

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - 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 use tactical awareness to return shots using a backhand, forehand and smash.
- To know the full serve stroke and how to play serves in the desired direction
- To know why a lob is a useful shot and practise how to play the lob shot
- To know the rules of tennis and how to score and use some tactics against an opponent

Key Vocabulary

Ready position, forehand, backhand, serve, return, lob, smash, stroke, volley, punch, direction, rally, tactics, footwork, awareness, scoring

Recommended Resources:

- Tennis rackets and soft balls (plus short tennis rackets for progression)
- Cones for marking court areas (baseline, service box, rally zones)
- Portable or full-size tennis net
- Instructional posters or diagrams for grips and foot positioning
- Scoreboards or tracking sheets
- Access to inspirational videos (e.g. Rafael Nadal, Serena & Venus Williams)

Curriculum Connections:

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- **Literacy** – Understanding key terminology (stroke, volley, footwork, tactics)
- **Citizenship/PSHE** – Sportsmanship, teamwork, respectful competition
- **Science** – Understanding muscles used, bodily function, hydration, and effects of exercise
- **Maths** – Measuring performance, scoring, tracking and comparing statistics

Career Opportunities:

1. Professional Tennis Player (e.g. Rafael Nadal, Serena & Venus Williams)
2. Tennis Coach / PE Teacher
3. Match Official / Umpire / Line Judge
4. Sports Psychologist
5. Performance Analyst / Video Review Coach
6. Sports Physiotherapist
7. Journalist or Broadcaster (Sports Media)

☐ **Role Model: Serena Williams**

- 23-time Grand Slam singles champion and former world number one
- Known for her powerful serve, resilience, and tactical intelligence
- An advocate for equality in sport and a role model for determination, athleticism and grace under pressure

Session 1 – Movement and Stroke Preparation

LO: To be able to move with fluency, balance and control to send and return a ball accurately.

Objectives:

- I can move around the court with control.
- I can prepare for my stroke and return with accuracy.
- I can use both hands and feet to balance before striking.
- I can adjust my position to meet the ball effectively.

Teaching Content:

- **Warm-up:** *Cone Shadow Runs* – Pupils move around cones, stopping in ‘ready’ stance.
- **Skill Practice:** Work in pairs to practise footwork and getting into stroke position before hitting.
- **Game Scenario:** *Strike Zone Game* – Pupils must get to the marked zone and return a gentle drop feed ball.
- **Plenary:** What helped you position yourself? Why is balance important before striking?

Vocabulary: Fluency, control, balance, accuracy, return

Healthy Participation: Understand how warming up improves reaction time, focus, and joint flexibility before striking games.

Session 2 – Forehand and Backhand Practice

LO: To be able to strike the ball using both a forehand and backhand shot.

Objectives:

- I can demonstrate a consistent forehand strike.
- I can use a backhand shot with control and direction.
- I can vary my stroke depending on the ball’s position.
- I can strike with purpose and awareness of space.

Teaching Content:

- **Warm-up:** *Target Arm Swings* – Shadow practice with forehand and backhand movements.
- **Skill Practice:** Forehand rally with a partner, then alternate to backhand.
- **Game Scenario:** *Shot Selector* – Coach calls out “forehand” or “backhand” mid-rally.
- **Plenary:** Which shot was easier to control? What helped your accuracy?

Vocabulary: Forehand, backhand, strike, direction, space

Healthy Participation: Learn how muscle strength and flexibility help with stroke control and range of movement.

Session 3 – Returning with Power and Control

LO: To be able to return the ball with power and control, adjusting my movement to intercept the ball.

Objectives:

- I can track the ball and position my body before returning.
- I can generate power using good footwork.
- I can return the ball into space or to a specific area.
- I can adapt quickly to different shot types.

Teaching Content:

- **Warm-up:** *Quick Step Challenge* – Pupils sprint to different court positions and react to ball movement.
- **Skill Practice:** Practice footwork drills before striking with controlled power.
- **Game Scenario:** *Intercept Zone* – Return the ball after moving quickly into intercept position.
- **Plenary:** What helped you return with control? How did you increase or decrease power?

Vocabulary: Return, intercept, power, footwork, adapt

Healthy Participation: Understand how agility and anticipation improve efficiency and prevent injury.

Session 4 – Rallying and Shot Variation

LO: To be able to rally using a variety of shots and to be able to return the ball consistently.

Objectives:

- I can maintain a rally using forehand and backhand.
- I can play shots with consistency and rhythm.
- I can vary shot height, speed and angle.
- I can communicate effectively with a partner during rally play.

Teaching Content:

- **Warm-up:** *Drop and Hit Routines* – Practise variations of drop, drive, and lift shots.
- **Skill Practice:** Work in pairs to practise rallying with different ball heights and angles.
- **Game Scenario:** *Rally Ladder* – Pairs move up for longer rallies, down if they lose rhythm.
- **Plenary:** What type of shot made your rally more difficult? What helped keep it going?

Vocabulary: Rally, variety, shot, rhythm, consistency

Healthy Participation: Explain how cardiovascular activity like tennis improves endurance, speed, and brain focus.

Session 5 – Game Play and Tactics

LO: To be able to use tactics and rules in gameplay and play cooperatively in a game situation.

Objectives:

- I can follow and apply scoring rules correctly.
- I can serve and return with control.
- I can position myself tactically during gameplay.
- I can cooperate with a partner and show sportsmanship.

Teaching Content:

- **Warm-up:** *Serve and Move Relay* – Pupils serve then sprint to the correct position.
- **Skill Practice:** Partner serves and plays short rallies; practise defensive and offensive positions.
- **Game Scenario:** *Mini Tennis Matches* – 2v2 or 1v1, using real scoring and tactical awareness.
- **Plenary:** What tactic did you use in gameplay? How did you work with your partner?

Vocabulary: Serve, rules, tactics, partner, positioning

Healthy Participation: Reflect on how sport builds positive mental health through teamwork and physical activity.

Session 6 – Competition and Evaluation

LO: To be able to compete in a game situation and evaluate my performance using tennis vocabulary.

Objectives:

- I can compete confidently in a singles or doubles game.
- I can evaluate my own strengths and areas for improvement.
- I can give and receive feedback using tennis terms.
- I can challenge myself to improve with each match.

Teaching Content:

- **Warm-up:** *Performance Poses* – Pupils strike their best forehand/backhand pose and recall coaching cues.
- **Skill Practice:** Partner feedback: 1 strength, 1 next step before matches.
- **Game Scenario:** *Class Tournament* – Organise competitive matches with match sheets and rankings.
- **Plenary:** What was your proudest moment? What will you improve next time?

Vocabulary: Competition, feedback, evaluation, challenge, improvement

Healthy Participation: Understand how setting personal goals boosts motivation and encourages lifelong activity.

Future learning this content supports:

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This unit supports transition into other Summer units and KS3 by:

- Strengthening **spatial awareness and control** in game situations
- Applying **striking and fielding skills** in sports like cricket and rounders
- Building decision-making and **tactical thinking**
- Encouraging personal challenge and resilience in competitive play
- Promoting communication and collaboration in doubles/team formats