

Lesson Objective	To be able to hold a tennis racket correctly.	Lesson 1/6
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Equipment Needed	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.
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Success Criteria	Children can: <ul style="list-style-type: none"> hold racket at the bottom of the grip. know where they need to hold their racket in relation to the body.
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EDSTART KNOW

- I can explain how to hold a racket correctly.
- I can describe why gripping at the bottom helps control.
- I can understand where to position my racket in relation to my body.

EDSTART GO

- I can hold the racket in the correct grip.
- I can balance a ball on my racket while moving.
- I can tap the ball up on the racket head.

EDSTART SHOW

- I can respect equipment when using rackets.
- I can encourage classmates in challenges.
- I can celebrate everyone's effort.

Key Question

How do you hold the racket correctly? Hold it like a handshake — fingers wrapped comfortably around the handle, ready to control the ball.

Warm Up

COLOUR RUN: Set out five coloured lines — red, blue, green, white, and yellow. Children start in the middle, facing the coach in a ready position. When the coach shouts a colour, children side-step quickly to that line, stop, and stand in the ready position — feet apart, knees bent, racket-hand ready. Encourage quick reactions and good posture. **PROGRESSION:** Add tennis actions to the colours — e.g. "Red = forehand," "Blue = backhand," "Yellow = ready position!"

Main Activity

SHAKE HANDS WITH YOUR RACKET: Gather the children in a semi-circle and demonstrate the "handshake grip." Ask them to imagine shaking hands with the racket, with their thumb and fingers wrapped comfortably around the handle. Allow plenty of practice time while you circulate and adjust grips. Once secure, have them lift, tap, and rest the racket gently on the floor to build confidence holding it correctly. **PROGRESSION:** Switch between "rest" (racket down) and "ready" (racket up) on command to build quick reactions and muscle memory.

FIND A RACKET: Each child places their racket on the floor in a safe space. On "Go!", they move around the hall weaving in and out without touching any rackets. When the coach calls "Find a racket!", children quickly locate one, pick it up, and hold it using the handshake grip. Reinforce awareness of space and correct grip on every attempt. **PROGRESSION:** Add fun variations such as "Find a red marker!" or "Find a racket near the cone!" to build reaction time and scanning skills.



BALANCE RELAY: Children work in groups of four, each with a racket and ball. They balance the ball on the racket head and walk or jog carefully to the far line before passing to the next teammate. If the ball drops, they must stop, rebalance, and continue from the same spot. Focus on steady movement, soft hands, and keeping eyes on the ball. **PROGRESSION:** Add weaving cones, alternate movement styles (hop, sidestep), or challenge children to stop and freeze halfway.

TAP UP TENNIS: Each child has a racket and ball. They softly tap the ball upward, counting how many consecutive controlled taps they can make. Encourage small movements, light touches, and eyes on the ball. Once stable, have them alternate high/low taps or switch hands to build coordination. Confident pupils move into paired rallies — both with rackets, sharing one ball, hitting it up and passing to their partner after one bounce. The challenge: How long can you keep the rally going? **PROGRESSION:** Try rallies without the bounce or increase distances gradually.

Adapted Learning (Differentiation) (Challenge)

SPACE
 Increase or reduce court size; add or remove movement paths.

TASK
 Change balance challenges, vary tap height, or add decision-making commands.

EQUIPMENT
 Use larger balls, lighter rackets, or wider targets for beginners.

PEOPLE
 Work solo, in pairs, or small teams depending on confidence.

Key Technical Point

Soft "handshake grip," eyes on the ball, and small controlled movements for balance and taps.

Cooldown

TENNIS STATUES: Children move slowly around the area with their rackets. When the coach calls a tennis word such as "Volley!", "Serve!", or "Bounce!", they freeze and strike that pose. Slow movements each round to settle the group. Finish in a circle with a final reflection: "What helped you keep your ball balanced today?" and "What do you need to remember when holding your racket?"

Lesson Objective To be able 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:

- 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.

EDSTART KNOW

- I can explain how to watch the ball closely.
- I can describe how to keep the racket flat when hitting.
- I can understand how to bounce the ball at waist height.

EDSTART GO

- I can self-feed and strike the ball into the air.
- I can keep control when tapping up.
- I can aim at targets in racket games.

EDSTART SHOW

- I can respect my partner when rallying.
- I can encourage others to keep going.
- I can celebrate effort fairly.

Key Question

How do you keep the ball on the racket? Use small, gentle taps while keeping your eyes on the ball and your racket steady.

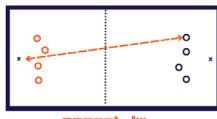
Warm Up

BALANCE RELAY: Split the class into groups of up to four. Each child has a racket and a ball. Children take turns balancing the ball on the racket head and walking or jogging carefully to the opposite side before passing the racket and ball to their teammate. If the ball drops, they must stop, pick it up, and continue from where they left off. Encourage control, focus, and steady movement over speed. **PROGRESSION:** Add obstacles such as cones to weave through or have players move sideways or backwards while keeping balance.

Main Activity

THE MOUSE & ITS HOUSE: Each child has a racket and ball, the ball is the mouse, the racket is its house! Children walk carefully while balancing the "mouse" on the racket. On command: Mouse on the House (balance the ball), Bouncing Mouse (let it bounce once, then tap it back up), and Mouse Trap (tap the ball down and gently "squash" it). Switch between commands to develop control and focus while keeping the activity imaginative. "Can your mouse sneak quietly across the room?" **PROGRESSION:** Add "Mouse Run" (slow dribble) or "Mouse Jump" (one high tap and catch).

TAP UP TENNIS: Each child taps the ball gently up and down on the racket, counting how many consecutive taps they can make without dropping it. Discuss with the group: "What helps you keep the ball steady?" (small taps, eyes on the ball, soft hands). Then move into pairs with one shared ball, each player taps once before passing the ball through the air or after one bounce. The challenge: "How long can you keep the rally going?" **PROGRESSION:** Try switching hands each round or aim to beat the previous rally score.



TARGET TENNIS: Pairs stand opposite each other with a row of cones placed between them. Each player feeds the ball to themselves and strikes it gently using a forehand or backhand, aiming to knock over the cones. When a cone is hit, the player collects it — the one with the most cones at the end wins. Encourage controlled, accurate hitting rather than power. **PROGRESSION:** Spread cones further apart or use smaller targets for increased difficulty.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce the area; add or remove movement paths.

TASK

Adjust challenge actions, tap height, or rally expectations.

EQUIPMENT

Use larger balls, lighter rackets, or wider targets for support.

PEOPLE

Work individually, in pairs, or small groups to match confidence.

Key Technical Point

Soft handshake grip, light controlled taps, steady racket, and eyes focused on the ball.

Cooldown

TENNIS TRAIL: Children walk slowly while balancing the ball on the racket. On the coach's call they respond: "Bounce!" (one soft bounce), "Spin!" (slow turn while balancing), and "Trap!" (stop the ball gently under the racket). End with a calm still position, racket held flat, slowly rolling the ball side to side while breathing deeply. Ask reflective questions: "What helped you control the ball today?" and "Which game was your favourite?"

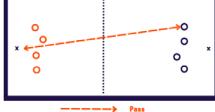
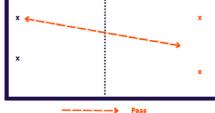
Lesson Objective	To be able to hit a bouncing ball towards a partner.			Lesson 3/6
Equipment Needed	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> be in balanced position when hitting the ball. have their racket back before the ball has bounced. have the strings of their racket facing their partner. 			
EDSTART KNOW	EDSTART GO			EDSTART SHOW
<ul style="list-style-type: none"> I can explain how to stand sideways to the ball. I can describe why I get my racket ready early. I can understand how racket strings face my partner. 	<ul style="list-style-type: none"> I can hit a bouncing ball towards a partner. I can use forehand and backhand shots. I can rally in small games. 	<ul style="list-style-type: none"> I can respect my partner in rallies. I can encourage others during games. I can celebrate teamwork. 		
Key Question	What helps you control the ball when hitting? Keeping your eyes on the ball, using small controlled swings, and striking with a steady racket face helps you stay accurate and in control.			
Warm Up	<p>THE MOUSE & ITS HOUSE: Each child has a racket and ball, the ball is the mouse, the racket is its house! Children walk carefully while balancing the "mouse" on the racket. On command: Mouse on the House (balance the ball), Bouncing Mouse (let it bounce once, then tap it back up), and Mouse Trap (tap the ball down and gently "squash" it). Switch between commands to develop control and focus while keeping the activity imaginative. "Can your mouse sneak quietly across the room?" PROGRESSION: Add "Mouse Run" (slow dribble) or "Mouse Jump" (one high tap and catch).</p>			
Main Activity	<p>BOUNCE & STRIKE: Children work in pairs. One player is the feeder and the other is the hitter. The feeder gently throws the ball to the hitter, alternating between forehand and backhand sides. The hitter lets the ball bounce once before striking it softly back, focusing on control, watching the ball, and using a smooth, steady swing. After several rounds, partners switch roles to experience both feeding and hitting. PROGRESSION: Challenge pairs to keep a rally going without letting the ball bounce.</p> <p>TARGET TENNIS: A line of cones is set up between two players or pairs, each standing behind a marker they must stay behind when hitting. Players take turns using forehand or backhand strokes to try and knock over the cones. Each cone successfully hit is collected by the player, and the one with the most at the end wins. Encourage players to focus on accuracy and clean technique rather than power. PROGRESSION: Move the cones further apart or switch to smaller targets to increase difficulty.</p> <p>RALLY CHALLENGE: Pairs work on half a court, aiming to keep a continuous rally going by striking the ball back and forth while staying in their own half. The ball may bounce once but not twice and must remain in bounds. Encourage cooperation, rhythm, and communication — players should call "Mine!" or "Bounce!" to stay organised and maintain flow. PROGRESSION: Count the number of consecutive shots — encourage pairs to beat their previous rally score each time.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Increase or reduce the distance between partners or widen/narrow target areas.	TASK Adjust number of bounces, hitting technique, or challenge rules.	EQUIPMENT Use larger balls, lighter rackets, or bigger targets for support	PEOPLE Work individually, in pairs, or small groups to match confidence and readiness.
Key Technical Point	Watch the ball closely, keep the racket steady, and use smooth forehand or backhand swings for accuracy.			
Cooldown	<p>TENNIS TRAIL: Children walk slowly around the area while balancing the ball on their racket. On the coach's calls, they respond appropriately: "Bounce!" (one soft bounce), "Freeze!" (hold the ball balanced for 5 seconds), and "Trap!" (gently stop the ball under the racket). Finish in a circle with rackets held flat, rolling the ball side to side while taking deep breaths. Ask reflective prompts: "What helped you keep control today?" and "How did you work with your partner during the rallies?"</p>			

Year 2 - Intro to Racket Skills

Lesson Plan

PLAYING

EDSTART

Lesson Objective	To be able to hit the ball over a net towards a target area.	Lesson 4/6		
Equipment Needed	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.			
Success Criteria	Children can: <ul style="list-style-type: none">hit the ball over a short distance towards a target area.swing their racket from low to high and leave racket facing towards the target area.			
EDSTART KNOW	<ul style="list-style-type: none">I can explain how to swing low to high.I can describe how to face the racket towards my target.I can understand how to move forward to meet the ball.	<ul style="list-style-type: none">I can hit over a net with control.I can aim at target areas.I can apply skills in rallies and small games.		
Key Question	What helps you hit the ball accurately? Keeping your eyes on the ball, using small controlled swings, and aiming your racket face toward the target helps you stay accurate.	<ul style="list-style-type: none">I can respect opponents when playing.I can encourage my partner in challenges.I can celebrate fairness and effort.		
Warm Up	BOUNCE & STRIKE: Children work in pairs. One player is the feeder and the other is the hitter. The feeder gently throws the ball to the hitter, alternating between forehand and backhand sides. The hitter lets the ball bounce once before striking it softly back, focusing on control, watching the ball, and using a smooth, steady swing. After several rounds, partners switch roles to experience both feeding and hitting. PROGRESSION: Challenge pairs to keep a rally going without letting the ball bounce.			
Main Activity	RALLY CHALLENGE: Children work in pairs on half a tennis court, aiming to see how many consecutive shots they can play without the ball bouncing twice or going out of bounds. Encourage teamwork, communication, and rhythm — players should call “Bounce!” or “Mine!” to stay coordinated. Focus on gentle, controlled shots and aiming toward the middle of the court to keep rallies going longer. PROGRESSION: Track scores and challenge pairs to beat their longest rally.			
	 <p>CONE KNOCKOUT: Set up two small playing areas with cones scattered through the middle. Players stand facing each other behind their own line and take turns hitting the ball, aiming to knock over or hit as many cones as they can. Each cone hit is collected, and the player with the most cones at the end wins. Encourage accuracy over power and smooth, controlled swings. PROGRESSION: Move players further apart or switch to smaller target cones to increase the challenge.</p>			
	 <p>EDSTART CHAMPIONSHIPS: Divide each tennis court in half so eight players can play at once. Children compete in 2 vs 2 mini matches, alternating serves between teams. Players don't need to win a point to serve, simply rotate who starts each rally. The first team to reach five points wins. Praise fair play and teamwork after every rally, a simple “well played!” before serving again. PROGRESSION: Winning pairs move up a “championship ladder” to face new teams of similar ability.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Use larger or smaller playing areas, increase or decrease distance.	TASK Change rally targets, number of bounces, or introduce accuracy challenges.	EQUIPMENT Use softer balls, larger rackets, or bigger targets for support.	PEOPLE Work 11, in pairs, small teams, or add defenders depending on confidence.
Key Technical Point	Keep the racket steady, watch the ball closely, and strike with a smooth, controlled swing.			
Cooldown	TENNIS TRAIL: Children walk slowly around the court balancing the ball on their racket. On the coach's call: “Bounce!” (one soft bounce), “Spin!” (turn carefully while balancing), “Trap!” (stop the ball under the racket). Finish in a circle, holding rackets flat in their hands and rolling the ball side to side while taking slow, deep breaths. Ask: “What helped you keep control during your rallies?” and “How did you work together as a team?”			

Year 2 - Intro to Racket Skills

Lesson Plan

PLAYING

EDSTART

Lesson Objective To be able 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.

EDSTART KNOW

- I can explain how to move into ready position.
- I can describe how to adjust my feet.
- I can understand how to prepare my racket early.

EDSTART GO

- I can move towards the ball before it bounces.
- I can hit the ball back to my partner.
- I can rally in small games.

EDSTART SHOW

- I can respect teammates in rallies.
- I can encourage my group to keep the rally going.
- I can celebrate personal and team successes.

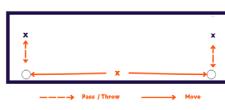
Key Question

How can you get into the best position to hit the ball? By moving early, staying balanced, and returning to the ready position so you can reach the next ball quickly.

Warm Up

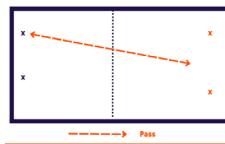
BOUNCE & STRIKE: Children work in pairs. One partner is the feeder, and the other is the hitter. The feeder gently throws the ball to the hitter, alternating between the forehand and backhand sides. The hitter allows the ball to bounce once before returning it with a controlled swing. Encourage children to focus on timing, control, and watching the ball closely. Swap roles after a few minutes so everyone gets a turn to hit. **PROGRESSION:** Challenge pairs to return the ball without letting it bounce, keeping a steady rhythm.

Main Activity



READY, STEP, PLAY: Organise groups of three. Player 1 stands between two flat markers, holding a racket, while Players 2 and 3 stand opposite, each in line with a marker. Players 2 and 3 take turns gently throwing the ball towards their marker, and Player 1 performs a chasse step (side-step) to reach the ball, gets into position, and hits or passes it back before returning to the central ready position. Rotate roles after a set time so all players practise feeding and hitting. Encourage early movement, balance, and fast recovery to the centre. **PROGRESSION:** Increase the speed of throws or reduce recovery time between hits to challenge movement and control.

RALLY CHALLENGE: Pairs work on half a court trying to keep a continuous rally going for as long as possible without the ball bouncing twice or going out. Players communicate clearly by calling "Mine!" or "Bounce!" before each shot and focus on consistent, controlled placement rather than power. **PROGRESSION:** Rally across a full half-court width or add a low net if available to increase realism.



EDSTART CHAMPIONSHIPS: Divide each court in half to create two mini courts so eight children can play 2 vs 2 matches at the same time. Teams alternate serves, and the winner of each rally earns a point. Play first to 5 points while encouraging teamwork, simple communication ("Yours!" "Mine!") and fair play. After each round, rotate opponents so children face new challenges. **PROGRESSION:** Use a "serve and rotate" system where winners move up a court and losing teams move down.

Adapted Learning (Differentiation) (Challenge)

SPACE
increase or reduce distance between players or widen/narrow court areas.

TASK
Adjust rally targets, footwork demands, or add accuracy challenges.

EQUIPMENT
Use slower balls, larger rackets, or bigger targets for support.

PEOPLE
Work 1:1, in pairs, or small groups; add feeders or defenders to change difficulty.

Key Technical Point

Use a quick chasse step, stay balanced, and keep your eyes on the ball before swinging.

Cooldown

TENNIS STATUES: Children walk slowly around the area balancing their ball on their racket. When the coach calls "Ready!", players adopt the tennis ready position; "Bounce!" means one gentle bounce; "Freeze!" means they hold a fun tennis pose while balancing the ball. Gradually slow the movements and finish with a group discussion: "What helped you stay in control today?" and "How did you move to reach the ball?"

Lesson Objective	To be able to play short rallies over a net with a partner,	Lesson 6/6
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Equipment Needed	Tennis rackets, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.
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Success Criteria	Children can: <ul style="list-style-type: none"> play short rallies with a partner over a net. move towards the ball and be able to play a shot to get the ball back towards their partner.
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EDSTART KNOW

- I can explain how to keep a rally going.
- I can describe why communication helps in doubles.
- I can understand how to alternate serves fairly.

EDSTART GO

- I can rally with a partner over a net.
- I can keep the ball in play with control.
- I can play short matches in Half Court games.

EDSTART SHOW

- I can respect rules and opponents.
- I can encourage teammates during games.
- I can celebrate fairness and enjoyment.

Key Question

How do you keep control of the ball during tapping or rallies?

By using small, controlled movements, keeping eyes on the ball, and staying balanced while preparing early for each hit.

Warm Up

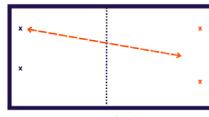
COLOUR REACT: Children work in pairs with three coloured cones set about 2 metres apart. Player 1 stands at the middle cone while Player 2 calls out a colour; Player 1 must sidestep or run quickly to touch the named cone and return to the centre. After six turns, they swap roles. Encourage light feet, quick reactions, and a low, balanced stance.
PROGRESSION: Increase speed of commands to challenge reaction time and agility

Main Activity

TAP UP TENNIS: Each child has a racket and ball, tapping the ball upwards continuously while counting how many taps they can make without dropping it. Encourage small, controlled movements and eyes on the ball at all times.
PROGRESSION: Move into pairs with one ball shared; players alternate hits, allowing one bounce between taps, aiming to keep the rally going as long as possible. Ask: "How can you keep the ball close and under control?"



RALLY CHALLENGE: Pairs work on half a tennis court trying to keep a rally going for as many consecutive shots as possible without the ball bouncing twice or going out. Players aim for smooth, controlled strokes, good timing, and clear communication by calling for the ball early. **PROGRESSION:** Add timed rounds such as "How many shots can you make in 30 seconds?"



HALF COURT MATCHES: Divide the court into smaller half courts so multiple games can run at once. Children play 2 vs 2 doubles, alternating serves each rally, scoring one point per rally until a team reaches five points. Emphasise teamwork, spacing, and good sportsmanship through handshakes or thumbs-up at the end of each game. **PROGRESSION:** Use a ladder rotation where winning teams move up to face new opponents.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust playing area size or distance between partners to support or challenge rally control.

TASK

Change hitting patterns, add targets, or vary rally rules to adapt difficulty.

EQUIPMENT

Use slower balls, lighter rackets, or larger targets to support success.

PEOPLE

Practise individually, in pairs, or small groups; add feeders or teamwork elements.

Key Technical Point

Keep the racket flat, stay balanced on light feet, and watch the ball closely before making contact.

Cooldown

TENNIS TRAIL: Children walk slowly around the area balancing the ball on their racket. On the coach's call, they respond with actions such as a gentle bounce, a careful spin, or a balanced freeze. Movement gradually slows before gathering in a circle to take deep breaths and reflect on learning. Ask: "What helped you stay in control today?" and "How did your partner support you during rallies?"