

**Lesson Objective** To understand how to hold the racket and to be in the ready position

**Lesson 1/6**

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

**Success Criteria** Children can:

- Know their feet need to be at least shoulder width apart with your head forwards onto the court and bend your knees slightly
- Know to hold the racket using the 'shake hands' grip
- Know after hitting the ball return to the centre of the court and be in the ready position as soon as possible

### EDSTART KNOW

- I can explain what the ready position is
- I can describe how to hold the racket using the 'shake hands' grip
- I can understand why I must return to the middle of the court after each shot

### EDSTART GO

- I can hold the racket correctly and move into the ready position
- I can react quickly to calls and move to the correct cone
- I can rally with a partner, keeping the ball in play

### EDSTART SHOW

- I can encourage my partner in challenges
- I can share equipment and take turns fairly
- I can respect my partner when playing rallies

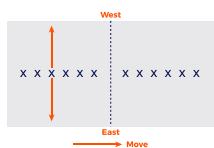
### Key Questions

What is the ready position? A balanced stance that helps you react quickly to the ball. Where do I stand in the ready position? Near the middle of the court, facing the ball with knees bent and racket in front.

### Warm Up

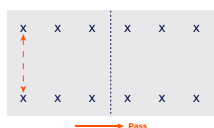
**SMASH & READY POSITION:** Pupils jog around the space; on "SMASH!" they jump and pretend to smash, on "READY POSITION!" they freeze in a strong stance. **PROGRESSION:** Add a racket so pupils hold the correct grip and recover quickly to ready position.

### Main Activity



**RACKET WIZARD CHALLENGES:** Pupils use rackets and balls to progress through a series of control "magic levels," starting with tap ups to develop soft hands and control, then tap downs to practise guiding the ball to the floor. They move on to mix it up (one up, one down), switch hands to improve coordination, walking control to maintain balance while moving, and finally freestyle where pupils create their own tricks. Emphasise focus, light touches, and keeping the ball under control rather than hitting hard. **PROGRESSION:** Add 30-second mini battles to see who can keep the ball going the longest, and introduce wizard ranks (Bronze, Silver, Gold, Grand Master) to motivate progress and celebrate improvement.

**TENNIS COMMANDO:** Pupils begin in a strong ready position in the centre of the court. On the coach's call of BASE CAMP or NET ZONE, they sprint quickly to the correct line, tap it with their racket, and recover back to the centre ready position as fast as possible. Focus on quick reactions, controlled footwork, and returning to balance. **PROGRESSION:** After each call, pupils must complete three controlled tap ups or one steady bounce on the racket before resetting to ready position.



**LIGHTNING REACTIONS:** One player starts in the centre in ready position while a partner calls out a colour. The player reacts quickly, moves to the matching cone, taps it with their racket, and returns to the centre in a balanced ready stance. Emphasise fast reactions, light footwork, and controlled recovery. **PROGRESSION:** Link each colour to a shot type (forehand, backhand, volley) so pupils perform the action before returning to ready position..

**RALLY ROYALE:** Pairs rally on half courts, aiming to keep the ball in play for as long as possible while counting each shot aloud. The focus is on control, consistency, and working together rather than hitting hard. Encourage pupils to adjust their position, communicate, and recover to ready position after every shot. **PROGRESSION:** Introduce a royal ladder system where pairs move up or down courts based on rally success, and add themed rounds such as weak-hand rally or move-and-rally, where players must side-step or recover before each return.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Larger spaces for movement drills, smaller areas for tighter control.

#### TASK

Start with racket control, progress to rallies.

#### EQUIPMENT

Use sponge balls for beginners, tennis balls for advanced.

#### PEOPLE

Work individually, then in pairs, then in small groups.

### Cooldown

**WALK & STRETCH:** Pupils walk slowly around the space, gently swinging their rackets before completing arm and leg stretches to relax the body. **PROGRESSION:** Add partner mirror stretches to encourage control and awareness. : Why is it important to get back to the ready position?

### Key Technical Points

**Grip:** Place your hand on the racket so that the V formed by your thumb and forefinger are at roughly 11 o'clock (or one o'clock if you're left-handed).

**Ready Position:** This is the position the children should adopt when waiting to return a shot – knees bent, body balanced, racket in front of the chest and eyes forward.

### Lesson Objective

To play the forearm and backhand shots under control

Lesson 2/6

### Equipment Needed

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

### Success Criteria

Children can:

- Look to get to the ball as soon as possible
- Should make their forward swing of the racket from low to high
- Should make contact with the ball at around waist height
- Watch the ball travel and decide to play a shot other than the forearm shot
- Start to understand the term 'backhand shot'

### EDSTART KNOW

- I can explain when to use a forehand or backhand shot
- I can describe how to swing from low to high
- I can understand why I should watch the ball closely

### EDSTART GO

- I can play forehand and backhand shots with control
- I can make contact with the ball around waist height
- I can rally with a partner using both shots

### EDSTART SHOW

- I can encourage my partner to try new shots
- I can respect my partner when feeding balls
- I can work fairly in rallies and competitions

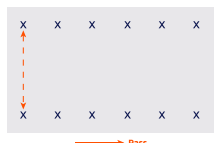
### Key Questions

Why is control more important than power in tennis? Because controlled shots keep the ball in play, allow longer rallies, and give you time to recover to the ready position.

### Warm Up

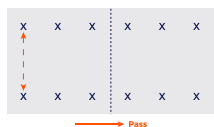
**TAP-UP TENNIS:** Pupils continuously bounce the ball on their racket, first individually to build control, then in pairs to maintain rhythm and awareness. Focus on soft touches and keeping the ball central on the strings. **PROGRESSION:** Challenge pupils to alternate between forehand and backhand sides on each tap.

### Main Activity



**TENNIS DUO CHALLENGE:** In pairs, one pupil works as the feeder while the other is the hitter. The feeder gently throws the ball alternately to the forehand and backhand side, allowing the ball to bounce once before the hitter returns it with a smooth, controlled swing. Emphasise correct grip, side-on body position, and balanced footwork. After each shot, the hitter should recover quickly back to the ready position. Swap roles regularly so both pupils practise feeding and hitting. **PROGRESSION:** Increase the challenge by varying the height and direction of feeds to encourage movement, or challenge pairs to rally without allowing the ball to bounce, focusing on quick reactions and soft hands.

**FOREHAND FIRE:** The teacher demonstrates correct forehand technique, highlighting a side-on stance, eyes on the ball, a smooth low-to-high swing, and a controlled follow-through across the body. Pupils begin with drop feeds, focusing on timing and contact, before progressing to underarm feeds that require improved footwork and positioning. Once confident, pupils aim their shots into marked end zones and corner boxes to develop accuracy and directional control. The activity finishes with forehand-only rallies, encouraging consistency, recovery to ready position, and teamwork. **PROGRESSION:** Introduce forehand scoring zones, awarding 1 point for shots landing in the middle and 3 points for accurate corner shots to increase challenge and motivation.



**BACKHAND BLAST:** Pupils learn the two-handed backhand starting with simple drop feeds to build confidence, correct grip, and timing. The focus is on a side-on stance, balanced footwork, keeping eyes on the ball, and a smooth swing with a controlled follow-through. Once secure, pupils progress to underarm feeds, requiring quicker preparation and better movement into position. Targets or boxes are placed behind the feeder to encourage accuracy and direction. **PROGRESSION:** Run a Backhand Target Tournament, awarding points for accurate hits into target areas to motivate focus, consistency, and improved technique.

**RALLY ROYALE:** Pairs rally on half courts, allowing one bounce per shot and counting aloud to build consistency and teamwork. The focus is accuracy, timing, and control rather than power. **PROGRESSION:** Add rally zones or themed challenges (forehand/backhand only) and finish with a Rally Royale Tournament.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter distances for beginners, longer for advanced.

#### TASK

Practise one shot at a time, then combine.

#### EQUIPMENT

Use larger balls for beginners, tennis balls for advanced.

#### PEOPLE

Work in pairs for feeding, progress to group rallies.

### Cooldown

**GENTLE RALLY:** Pairs rally softly, allowing one bounce per shot, focusing on control and relaxed movement. Finish with gentle stretches for arms and shoulders. **PROGRESSION:** Add a challenge to complete 5 CONSECUTIVE SHOTS before stretching. What is the difference between forehand and backhand shots?

### 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.

**Ready Position:** Hold racket with two hands, bring racket across body, step dominant leg across body, swing racket away from body and step out.

# Year 6 - Tennis

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To play a rally with a partner by selecting the correct technique

**Lesson 3/6**

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

**Success Criteria** Children can:

- Track the ball all the way from once it leaves their partners racket
- Aim to get the racket back before the ball has bounced
- Decide which shot needs to be played, and move their feet accordingly

### EDSTART KNOW

- I can explain why it is important to move my feet before hitting
- I can describe how to decide between forehand and backhand
- I can understand how to get into position early

### EDSTART GO

- I can rally with a partner using forehand and backhand
- I can move my feet into position before the ball arrives
- I can choose the right shot depending on the ball's position

### EDSTART SHOW

- I can respect my partner during rallies
- I can encourage my teammate when playing Target Tennis
- I can celebrate good shots from others

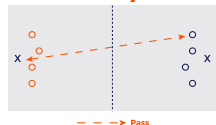
### Key Questions

What helps you switch quickly between forehand and backhand shots? Good footwork, early preparation, and staying balanced in the ready position.

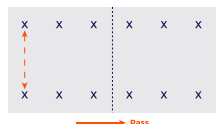
### Warm Up

**BALL FAMILIARISATION:** The feeder throws the ball alternately to the forehand and backhand side while the hitter focuses on controlled returns, correct grip, and balanced footwork. Emphasise smooth swings and quick recovery to ready position. **PROGRESSION:** Challenge pairs to rally without letting the ball bounce.

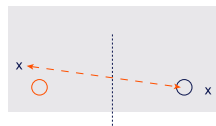
### Main Activity



**TARGET TENNIS SHOWDOWN:** Set up two markers with a spread of cones between them to create a clear target zone. Working in pairs, pupils take turns hitting forehand and backhand shots, aiming to knock over as many cones as possible. Each cone hit is collected and counts as a point, encouraging friendly competition and celebration of success. Emphasise controlled swings, good footwork, and recovering to ready position after every shot, with accuracy valued over power. **PROGRESSION:** Add special bonus cones worth double points, shrink the target area for more challenge, or limit the number of shots per turn to increase focus and pressure.



**COURT COMMAND CHALLENGE:** Teams of four play across a marked mini court, with one team acting as the callers and the other as the responders. Before each shot, the calling team shouts the required stroke, FOREHAND, BACKHAND, or VOLLEY — and the responding team must react quickly and return the ball using the correct technique. If the wrong shot is played or there is hesitation, the calling team earns a point. Emphasise listening skills, fast reactions, footwork, and recovery to ready position. Swap roles regularly so all players practise calling and responding. **PROGRESSION:** Introduce a NO-BOUNCE round for advanced groups, or award bonus points for rallies of five or more accurate, correctly called shots to encourage teamwork and consistency.



**RALLY ROYALE:** On half courts, pairs work cooperatively to keep the rally going for as long as possible, allowing one bounce per shot. Players count each successful return aloud, helping to build rhythm, communication, and shared responsibility for keeping the rally alive. Encourage smooth swings, controlled placement, and quick recovery to the ready position after every shot, with an emphasis on consistency rather than power. **PROGRESSION:** Add themed challenges such as WEAK HAND RALLY, MINI RALLY (service boxes only), or SPIN RALLY to vary difficulty. Introduce a RALLY LADDER, where pairs move up as they improve their longest rally score, motivating progress and persistence.

**WIMBLEDON CHAMPIONSHIPS:** Create a tournament atmosphere using cones or hoops as target zones. Pupils rally or serve aiming to land the ball in the target box to score points. Winners move up the Wimbledon Ladder, with a final Centre Court match to decide the champion. **PROGRESSION:** Add doubles matches or sudden-death tie-breakers to increase excitement and challenge.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use larger targets for beginners, smaller for advanced.

#### TASK

Start with slow rallies, progress to competitive ladder games.

#### EQUIPMENT

Use cones or hoops for targets, tennis balls for rallies.

#### PEOPLE

Pairs for rallies, groups for Wimbledon ladder games.

### Cooldown

**PARTNER RALLY & STRETCH:** Pairs rally softly, allowing one bounce per shot and counting how many successful returns they make together. Finish with gentle stretches for arms, shoulders, and legs. **PROGRESSION:** Use the non-dominant hand during stretches while balancing the racket for extra control and focus. **How do you decide which shot to play in a rally?**

### Key Technical Points

- Children should get used to standing side on as they hit the ball, they should aim to hit the ball with the centre of the strings of the racket and push through in a line towards where they want the ball to go
- If a right handed player moves to play a forehand shot, their left foot should be furthest forward when they hit the ball
- Backhand shots. Need their right foot furthest forward upon impact. Reverse this for left handed players

**Lesson Objective** To underarm serve over a net

**Lesson 4/6**

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

**Success Criteria** Children can:

- Stand sideways to the line and holds the racket and ball together out in front
- Drop the ball onto the racket before it bounces and hit it
- Move the racket in a swinging action from low to high

### EDSTART KNOW

- I can explain how to underarm serve correctly
- I can describe the rules about serving diagonally
- I can understand what happens if a serve is a fault

### EDSTART GO

- I can serve using correct grip and swing
- I can serve diagonally into the correct box
- I can use the serve to start a rally

### EDSTART SHOW

- I can respect my partner when serving
- I can encourage teammates when serving into targets
- I can play fairly in serving competitions

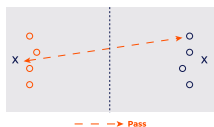
### Key Questions

What should you do after you serve the ball? Recover quickly to the ready position, prepared for the return.

### Warm Up

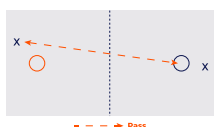
**BATTLESHIPS:** In pairs, pupils use controlled underarm serves to try and hit cones or "ships" placed in the opponent's area. Each successful hit sinks a ship and earns a point, encouraging accuracy and tactical serving rather than power. **PROGRESSION:** Reduce target size, move targets further back, or increase serving distance for added challenge.

### Main Activity

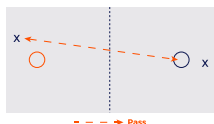


**ACE HUNTERS:** Two lines of markers are set up with a spread of cones placed between them to act as hidden "treasures." Working in pairs, pupils take turns using controlled underarm serves to try to knock over as many cones as possible, collecting each one they hit as a point. Encourage pupils to explore different serving angles, adjust their body position, and use both forehand and backhand serves to reach tricky targets. Emphasise accuracy, consistency, and recovery to ready position after each serve rather than power. **PROGRESSION:** Introduce special **POWER CONES** worth double points, reduce the number of cones to increase difficulty, or challenge pupils to serve using their non-dominant hand to develop coordination and control.

**SERVE & RETURN SHOWDOWN:** On short courts, pairs work together with one player serving underarm into a clearly marked service zone while their partner allows the ball to bounce once before returning it with control. The server earns a point for an accurate serve that lands in the service area, while the returner earns a point by winning the rally through consistency and placement. Emphasise smooth serving action, quick movement into the ready position, and controlled returns. Swap roles regularly so both pupils practise serving and returning skills. **PROGRESSION:** Add **ACE ZONES** in the corners of the service area worth extra points, or introduce spin and bounce serve challenges to develop variation and decision-making.



**SERVING LADDER:** Pupils line up facing each other with hoops or clearly marked boxes placed at different distances to act as serving targets. Each player takes an underarm serve, aiming to land the ball in the furthest target they feel confident reaching. A successful serve earns a point and allows the player to move up the ladder, while a missed serve means they stay in their current position, encouraging resilience and repeated practice. Emphasise a steady stance, smooth swing, and accurate placement rather than power. Pupils wait safely behind the service line and retrieve balls between turns. **PROGRESSION:** Introduce rally rounds where, after a successful serve, pupils must complete three controlled returns with their partner to earn bonus points, reinforcing consistency, teamwork, and recovery to ready position.



**WIMBLEDON CHAMPIONSHIPS:** Create a Grand Slam atmosphere with mini one-point matches. Pupils serve underarm into target zones; if the opponent returns, a rally continues until a point is won. Winners move up the Championship Ladder toward Centre Court. **PROGRESSION:** Introduce **DOUBLES FINALS**, add commentary roles, or award bonus points for teamwork, sportsmanship, and longest rally.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Larger serving boxes for beginners, smaller for advanced.

#### TASK

Start with serving into hoops, progress to serving under pressure.

#### EQUIPMENT

Use sponge balls for beginners, tennis balls for advanced.

#### PEOPLE

Pairs for serving practice, groups for ladder games.

### Cooldown

**SERVING RELAX:** Pupils serve gently into marked service boxes, focusing on smooth underarm action, control, and accuracy. After serving, they complete calm stretches for shoulders, arms, and legs to relax the body. **PROGRESSION:** Add a challenge to place serves into different target areas. *What made your serve accurate today?*

### Key Technical Points

#### Serving:

- Keep the ball toss low the ball is played waist level and allow it to drop onto the racket face
- Leave your racket face open
- If you are a right-handed player, you'll swing the racket from right to left, and vice versa

#### Rules:

- Server must stand behind the service line, and play their shot diagonally across the court
- Player has two attempts at a serve before the point is awarded to the other player

# Year 6 - Tennis

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To understand the scoring system and rules involved in doubles tennis matches

**Lesson 5/6**

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

**Success Criteria** Children can:

- Understand the rules and know how to start and restart the match
- Effectively apply some elements of strategy and tactics

### EDSTART KNOW

- I can explain the scoring system in tennis
- I can describe where to stand when playing doubles
- I can understand when to serve, rally, and score

### EDSTART GO

- I can play doubles tennis following the rules
- I can rotate serves fairly with my partner
- I can score points using tactics and teamwork

### EDSTART SHOW

- I can respect referees and scorers
- I can encourage my partner during matches
- I can support my team whether we win or lose

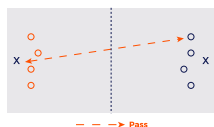
### Key Questions

**How can accurate shot placement and teamwork help you score more points in tennis games?** By aiming shots into space or target zones instead of hitting hard, players give themselves more time to recover and make it harder for opponents to return the ball. Working with a partner through communication and positioning helps cover the court, keep rallies going, and create better scoring opportunities.

### Warm Up

**BATTLESIPS:** Pupils work in pairs and BOUNCE-HIT the ball using their racket, aiming to sink their opponent's "ships" (cones) placed on the opposite side. Each cone hit is removed and scores a point, encouraging control, placement, and tactical shot choice rather than power. **PROGRESSION:** Add a time limit for each round or reduce the number of target cones to increase pressure and decision-making.

### Main Activity



**ACE ATTACK:** Two markers are set up on opposite sides of the court with a spread of cones placed between them to act as clear target areas. Working in pairs, pupils take turns hitting controlled FOREHAND OR BACKHAND shots, aiming carefully to knock down as many cones as possible. Each cone hit is collected and counts as one point — you keep what you hit — which adds motivation and a fun competitive element. Encourage pupils to focus on accuracy over power, using good balance, correct footwork, and a smooth follow-through after every shot. Players should reset to the ready position before the next turn to reinforce good habits. **PROGRESSION:** Add special POWER CONES worth double points, introduce a 60-second time challenge, encourage creative trick shots, or allow pupils to use both hands to increase challenge and engagement.

**DOUBLES DOMINATION:** Courts are split in half to allow multiple doubles games to take place at the same time, with pairs competing against another pair on each half court. Serving alternates between teams so everyone practises serving, and matches are played as FIRST TO 5 POINTS to keep games fast, inclusive, and high energy. Emphasise teamwork, clear communication, and smart positioning, encouraging partners to cover space together and support each other during rallies. After each game, winners move up a court while challengers move down, creating a motivating ladder-style tournament where pupils face a range of opponents. **PROGRESSION:** Add SERVE AND SWITCH, where partners swap sides immediately after serving, testing awareness, adaptability, and coordination under pressure.

**GAME PLAY GRAND SLAM:** Half courts are transformed into a mini Grand Slam tournament, with clearly marked END ZONES, CORNER ZONES, AND TARGET HOOPS that earn bonus points when hit. Pupils compete in 3-MINUTE TIMED MATCHES, rotating opponents each round so everyone experiences different playing styles and challenges. A point is scored whenever the ball bounces twice on the opponent's side, with extra points awarded for accurate placement into the marked target zones. Emphasise tactical play, encouraging pupils to think about where to place the ball, use softer shots when needed, and recover quickly to the ready position rather than relying on power alone. **PROGRESSION:** Introduce GOLDEN RALLY rounds, where rallies of 10 or more consecutive hits earn bonus points, or add a SUDDEN SERVE challenge where points can only be won from successful serves to increase pressure and focus. End the session by crowning the EDSTART GRAND SLAM CHAMPION, celebrating not just winning, but accuracy, control, teamwork, resilience, and sportsmanship.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Half courts for beginners, full doubles courts for advanced.

#### TASK

Start with simple scoring games, progress to doubles matches.

#### EQUIPMENT

Use cones or hoops for targets, nets for realistic matches.

#### PEOPLE

Pairs for doubles, rotate partners to give equal chances.

### Cooldown

**WALKING TENNIS:** Pupils rally at walking pace, focusing on control and accuracy, then stretch. **PROGRESSION:** Rally must last 5 SHOTS before scoring: "What scoring rule was most important to remember today?"

### Key Technical Points

In a standard tennis game, scoring is called with the server's score first. When a team has no points, the score is called "love." The first point won is 15, the second is 30, the third is 40, and the fourth point wins the game. If both teams reach 40–40, this is called deuce. After deuce, the team that wins the next point gains advantage. To win the game from deuce, a team must win two consecutive points—one to gain advantage and the next to secure the game.

# Year 6 - Tennis

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To play a game of doubles tennis using the techniques shown and be able to follow the basic rules **Lesson 6/6**

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

**Success Criteria** Children can:

- Play a game of doubles using the techniques shown
- Understand where they need to stand to be in the best position to play the shots needed
- Start the game with a basic serve and be able to play a rally with their opponents

### EDSTART KNOW

- I can explain the rules of doubles tennis
- I can describe how to position myself in matches
- I can understand how to work with a partner to win points

### EDSTART GO

- I can play competitive doubles matches
- I can serve, rally, and score using the rules
- I can use tactics with my partner to win games

### EDSTART SHOW

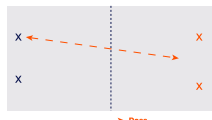
- I can respect referees, opponents, and teammates
- I can encourage my team during matches
- I can show fairness whether I win or lose

**Key Questions** How can teamwork improve performance in doubles matches? Supporting your partner, sharing space, and making decisions together leads to more successful rallies and points.

### Warm Up

**TARGET TENNIS:** Players work in pairs or small groups, taking turns to hit controlled forehand or backhand shots into scattered cones placed around the court. Each cone hit earns a point, encouraging pupils to aim carefully, adjust power, and think about shot placement rather than hitting hard. Emphasise balance, a smooth follow-through, and quick recovery to the ready position after every shot. **PROGRESSION:** Add defenders who can move to block or guard cones, forcing attackers to disguise shots, change direction, and select targets intelligently under pressure.

### Main Activity



**SERVE IT TO WIN IT:** Pupils work in pairs on half courts, taking turns to serve underarm or overarm into clearly marked mini service boxes using cones or hoops. Each accurate serve scores one point, with extra points awarded for landing the ball in smaller **POWER ZONES** such as corner hoops or target areas. Emphasise good serving technique throughout, a controlled toss, clean contact in front of the body, and a balanced follow-through — as well as returning quickly to the ready position after every serve. Encourage partners to count scores aloud and give positive feedback to build confidence and focus. **PROGRESSION:** Add a **SERVE & SPRINT** rule where, after serving, the player must sprint to touch a cone at the back of the court before recovering to the ready position, increasing movement, agility, and pressure while maintaining serving accuracy.

**HALF COURT MATCHES:** Courts are split in half to allow multiple doubles games to run at the same time. Pairs compete in fast-paced matches played as **FIRST TO 5 POINTS**, keeping games inclusive, energetic, and competitive. Emphasise teamwork and communication, encouraging partners to call “MINE” or “YOURS,” move together to cover space, and make quick decisions under pressure. Players should focus on controlled rallies, smart positioning, and recovering to the ready position after every shot rather than relying on power alone. **PROGRESSION:** Award **BONUS POINTS** for successful volleys or rallies of 5+ **HITS** to encourage consistency and net play, and rotate teams using a **CHAMPION'S LADDER**, where winners move up courts and challengers move down to face new opponents.

**GAME PLAY GRAND SLAM:** Pairs compete in fast-paced 3-MINUTE **DOUBLES MATCHES** on half courts, with **END ZONES**, **CORNER TARGETS**, OR **HOOPS** marked out for bonus points. Players score for winning rallies as usual, but earn extra rewards for accurate placement, smart angles, and controlled shots into the target areas. Emphasise tactical thinking over power, encouraging players to move opponents, use the full court, and recover quickly to the ready position after each shot. Clear communication and teamwork are key, with partners supporting each other on every rally. **PROGRESSION:** Introduce **POWER PLAY ROUNDS**, where all points count double for one minute to increase intensity, or **TAG TEAM TENNIS**, where players swap partners between rounds to build adaptability and cooperation. Finish with a **CENTRE COURT FINAL** to crown the **EDSTART TENNIS DOUBLES CHAMPIONS**, celebrating accuracy, teamwork, and sportsmanship.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use half courts for beginners, full doubles courts for advanced.

#### TASK

Start with short matches, progress to full tournament play.

#### EQUIPMENT

Use sponge balls for beginners, tennis balls for advanced.

#### PEOPLE

Rotate partners and teams to ensure fairness.

### Cooldown

**CELEBRATION CIRCLE:** Teams rally gently and share one skill they have improved, then complete whole-body stretches together. **PROGRESSION:** Each child leads a stretch for the group. Which skill will help you most in a real tennis match?

### Key Technical Points

- Points are awarded in scores of 15, 30, 40 (15 is the equivalent of 1 point, 30 of 2 and 40 of 3 points)
- A point is awarded to the other team when you are unable to return the ball over the net
- One team serves for the duration of a game, then the other team serves
- Tennis matches consist of games, and there are 6 games in a set
- A game is played until the team wins 4 points (15, 30, 40 – Win)