

# Knowledge Organiser: Tennis Y5



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- 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.
- Pupils should be taught to 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.

### Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

### Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Honesty
- Thinking: Decision making
- Thinking: Selecting and applying tactics

### Key principles of net and wall games

**Attacking**      **Defending**

**Score points**      **Limit points**

**Create space**      **Deny space**

**Placement of an object**      **Consistently return an object**



## How to win a point

A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)



## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Ready position • Return • Serve • Outwit
- Control • Opponent • Forehand • Backhand
- Volley • Cooperatively • Continuously

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Volley:** When a player hits the ball before it bounces on the floor.

**Ace:** A serve that is a winner without the receiving player able to return the ball.

**Baseline:** The line indicating the back of the court.

**Service line:** The line that the ball must bounce before when serving.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 4

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

## Progression of Skills Ladder

**Other units that progress into this activity are:**

- Games**
- Net and Wall Games**
- Ball Skills**
- Fundamentals**
- Sending and Receiving**

	Year 6		Year 5		Year 4	
	Shots	Serving	Rallying	Footwork	Rallying	Footwork
	Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.	Serve accurately and consistently. Beginning to apply tactics to their serve.	Successfully apply a variety of shots to keep a continuous rally.	Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.	Use a variety of shots to keep a continuous rally.	Demonstrate effective footwork patterns to move around the court.
	Shots	Serving	Rallying	Footwork	Rallying	Footwork
	Develop the range of shots used in the games they play.	Develop their range of serving techniques appropriate to the game they are playing.	Use a variety of shots to keep a continuous rally.	Demonstrate effective footwork patterns to move around the court.	Develop rallying using both forehand and backhand with increased technique.	Begin to use appropriate footwork patterns to move around the court.
	Shots	Serving	Rallying	Footwork	Rallying	Footwork
	Demonstrate increased technique when using shots both cooperatively and competitively.	Develop technique in serving underarm with increased consistency.	Develop rallying using both forehand and backhand with increased technique.	Begin to use appropriate footwork patterns to move around the court.	Develop rallying using both forehand and backhand with increased technique.	Begin to use appropriate footwork patterns to move around the court.

# Knowledge Organiser: Tennis Y6

## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- 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.
- Pupils should be taught to 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.

### Key Skills: Physical

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve
- Split step

### Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying tactics
- Thinking: Evaluating and improving

### Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



## How to win a point

### A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Ready position • Return • Serve • Outwit
- Control • Opponent • Forehand • Backhand
- Volley • Cooperatively • Continuously

## Teacher Glossary

**Forehand:** A stroke where the player hits the ball with their palm facing forward.

**Backhand:** A stroke where the player hits the ball with a swing that comes across their body.

**Volley:** When a player hits the ball before it bounces on the floor.

**Split step:** The step used to move to the ball from the ready position.

**Ace:** A serve that is a winner without the receiving player able to return the ball.

**Baseline:** The line indicating the back of the court.

**Service line:** The line that the ball must bounce before when serving.

**Face:** The top part of the racket that has the strings and is meant to hit the ball.

# Where this unit sits



## Assessment Criteria

### Year 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

### Year 6

- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

### KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

## Progression of Skills Ladder



**Other units that progress into this activity are:**

- Games
- Net and Wall Games
- Ball Skills
- Fundamentals
- Sending and Receiving

Year 6		Year 5	
<b>Shots</b> Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.	<b>Serving</b> Serve accurately and consistently. Beginning to apply tactics to their serve.	<b>Shots</b> Develop the range of shots used in the games they play.	<b>Serving</b> Develop their range of serving techniques appropriate to the game they are playing.
<b>Rallying</b> Successfully apply a variety of shots to keep a continuous rally.	<b>Footwork</b> Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chase.	<b>Rallying</b> Use a variety of shots to keep a continuous rally.	<b>Footwork</b> Demonstrate effective footwork patterns to move around the court.



## Links to the PE National Curriculum

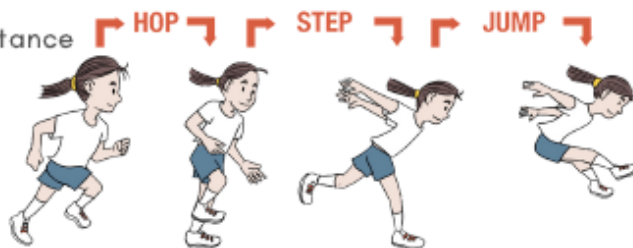
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key Skills: Physical

- Pacing
- Sprinting technique
- Relay changeovers
- Jumping for height
- Jumping for distance - long jump, triple jump
- Push throw for distance - shot put, javelin
- Pull throw for distance

## Key Skills: S.E.T

- Social: Collaborating with others
- Social: Supporting others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
800m, 1500m  
**Long distance**  
5,000, 10,000  
**Steeplechase**

### Jumping

**Long jump**  
Jump for distance  
**Triple jump**  
Jump for distance  
**High jump**  
Jump for height  
**Pole vault**  
Jump for height

### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

**Technique** • **Compete** • **Continuous Pace** • **Flight**

**Determination** • **Personal Best** • **Momentum** • **Stride**

**Downsweep** • **Upsweep** • **Rhythm** • **Officiate**

## Teacher Glossary

**Changeover:** where a baton is passed from one person to another

**Downsweep:** in relay when the performer passes the baton in a downward action

**Upsweep:** when the performer passes the baton in an upward action

**Flight:** the time the performer spends in the air in jumping events

**Hop:** take off on one foot and land on the same foot

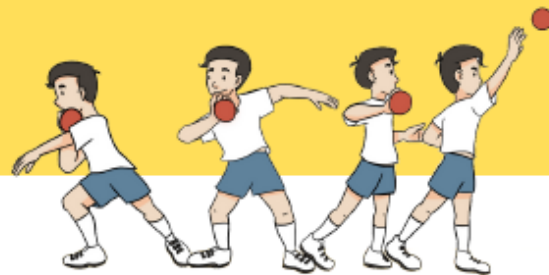
**Leap:** take off on one foot and land on the other. Also known as a step in triple jump

**Jump:** take off and land on two feet

**Pull throw:** when the performer pulls the item through the air

**Push throw:** when the performer pushes the item through the air

# Where this unit sits



## Assessment Criteria

### Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance and height with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

### Year 5

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can understand how stamina and power help people to perform well in different athletic activities.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance.

### Year 6

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for height and distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.

## Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills

Fundamentals

Games

<b>Running</b> Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.	<b>Running</b> Hurdle with greater control and coordination.	<b>Jumping</b> Develop take off position when jumping for height.	<b>Year 6</b>	<b>Jumping</b> Develop power, control and technique in the triple jump.	<b>Throwing</b> Develop power, control and technique when throwing discus and javelin.
<b>Running</b> Apply fluency and coordination when running for speed in relay changeovers.	<b>Running</b> Effectively apply speeds appropriate for the event.	<b>Jumping</b> Develop power, control and consistency in jumping for distance.	<b>Year 5</b>	<b>Jumping</b> Explore technique and rhythm in the triple jump.	<b>Throwing</b> Develop technique and power in javelin and shot put.
<b>Running</b> Develop an understanding of speed and pace in relation to distance.	<b>Running</b> Develop power and speed in the sprinting technique.	<b>Jumping</b> Develop technique when jumping for distance.	<b>Year 4</b>	<b>Jumping</b> Explore fluency and technique in the vertical jump.	<b>Throwing</b> Explore power and technique when throwing for distance in a pull throw.