

# Year 3 - Intro to Net & Wall Games

## Tennis & Badminton - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To introduce holding a tennis racket correctly and be able to balance a ball on their racket

Lesson 1/6

### Equipment Needed

Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.

### Success Criteria

Children can:

- Know what hand they will mostly hold their racket in and be able to hold racket at the bottom of the grip
- Have their feet at least shoulder width apart with your head forwards onto the court and bend your knees slightly
- Know where they need to hold their racket in relation to the body

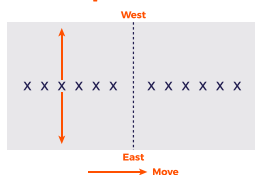
### Adapted Learning (Differentiation) (Challenge)

Reduce the area, use larger balls / bean bags to encourage success.

### Key Questions

How do we grip the tennis racket?  
What is the ready position?  
How do we play the forearm shot?

### Warm Up



#### West Or East:

This activity is designed to develop the children's ability to move effectively around the court whilst holding a racket. Ask all of the children to form a single file line in the centre of your playing area, all facing the same way. Mark out two lines of cones either side of the children and call one 'West', the other 'East'. When the leading adult calls out either West or East. The children must run to that line and place the correct foot over it – then return to their starting point! Children should place opposite feet over the line.

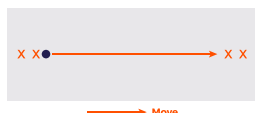
### Main Activity

#### Ball Familiarisation:

In pairs, one person with racket, other person is feeder, feeder throws the ball to partner alternating between f/h and b/h side partner to let the ball bounce and then hit the ball back to partner as confidence builds children with racket to hit the ball back without letting it bounce. Change person with the racket etc.

#### Racket Control Challenges:

Ensure all of the children have a racket and a ball each in a space. Demonstrate to the children the different challenges they children can try and master in this activity (see overleaf). Children are only allowed to move up a level when told they are ready to do so by one of the teachers/coaches.



#### Egg & Spoon (Tennis Style):

Split your class into groups of no more than four. Give them a racket and a ball each. For this activity they will play Egg & Spoon (but with a racket and ball instead). Children must balance the ball on the racket head and run to their teammate and hand them the shuttle.

### Cooldown

Recap and discuss Success Criteria.

### Key Technical Points

#### Grip:

Place your hand on the racket so that the V formed by your thumb and forefinger.

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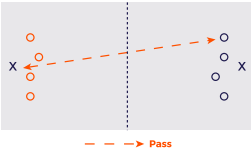
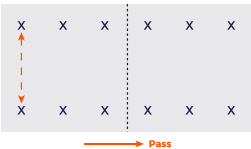
**PLAYING**  
**EDSTART**

<b>Lesson Objective</b>	To introduce keeping the tennis ball off the floor by bouncing on racket	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Be encouraged to watch the ball and follow it with their racket</li><li>• Control the racket, keep it flat and move it smoothly</li><li>• Bounce the ball at waist height and hit it into the air</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Reduce the area, use larger balls / bean bags to encourage success.	
<b>Key Questions</b>	How do we keep the ball off the floor?	
<b>Warm Up</b>	<b>Racket Control Challenges:</b> <p>Ensure all of the children have a racket and a ball each in a space. Demonstrate to the children the different challenges they children can try and master in this activity (see overleaf). Children are only allowed to move up a level when told they are ready to do so by one of the teachers/coaches.</p>	
<b>Main Activity</b>	<b>Ball Familiarisation:</b> <p>In pairs, one person with racket, other person is feeder, feeder throws the ball to partner alternating between f/h and b/h side partner to let the ball bounce and then hit the ball back to partner as confidence builds children with racket to hit the ball back without letting it bounce. Change person with the racket etc.</p> <b>Tap Up Tennis:</b> <p>One ball and racket per child – children to hit the ball up on the racket continuously – How many can you do? Q – What's important to make sure we keep hitting the ball on the racket? In pairs – one ball per pair, both with racket – children to now take it in turns to hit the ball up and then keep the ball going, can only bounce once before hit again. Progression: As above but this time pairs need to try and move the ball around the area without it going out.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Forearm:</b> <p>Stand sideways to the ball, racket strings facing forward, eyes on the ball, racket swings from low to high position to hit ball.</p>	

# Year 3 - Intro to Net & Wall Games

## Tennis & Badminton - Lesson Plan

**PLAYING**  
**EDSTART**

<b>Lesson Objective</b>	To introduce hitting a bouncing ball towards a partner	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Be in balanced position when hitting the ball</li><li>• Have their racket back before the ball has bounced</li><li>• Have the strings of their racket facing their partner as they make contact with the ball</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Reduce the area, use larger balls / bean bags to encourage success.	
<b>Key Questions</b>	How do we play the forearm shot?	
<b>Warm Up</b>	<b>West Or East:</b> <p>This activity is designed to develop the children's ability to move effectively around the court whilst holding a racket. Ask all of the children to form a single file line in the centre of your playing area, all facing the same way. Mark out two lines of cones either side of the children and call one 'West', the other 'East'. When the leading adult calls out either West or East. The children must run to that line and place the correct foot over it – then return to their starting point! Children should place opposite feet over the line.</p>	
<b>Main Activity</b>	<b>Ball Familiarisation:</b> <p>In pairs, one person with racket, other person is feeder, feeder throws the ball to partner alternating between f/h and b/h side partner to let the ball bounce and then hit the ball back to partner as confidence builds children with racket to hit the ball back without letting it bounce. Change person with the racket etc.</p>  <p>The diagram shows two players standing on opposite sides of a net. A dashed line with an arrow labeled 'Pass' indicates the ball's path from one player to the other. Cones are placed on the court to define the target area.</p> <b>Target Tennis:</b> <p>Set up a marker the children must hit their ball behind and scatter cones in between these two cones, the children should face each other. The children take it in turns to hit the ball (either forehand or backhand) and aim to hit one of the cones between the two players. You keep what you hit! The child with the most cones wins.</p>  <p>The diagram shows a court divided by a net. Two players are positioned on opposite halves. A dashed line with an arrow labeled 'Pass' indicates the ball's path. Cones are placed along the baseline to define the rally area.</p> <b>The Longest Rally:</b> <p>Children are to work on half a court, two at a time. The longest rally is designed to allow the children to begin to develop their ability to hit a moving ball. The rules are simple, staying on their half of a court pairs must try and see how many consecutive shots they can play to each other before the ball bounce twice or lands out of bounds.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Forearm:</b> <p>Stand sideways to the ball, racket strings facing forward, eyes on the ball, racket swings from low to high position to hit ball.</p>	

# Year 3 - Intro to Net & Wall Games

## Tennis & Badminton - Lesson Plan

<b>Lesson Objective</b>	To introduce how to grip the racket in badminton	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Rackets, shuttlecocks, cones, hoops, badminton net and posts.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Know how grip the racket</li><li>• Know how to use a badminton racket to balance a shuttlecock</li><li>• Know how to adopt the ready position</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Group by ability, vary the distance in which children travel.	
<b>Key Questions</b>	How do we hold the racket?	
<b>Warm Up</b>	<b>Throwminton:</b> <p>This helps the children think about where they should play shots and encourage the use of the spilt step. The children play in pairs and throw the ball over the net under arm. The children can only move when the ball is in the air! If the ball touches the floor, then it is a point to the other pair.</p>	
<b>Main Activity</b>	<b>Egg &amp; Spoon (Badminton Style):</b> <p>Split your class into groups of no more than four. Give them a racquet and a shuttlecock each. For this activity they will play Egg &amp; Spoon (but with a racquet and shuttle instead). Children must balance the shuttlecock on the racquet head and run to their teammate and hand them the shuttle.</p>  <p><b>Forearm:</b><p>In 3's children stand in a triangle, one player stands at the point of the triangle with a racket, stood in the ready position. Other players take it in turns to throw the shuttle to the side of player one. Player 1 adjusts their grip and plays forearm shot on one side, and backhand shot on the other. Rotate roles.</p><p><b>Name Your Spot:</b><p>Place 4/5 hoops/objects out for every two children. The children take it in turns to take three shots. The children take it in turns to take three shots. The must describe to their partner which hoop/ object they are aiming for.</p></p></p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Forearm Grip:</b> <p>Place your playing hand on the handle as if you are shaking hands with it. There should be a V-shape in between your thumb and your index finger. The racket handle should rest loosely in your fingers for greater flexibility.</p>	

# Year 3 - Intro to Net & Wall Games

## Tennis & Badminton - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To introduce the forehand shot in badminton

Lesson 5/6

### Equipment Needed

Rackets, shuttlecocks, cones, hoops, badminton net and posts.

### Success Criteria

Children can:

- Change from backhand "thumb" grip to forehand "v" grip
- Use a badminton racket to balance a shuttlecock with both grips
- Return to the ready position after each shot

### Adapted Learning (Differentiation) (Challenge)

Children stay with forearm grip and practice that.

### Key Questions

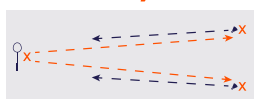
What grips do we need in badminton?

### Warm Up

Throwminton:

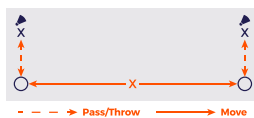
This helps the children think about where they should play shots and encourage the use of the split step. The children play in pairs and throw the ball over the net under arm. The children can only move when the ball is in the air! If the ball touches the floor, then it is a point to the other pair.

### Main Activity



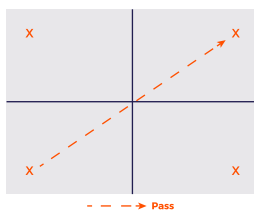
Forearm:

In 3's children stand in a triangle, one player stands at the point of the triangle with a racket, stood in the ready position. Other players take it in turns to throw the shuttle to the side of player one. Player 1 adjusts their grip and plays forearm shot on one side, and backhand shot on the other. Rotate roles.



Split Step In Pairs:

In 3's have two flat markers either side of the player with the racket. Player 2 & 3 take it in turns to throw the shuttle towards the flat marker, as player 1 chasse steps towards the shuttle and passes back. Repeat on opposite side.



Get It In The Box (Best Of 3):

Set out four boxes together with cones - with a child in each box! The aim of the game is to serve the shuttlecock into the box that is diagonally opposite you. Each time it is a child's turn they get four attempts to hit the shuttlecock into their opponent's box (2 forearm and 2 backhand).

### Cooldown

Recap and discuss Success Criteria.

### Backhand Lift

Forearm Pass:

- Rotate your elbow and wrist to extend your racket arm quickly towards the shuttlecock
- Contact the shuttle in front of your racket foot at the highest point possible

# Year 3 - Intro to Net & Wall Games

## Tennis & Badminton - Lesson Plan

**PLAYING**  
**EDSTART**

### Lesson Objective

To introduce the specific footwork needed when playing badminton

Lesson 6/6

### Equipment Needed

Rackets, shuttlecocks, cones, hoops, badminton net and posts.

### Success Criteria

Children can:

- Move quickly to be in a position to consistently return a shuttle
- Perform a series of movements whilst retaining their balance
- Complete a split-step (ready position)

### Adapted Learning (Differentiation) (Challenge)

Group by ability, vary the distance in which children travel.

### Key Questions

What is the split step?

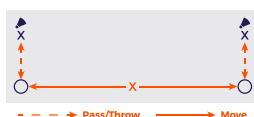
### Warm Up



#### Split Step:

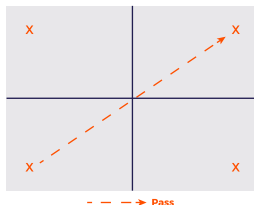
Pupils work in pairs facing each other. One pupil holds a bean bag (or shuttle) and is the "leader". The "chaser" must follow. The "leader" throws the beanbag, and the "chaser" tries to catch it and return it.

### Main Activity



#### Split Step In Pairs:

In 3's have two flat markers either side of the player with the racket. Player 2 & 3 take it in turns to throw the shuttle towards the flat marker, as player 1 chasse steps towards the shuttle and passes back. Repeat on opposite side.



#### Get It In The Box (Best of 3):

Set out four boxes together with cones – with a child in each box! The aim of the game is to serve the shuttlecock into the box that is diagonally opposite you. Each time it is a child's turn they get four attempts to hit the shuttlecock into their opponent's box (2 forearm and 2 backhand).

#### Half-Court Singles Matches:

Divide the class into as many courts as you have available. Each court will be divided in half to allow four children to play on a court at a time. The children don't need to win to serve, simply alternate turns to serve and whoever wins the point, gets a point! Play each game as a 'first to 5'. This allows for a quick turnaround of players but also lets children play for a considerable length of time!

### Cooldown

Recap and discuss Success Criteria.

### Key Technical Points

#### Split Step:

- One foot chases the other but never quite catches up
- Feet don't have to be parallel to each other for a chasse