

# Knowledge Organiser: Tennis Y3



## 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
- Backhand
- Throwing
- Catching
- Ready position

## Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Using 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
- Racket
- Track
- Rally
- Control
- Return
- Opponent
- Accurately

## 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.

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

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

**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 2

- I can defend space on my court using the ready position.
- I can describe how my body feels during exercise.
- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can use simple tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

### Year 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### 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.

## Progression of Skills Ladder

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

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

Shots	Serving	Year 4	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.
Shots	Serving	Year 3	Rallying	Footwork
Explore returning a ball using focus shots such as the forehand and backhand.	Explore serving from an underarm serve.		Explore rallying with a forehand.	Consistently use and return to the ready position in between shots.
Hitting	Feeding	Year 2	Rallying	Footwork
Develop hitting a dropped ball over a net.	Accurately underarm throw over a net to a partner.		Explore underarm rallying with a partner catching after one bounce.	Consistently use the ready position to move towards a ball.

# Knowledge Organiser: Tennis Y4

## 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

- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

### Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and 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 • Rally
- Control • Opponent • Forehand • Backhand

## 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.

**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.

**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 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

### 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.

## Progression of Skills Ladder

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

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

<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>Year 5</b>	<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.
<b>Shots</b> Demonstrate increased technique when using shots both cooperatively and competitively.	<b>Serving</b> Develop technique in serving underarm with increased consistency.	<b>Year 4</b>	<b>Rallying</b> Develop rallying using both forehand and backhand with increased technique.	<b>Footwork</b> Begin to use appropriate footwork patterns to move around the court.
<b>Shots</b> Explore returning a ball using focus shots such as the forehand and backhand.	<b>Serving</b> Explore serving from an underarm serve.	<b>Year 3</b>	<b>Rallying</b> Explore rallying with a forehand.	<b>Footwork</b> Consistently use and return to the ready position in between shots.





## Links to the PE National Curriculum

- Pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time and engage in competitive sports and activities.
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.



## Key Skills: Physical

- Tracking a ball
- Throwing
- Catching
- Dribbling



## Key Skills: S.E.T

- Social: Supporting others
- Social: Co-operation
- Social: Communication
- Social: Managing games
- Emotional: Perseverance
- Emotional: Honesty
- Emotional: Respect
- Emotional: Challenging self
- Thinking: Decision making
- Thinking: Developing tactics
- Thinking: Creativity

## Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

\*Year 4 would use Year 3 and Year 4 vocabulary

## Year 3

- Track
- Shoulder
- Chest
- Bounce
- Overhead
- Receive
- Accurate

## Year 4

- Release
- Select
- Persevere
- Consistency
- Control
- Technique

## Teacher Glossary

**Dribble:** To move the ball using your feet or your hands.

**Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

**Send:** To pass to someone with using either your feet or hands.

**Receive:** To collect or stop a ball that is sent to you using either your hands or feet.



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

### Year 3

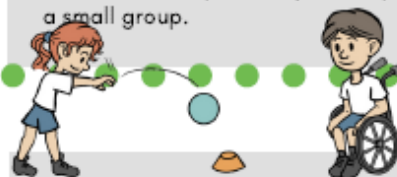
- I can track the path of a ball that is not sent directly to me.
- I can throw with accuracy and increasing consistency to a target.
- I can show a variety of throwing techniques.
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can share ideas and work with others to create a game.
- I can persevere when learning a new skill.
- I can provide feedback using key words.

### Year 4

- I can consistently track the path of a ball that is not sent directly to me.
- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can dribble a ball with increasing control and co-ordination.
- I can share ideas and work with others to create a game to develop a certain skill.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.

### Year 5

Assessment criteria for Invasion Net and Wall Striking and Fielding and Target Games units in Year 5



## Progression of Skills Ladder

<b>Sending</b> Demonstrate clear technique when sending a ball under pressure.	<b>Catching</b> Demonstrate good technique under pressure.	<b>Year 5</b>	<b>Tracking</b> Demonstrate a range of techniques when tracking and collecting a ball.	<b>Dribbling</b> Dribble with some control under pressure.
<b>Sending</b> Accurately use a range of techniques to send a ball to a target.	<b>Catching</b> Catch different sized objects with increasing consistency with one and two hands.	<b>Year 4</b>	<b>Tracking</b> Consistently track a ball sent directly and indirectly.	<b>Dribbling</b> Dribble a ball with increasing control and co-ordination.
<b>Sending</b> Send a ball with accuracy and increasing consistency to a target.	<b>Catching</b> Catch a range of objects with increasing consistency.	<b>Year 3</b>	<b>Tracking</b> Track a ball not sent directly.	<b>Dribbling</b> Dribble a ball with hands and feet with control.
<b>Sending</b> Roll, throw and kick a ball to hit a target.	<b>Catching</b> <ul style="list-style-type: none"> <li>• Develop catching a range of objects with two hands.</li> <li>• Catch with and without a bounce.</li> </ul>	<b>Year 2</b>	<b>Tracking</b> Consistently track and collect a ball being sent directly.	<b>Dribbling</b> Dribble a ball with hands and feet with some control.