable for KS2 pupils
- Low-compression tennis balls (red/orange)
- Cones or floor markers for court zones
- Portable net (or string/net substitute)
- Printed visuals/posters for “ready position” and grip techniques
- Scorecards or clipboards for match tracking

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- Stopwatch or timer
- Links to video clips: Andy Murray and Heather Watson in action

Curriculum Connections:

- **Literacy:** Using keywords for movement and technique (e.g. “rally”, “grip”, “outwit”)
- **Citizenship/PSHE:** Encouraging **sportsmanship**, resilience, and cooperative play
- **Science:** Understanding **muscle use**, hydration, warm-up/cool-down, body responses to exercise
- **Maths:** Scoring systems, recording data, comparing performance and flight paths

Career Opportunities:

1. Professional Tennis Player (e.g. Andy Murray, Heather Watson)
2. PE Teacher or Tennis Coach
3. Sports Commentator or Journalist
4. Match Official (Umpire or Line Judge)
5. Sports Physiotherapist
6. Event Planner (Tennis tournaments)
7. Equipment Designer (rackets, balls)

☐ Role Model: Emma Raducanu

- British professional tennis player and 2021 US Open Champion
- Known for her composure, resilience, and academic excellence
- Inspires young athletes to balance sport and study, and demonstrates how discipline and belief lead to success

Session 1 – Movement, Control, and Reaction

LO: To develop movement skills, coordination and reaction in a small space.

Objectives:

- I can move fluently around a space.
- I can show control and awareness when moving.
- I can react quickly and accurately to a moving ball.
- I can develop agility and speed when under pressure.

Teaching Content:

- **Warm-up:** *Agility Zones* – Move through cones with jogging, side-steps and quick changes of direction.
- **Skill Practice:** Bounce-and-chase activities using tennis balls to develop reaction speed.
- **Game Scenario:** *Ball Track Relay* – In pairs, roll and chase a ball with controlled stop before it crosses a line.
- **Plenary:** What made it easier to react quickly? Why do you think speed and control matter in tennis?

Vocabulary: Movement, coordination, reaction, control, speed

Healthy Participation: To understand the importance of warming up and how it prepares the body for quick movements and ball tracking.

Session 2 – Rallying and Tracking the Ball

LO: To develop the ability to track and return the ball with accuracy and control.

Objectives:

- I can keep a rally going with a partner.
- I can track the ball and adjust my position to hit it.
- I can use both hands and body movement to maintain balance.
- I can return the ball with control to a set area.

Teaching Content:

- **Warm-up:** *Eyes on Ball* – Pupils pass a ball back and forth in pairs, increasing distance gradually.
- **Skill Practice:** Controlled bounces with a racket, then rally using one bounce.
- **Game Scenario:** *Rally Zones* – Score a point for every controlled return in a marked rally zone.
- **Plenary:** What helped you track the ball better? How did you keep your balance?

Vocabulary: Rally, track, return, balance, control

Healthy Participation: To recognise how coordination, vision, and movement work together for effective ball control and reaction.

Session 3 – The Forehand Strike

LO: To strike the ball using the forehand technique with increasing accuracy and power.

Objectives:

- I can hold the racket correctly.
- I can demonstrate a basic forehand strike.
- I can use the correct swing path to strike the ball.
- I can hit towards a target with control and accuracy.

Teaching Content:

- **Warm-up:** *Shadow Swings* – Practise forehand swing without a ball to build muscle memory.
- **Skill Practice:** Hit a ball dropped by a partner toward a cone or wall target.
- **Game Scenario:** *Target Tennis* – Score points for hitting forehand shots into marked target zones.
- **Plenary:** What helped your shot be more accurate? How did your swing change with practice?

Vocabulary: Forehand, grip, strike, swing, target

Healthy Participation: To understand how controlled repetition builds muscle memory and improves accuracy in tennis shots.

Session 4 – Serving and Court Awareness

LO: To serve and return from a set area showing awareness of position on court.

Objectives:

- I can serve using an underarm action with consistency.
- I can return a serve to a target zone.
- I can describe where I should stand to be ready.
- I can apply basic rules of positioning on court.

Teaching Content:

- **Warm-up:** *Court Corners* – Move to shouted court positions (baseline, net, sideline) to build awareness.
- **Skill Practice:** Underarm serve to partner over low net or marker. Focus on contact point and body position.
- **Game Scenario:** *Serve and Rally* – Serve, rally for 3 shots, and reset. Swap roles after each rally.
- **Plenary:** What helped you hit your serve where you wanted? Where's the best place to stand after your shot?

Vocabulary: Serve, court, return, ready position, position

Healthy Participation: To recognise how tactical awareness supports smarter play and movement in team or paired games.

Session 5 – Combining Skills in Game Play

LO: To combine all taught skills to play a small game of tennis.

Objectives:

- I can serve, strike and return the ball during a rally.
- I can play cooperatively with a partner.
- I can apply rules in a small-sided game.
- I can use tactics like aiming to space or using my partner's weaker side.

Teaching Content:

- **Warm-up:** *Strike and Reset* – In pairs, practise striking then moving to the middle “ready” position.
- **Skill Practice:** Quick-fire drills combining serve, return and rally in sequence.
- **Game Scenario:** *Mini Tennis Matches* – 1v1 or 2v2 games with simple scoring and partner rotation.
- **Plenary:** What tactic worked well? What do you want to improve next time?

Vocabulary: Rally, serve, strike, return, tactics

Healthy Participation: To reflect on how consistent practice and skill development help with long-term physical health and sport enjoyment.

Session 6 – Performance, Evaluation and Feedback

LO: To perform in a match situation and give and receive feedback.

Objectives:

- I can play competitively in a small tennis match.
- I can identify and describe my strengths.
- I can give constructive feedback using tennis vocabulary.
- I can work with a partner to support improvement.

Teaching Content:

- **Warm-up:** *3-Point Challenge* – Pupils must win 3 points with a serve, a return, and a rally.
- **Skill Practice:** Recap technique as needed in warm-up stations.
- **Game Scenario:** *Class Tournament* – Rotating partners or fixed mini-leagues with scoring and evaluation cards.
- **Plenary:** What was your best moment? What advice would you give your partner?

Vocabulary: Performance, feedback, evaluation, match, improvement

Healthy Participation: To understand how reflection and peer support build confidence, motivation and physical resilience.

Future learning this content supports:

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This unit supports:

- Confident use of **space and positioning on court**
- Foundational shot skills for **Phase 3 tennis, cricket, and softball**
- Ability to rally, serve, return and tactically apply skills
- Transition into **scoring, court etiquette, and match play**
- Development of key values: **sportsmanship, communication, and resilience**