

# Year 2 - Intro to Racket Skills

## Lesson Plan

Lesson Objective	To hold a tennis racket correctly	Lesson 1/6
Equipment Needed	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.	
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Hold racket at the bottom of the grip</li><li>• Know where they need to hold their racket in relation to the body</li></ul>	
Adapted Learning (Differentiation) (Challenge)	Use lighter rackets, larger balls, or bean bags.	
Key Questions	How do we grip the tennis racket?	
Warm Up	<b>Colour Run:</b> Set out five different coloured lines (red, blue, green, white, yellow). The children middle of the five lines facing the coach. When they say a colour, they children side step towards the coloured line, and stand in the position ready to play tennis.	
Main Activity	<b>How To Hold The Racket:</b> Spend some time explaining this to the children and allow them chance to have multiple goes at holding the racket (ask them to shake hands with it). Make sure you have chance to see all of the children holding the racket so you can help them get it right as soon as possible.  <b>Find A Racket:</b> Ask the children to place their racket on the floor in a space. They then move around, being careful not to kick/trip over a racket. Coach shouts 'find a racket, then the children must find a racquet, pick it up and hold it in the correct grip.   <b>Egg &amp; Spoon (Tennis Style):</b> 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.  <b>Tap Up Tennis:</b> 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.	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	<b>Grip:</b> Place your hand on the racket so that the V formed by your thumb and forefinger.	

# Year 2 - Intro to Racket Skills

## Lesson Plan

### Lesson Objective

To contact a tennis ball from a self-feed

Lesson 2/6

### Equipment Needed

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

### Success Criteria

Children can:

- Be encouraged to watch the ball and follow it with their racket
- Control the racket, keep it flat and move it smoothly
- Bounce the ball at waist height and hit it into the air

### Adapted Learning (Differentiation) (Challenge)

Use lighter rackets, larger balls, or bean bags.

### Key Questions

How do we grip the tennis racket?

### Warm Up

#### Racket Control Challenges:

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.

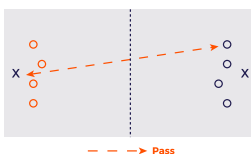
### Main Activity

#### The Mouse & It's House:

Hold the racket in the correct grip and place their ball on top "Mouse on the house". Walk the mouse (walk around the playing area balancing the ball on the strings of the racket). Bounce the Mouse (Allow the ball to bounce on the floor, then hit the ball upwards to allow it bounce again until a new instruction is called). Mouse Trap! (Squash the ball on the floor with the racket!)

#### Tap Up Tennis:

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.



#### Target Tennis:

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 and feed the ball to themselves to hit the ball and aim to hit one of the cones between the two players. You keep what you hit. The child with the most cones wins.

### Cooldown

Recap and discuss Success Criteria.

### Key Technical Points

#### Forearm:

Stand sideways to the ball, racket strings facing forward, eyes on the ball, racket swings from low to high position to hit ball.

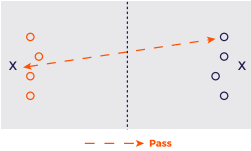
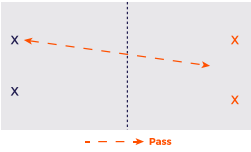
# Year 2 - Intro to Racket Skills

## Lesson Plan

<b>Lesson Objective</b>	To hit 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</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>The Mouse &amp; It's House:</b> <p>Hold the racket in the correct grip and place their ball on top "Mouse on the house". Walk the mouse (walk around the playing area balancing the ball on the strings of the racket), Bounce the Mouse (Allow the ball to bounce on the floor, then hit the ball upwards to allow it bounce again until a new instruction is called). Mouse Trap! (Squash the ball on the floor with the racket!)</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><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>	
	 <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></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 2 - Intro to Racket Skills

## Lesson Plan

<b>Lesson Objective</b>	To hit the ball over a net towards a target area	<b>Lesson 4/6</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>• Hit the ball over a short distance towards a target area</li><li>• Know to swing their racket from low to high and leave racket facing towards the target area</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Match children by ability and look to use differentiated equipment if needed.	
<b>Key Questions</b>	How do we move forward to play a shot?	
<b>Warm Up</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>Main Activity</b>	<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>Target Tennis:</b> <p>Set up a marker the children must hit their ball behind and scatter on your side of the court, the children take it in turns to hit the 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>  <b>Edstart Championships:</b> <p>Each court will be divided in half to allow eight children to play on a court at a time. Play 2v2 on each half of the court. 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'.</p>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Moving To A Ball:</b> <p>Right-handed player – move their left foot furthest forward when they hit the ball. Opposite for left handed players!</p>	

# Year 2 - Intro to Racket Skills

## Lesson Plan

### Lesson Objective

To move towards the ball and be able to play a shot to get the ball back towards their partner

Lesson 5/6

### Equipment Needed

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

### Success Criteria

Children can:

- Move towards the ball as it travels, from starting in ready position
- Track the ball as it moves, and adjust feet accordingly
- Have their racket back, in preparation of hitting the ball as it bounces

### Adapted Learning (Differentiation) (Challenge)

Match children by ability and look to use differentiated equipment if needed.

### Key Questions

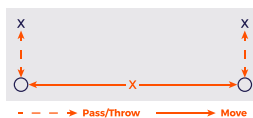
How do we move forward to play a shot?

### Warm Up

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.

### Main Activity

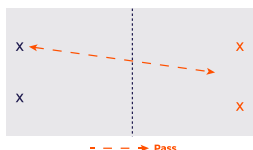


Ready, Step, Play:

In 3's has two flat markers either side of the player with the racket. Players 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, player 1 adopts the ready position and moves across to play each shot.

The Longest Rally:

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.



Edstart Championships:

Each court will be divided in half to allow eight children to play on a court at a time. Play 2v2 on each half of the court. 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'.

### Cooldown

Recap and discuss Success Criteria.

### Backhand Lift

Moving To A Ball:

Right-handed player - move their left foot furthest forward when they hit the ball.  
Opposite for left handed players!

# Year 2 - Intro to Racket Skills

## Lesson Plan

<b>Lesson Objective</b>	To play short rallies over a net with a partner	<b>Lesson 6/6</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>• Play short rallies with a partner over a net</li><li>• Move towards the ball and be able to play a shot to get the ball back towards their partner</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Group by ability.	
<b>Key Questions</b>	How do we rally with a partner?	
<b>Warm Up</b>	<b>Ready Position:</b> Children in pairs, one ball per pair. Mark out three cones, approx. 2m's between each cone, three different coloured cones. One child starts at middle cone, other child calls out a colour of a cone (not the middle cone) and partner at cones must sidestep/run to that cone touch and back to middle. Swap round after six goes. On second attempt partner who is calling to speed up their calling.	
<b>Main Activity</b>	<b>Tap Up Tennis:</b> One ball and racket per child – children to hit the ball up on the racket continuously – How many can you do? PROGRESSION: 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.  <b>The Longest Rally:</b> 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.  <b>Half-Court Singles Matches:</b> Each court will be divided in half to allow eight children to play on a court at a time. The children will play in doubles. 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'.	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<b>Rally:</b> Keep the ball playing by hitting it back and forth with a partner.	

