

PRIMARY SKILLS FESTIVAL

TENNIS CHALLENGE
ACTIVITY CARDS



PRIMARY SKILLS FESTIVAL

INTRODUCTION

The FAGE LTA Youth Schools Primary Skills Festival offers a flexible approach for teachers and festival organisers in providing fundamental tennis-based skill challenges to complement curriculum provision for pupils in primary education.

The resources contains 30 skill challenges which have been divided into three age specific groups with 10 challenges for each age group. The challenges are designed to build the confidence of pupils in a fun and motivational way which will, over time build their competence ensuring that pupils are kept at the heart of the learning experience.



Body movement, shoe placement (footwork), balance and reaction time are fundamental skills needed to adjust the body in a tennis-based game. Hand/racket coordination and understanding the bounce and flight of the ball are the foundation building blocks for sending and receiving the ball both in isolation and in more complex sequences.

The skill challenges isolate specific elements of a more complex sequence in a fun and competitive challenge. All the skill challenges underpin the core elements developed through the FAGE LTA Youth Schools Primary P.E. Lesson Plan resources. The reference to each of these elements has been cross-referenced using a simple badge system:



Warm up (WU):

Developing shoe and hand coordination patterns to build simple and complex sequences of movement.



Body & Ball (BB):

Developing body control and learning how to adjust the body when sending and receiving the ball.



Racket & Ball (RB):

Developing hand and racket control to send and receive the ball in more recognised tennis strokes.

INTRODUCTION (CONTINUED)

Each skill challenge card contains instructions, a diagram of the set up, scoring and suggestions for making the challenge easier or harder using the Space, Task, Equipment, People framework.

The resource is designed to allow flexibility, whereby the teacher/organiser can select from any of the skill challenges based on the competence and confidence of the pupils participating. With the easier/harder variations there are a total of 90 challenges available allowing for ongoing differentiated progression as pupils master the challenges.

The challenges are set up where pupils work in pairs, mostly with one pupil performing for a minute while the other counts, then swapping roles. If there are odd numbers an additional minute can be given for that

group whilst the remainder of the group have extra time to move to the next station. The organiser can select the number of challenges and how long pupils have to perform each challenge based on the overall time and space available for the festival. The suggested performance time on each challenge cards is 1 minute per pupil; again this can be shortened or extended based on the overall time available. The method for scoring for each challenge is included on the challenge cards. Individual score cards and an overall score sheet is also provided.

Young leaders and playground leaders could be used to support the delivery of the festival through leading a challenge, providing instructions and demonstrations before participants perform. Teachers may want to offer pupils opportunities to practice the challenges in curriculum time or in a less formal manner as before school, lunchtime and after school activities, supporting pupils in achieving the Chief Medical Officer guidelines of 60 active minutes per day.



FESTIVAL FORMATS

The Primary Skills Festival sits as part of the FAGE LTA Youth Schools School Games offer which also includes a Year 3&4 Red Court competition and Year 5&6 Orange Court competition.

The festival challenges could be delivered at the same time as the match based competitions allowing more pupils to take part. This festival format is designed to be flexible in its delivery and could be delivered in a number of ways either face to face or virtually.

PERSONAL BEST

Pupils demonstrate an improvement in their score for the challenge:

- PE Lessons – challenges are integrated into lessons
- Homework challenges – setting specific home-based skill challenges for each pupil based on initial challenge scores and areas for development
- Virtual learning at home challenges – supporting home learning and individual skill development

INTRA SCHOOL FESTIVAL

- In school festival – take part as teams, class vs class, house vs house etc.
- Virtual ladder scoreboard – pupils submit their scores and are ranked using a ladder system; this could be individually or as a team

INTER SCHOOL FESTIVAL

- Challenge another school to a skills festival, either face to face or virtually
- Deliver an area/cluster competitions with pupils representing their school
- Run a skills festival alongside a Red or Orange court competition

FAMILY CHALLENGES

- Parent / carer and child challenges involving the parents / carers in their children's learning
- Family challenges against the wider family
- Collate family scores

Creating an environment for learning

Here are just some ideas on how an environment can be created so that pupils have a positive learning experience:

• CREATE A FUN ENVIRONMENT

by playing music while the pupils are performing the challenges

• REWARD AND CELEBRATE

positive key character qualities essential for tennis (such as Co-operation, Passion, Perseverance, Motivation, Personal Best, Resilience, Respect – certificates for these qualities are available on the Personal Development page at www.lta.org.uk/schools)

• DIFFERENTIATE THE ACTIVITIES

for pupils using the suggested adaptations, or allow pupils to self-select whether they perform an easier or harder version of the challenge

• DOUBLE POINTS CHALLENGE

pupils select a challenge on which they score double points

• MAKE IT A TEAM EVENT

compete as pairs / fours / class / school

• AWARD BONUS POINTS

for a personal best score

• CHANGE THE TIME GIVEN FOR EACH CHALLENGE

allowing pupils longer to master the activity

• ASK PUPILS TO SET A TARGET SCORE

for each challenge before performing; if they beat their target they score a bonus point

INCLUSION

All of the activities are designed to be fully inclusive and provide progressive learning for pupils with a special education need or disability.

It is therefore appropriate for the teacher to replace the word shoe with wheel for a pupil participating in a wheelchair or using a frame and use the STEP framework suggestions to ensure all pupils can participate.

General Adaptations:

- Change the size or type of targets being used in some activities and games
- Activities can be completed from a seated position or alternatively by raising things off the floor e.g. a cone
- Ensure each activity is practiced from a static position, before introducing movement
- Give pupils more time to react, by allowing more than one bounce before the ball is caught/hit
- Shorten the distance the ball is to be hit/thrown/rolled



Equipment Adaptations:

- Use softer and/or larger balls to make hitting, catching and throwing activities easier
- Use alternatives to a ball – bean bags, balloons, fluff balls
- Use brightly coloured balls, sound balls or those with bells inside, to assist pupils with a visual impairment
- Assistants may clap to show where targets are to make targets audible for pupils with a visual impairment
- Use contrast colour spots (selected by the student) or spots with X marked on them to assist pupils who may be colour blind
- Use alternatives to rackets – hitting hands or smiley face hitting pads
- Use rackets with shorter handles, but large hitting areas to enable students to quickly achieve success
- Assist pupils with limited grip to hold the racket using gripping aides
- Use additional grips to make it easier for pupils to hold and control the racket
- Use a tee to enable the ball to be served or hit from a stationary position in some activities

ORGANISATION

Timing Examples

PE Lesson (45 minutes)

Teachers may want to teach the skills within lessons in advance of a festival

- Divide the class into 10 teams – ideally with even numbers to allow pupils to work in pairs.
- Set up the 10 skill stations with enough equipment within each station for half the class to be active on the challenges whilst their partner keeps count / scores.
- On “GO” pupil 1 performs the challenge, with pupil 2 counting their score.
- On “SWITCH” pupil 1 and pupil 2 change positions.
- On “GO” pupil 2 performs the challenge and pupil 1 now counts their score.
- On “SCORE” both pupils record their score.
- On “MOVE” all the pupils move round to the next challenge and the process is repeated.

Approximate timing for a 45 minute lesson:

- 5 minutes warm up
- 40 minutes (10x 4 minutes)
 - 1 minute – practice time at each station
 - 1 minute – scoring time for pupil 1
 - 1 minute – scoring time for pupil 2
 - 1 minute – moving to the next station and recording scores

Intra School Skills Festival

(2 hours duration with 60 pupils)

Set out 10 skill stations with enough equipment for 3 pairs (or as required) at each station.

- 10 minutes Warm up
- 60 minutes Practice time – give pairs 5 minutes at each station to practice the skill challenge and to discuss how to improve. Move round each of the 10 stations without recording any scores.
- 5 minutes Give out score sheets and position pupils ready to start the skill challenge competition.
- 40 minutes Run the competition – 1 minute performance time for each student on each station, and record scores.
- 5 minutes Cool down / Plenary – identify top scores and award pupils based on achievements / characteristics / values demonstrated.

Inter School Skills Festival

(4 hours duration with 10 x 30 class teams (300 pupils))

Set out 10 skill challenge stations with enough equipment for 6 pairs (or as required).

A class will progress round the festival together at each station for 6 teams of 4 pupils.

Leaders could help to run the stations and support the participants.

- 10 minutes Warm up
- 200 minutes Each class will have 20 minutes at each station which will include the Leader explaining and demonstrating the activity, practice time and time for each pupil to perform the challenge. Scores are recorded for the class; this could be done by a Leader who keeps the overall class score and moves with the class to the next challenge.
- 20 minutes Flexible time to allow for lunch, time out, movement between stations, comfort breaks, etc.
- 10 minutes Cool down / Plenary – identify top scores and award pupils based on achievements / characteristics / values demonstrated.

SCORE SHEETS

Score sheets are provided in the accompanying Excel document. Included are individual pupil score sheets, a class / team score sheet and an overarching festival score sheet.

The class and festival score sheets have formulas entered to calculate total scores. An average score for each challenge is also calculated within the class score sheet. The names of the suggested activities for each age group have been entered but are easily changeable if different activities are chosen.

Individual Pupil Score Sheets

Challenge	Spot1 Line2	Steady Hand	Beat the Wall	Pop Drop	Tunnel Ball	Bounce Off	Bean Bag Toss	1, 2, 3	Target Trio	Blazing Backhands	TOTAL
Score											

Challenge	Switch It	Weave	The Wall	Flip It	Across the Valley	Trap It	Target Zone	Coconut Shy	Fast Forehands	Backhand Warriors	TOTAL
Score											

Challenge	Split It	Double Trouble	Stack & Catch	The Flipper	Rebound Wall	Baseball Catcher	Tick Tock	Aiming Zone	Rapid Rallies	Backhand Attack	TOTAL
Score											

RECORDING CLASS / TEAM SCORES

How to use this spreadsheet:

1. Enter school name, class and date
2. Enter the number of pupils participating
3. Enter pupil names in column 1
4. Enter skill challenge scores in each column respectively
5. A total pupil score will calculate automatically in the end column
6. Skill total scores
7. Class average scores for each skill challenge will automatically calculate at the bottom of the spreadsheet

[illegible]

FESTIVAL MASTER SCORESHEET

How to use this spreadsheet:

1. Enter the year group and date
2. Enter school names
3. Enter skill challenge scores in each column respectively
5. A total school score will calculate automatically in the end column
6. Skill total scores

[illegible]

CHALLENGE ACTIVITIES OVERVIEW

ACTIVITY NUMBER	TYPE OF ACTIVITY	YEARS 1&2 P1,2&3	PAGE	YEARS 3&4 P4&5	PAGE	YEARS 5&6 P6&7	PAGE
1	Movement	Spot 1 Line 2	14	Switch It	24	Split It	34
2	Balance	Steady Hand	15	Weave	25	Double Trouble	35
3	Reaction Work	Beat the Wall	16	The Wall	26	Stack & Catch	36
4	Racket Co-ordination	Pop Drop	17	Flip It	27	Flipper	37
5	Send & Receive (Volley)	Tunnel Ball	18	Across the Valley	28	Rebound Wall	38
6	Bounce & Catch	Bounce Off	19	Trap It	29	Baseball Catcher	39
7	Underarm Serve	Bean Bag Toss	20	Target Zone	30	Tick Tock	40
8	Overarm Serve	1, 2, 3	21	Coconut Shy	31	Aiming Zone	41
9	Send & Receive (Forehands)	Target Trio	22	Fast Forehands	32	Rapid Rallies	42
10	Send & Receive (Backhands)	Blazing Backhands	23	Backhand Warriors	33	Backhand Attack	43

EXAMPLE FESTIVAL LAYOUT

Years 1&2 / P1,2&3

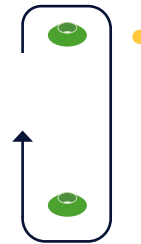
Equipment:

-  Sponge ball
-  Tennis racket
-  Cone
-  Upright cone
-  Throw down spots
-  Throw down line
-  Wall numbers
-  Bean bags
-  Bucket

1 Spot 1 Line 2
4x Throw down spots
3x Throw down lines



2 Steady Hand
1x Sponge ball
2x Cones



3 Beat the Wall
4x Numbers on a wall
1x Throw down line



4 Pop & Drop
1x Sponge ball
1x Throw down spot
1x Tennis racket



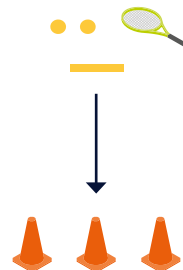
10 Blazing Backhands
1x Sponge ball
2x Throw down lines



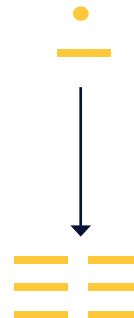
6 Bounce Off
1x Sponge ball



9 Target Trio
2x Sponge balls
1x Tennis racket
3x Upright cones
1x Throw down line



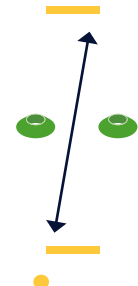
8 1,2,3
1x Sponge ball
7x Throw down lines



7 Bean Bag Toss
3x Bean bags
1x Bucket
1x Throw down spot



5 Tunnel Ball
1x Sponge ball
2x Cones
2x Throw down lines



EXAMPLE FESTIVAL LAYOUT

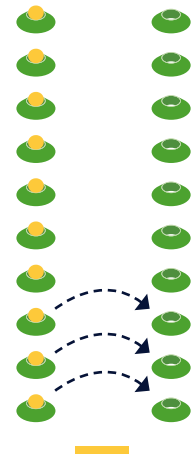
Years 3&4 / P4&5

Equipment:

-  Sponge ball
-  Tennis racket
-  Cone
-  Upright cone
-  Throw down spots
-  Throw down line
-  Wall numbers
-  Bean bags
-  Hoop
-  Net

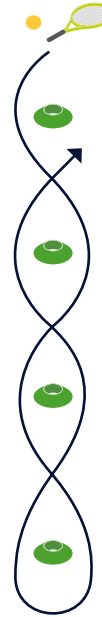
1 Switch It

10x Sponge balls
20x Cones
1x Throw down line



2 Weave

1x Sponge ball
1x Tennis racket
4x Cones



3 Beat the Wall

6x Numbers on a wall
1x Throw down line

5 Across the Valley

1x Bean Bag
2x Tennis rackets
1x Hoop



4 Flip It

1x Bean bag
1x Tennis racket



6 Trap It

1x Sponge ball
2x Cones



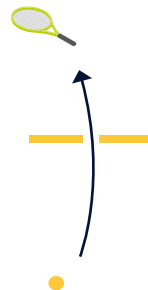
10 Backhand Warriors

1x Sponge ball
1x Tennis racket
2x Throw down lines



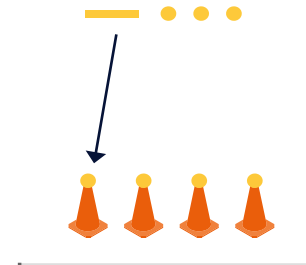
9 Fast Forehands

1x Sponge ball
1x Tennis racket
2x Throw down lines



8 Coconut Shy

7x Sponge balls
4x Upright cones
1x Throw down lines
1x Net (or wall)



7 Target Zone

2x Sponge balls
1x Tennis racket
5x Throw down lines



EXAMPLE FESTIVAL LAYOUT

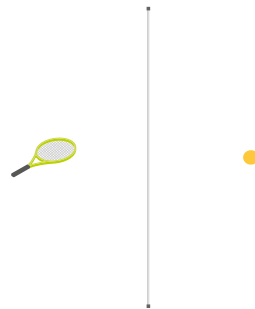
Years 5&6 / P6&7

Equipment:

-  Sponge ball
-  Tennis racket
-  Cone
-  Upright cone
-  Throw down spots
-  Throw down line
-  Net

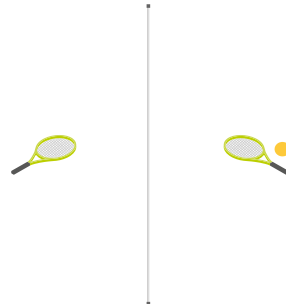
10 Backhand Attack

1x Sponge Ball
2x Tennis rackets
1x Net



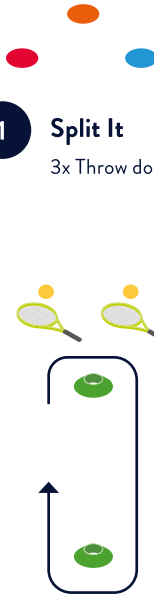
9 Rapid Rallies

1x Sponge Ball
2x Tennis rackets
1x Net



1 Split It

3x Throw down spots



2 Double Trouble

2x Sponge balls
2x Tennis rackets
2x Cones



3 Stack & Catch

1x Sponge ball
2x Upright cones



4 Flipper

1x Sponge ball
1x Tennis racket



5 Rebound Wall

1x Sponge ball
1x Tennis racket
2x Throw down lines



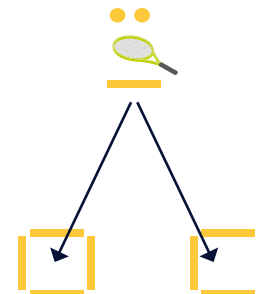
6 Baseball Catcher

1x Sponge ball
2x Cones
2x Throw down lines



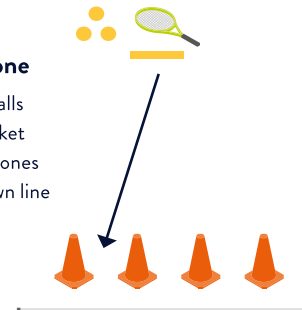
7 Tick Tock

2x Sponge balls
1x Tennis racket
9x Throw down lines



8 Aiming Zone

3x Sponge balls
1x Tennis racket
4x Upright cones
1x Throw down line
1x Net



1

Years 1&2 / P1, 2&3: Movement

Activity Challenge

- Set up a footwork ladder using spots and lines as per pattern A
- Spots = one shoe landing (hop)
- Lines = two shoes landing (jump)
- Pupil 1 starts on the first line and moves through the pattern. Once through they run directly back to the starting line.
- Pupil 2 checks the movement pattern is performed correctly and counts the number of laps completed by Pupil 1

To make it harder

- Use pattern B
- Land on red spots with the right foot, and blue spots with the left foot

To make it easier

- Use pattern C

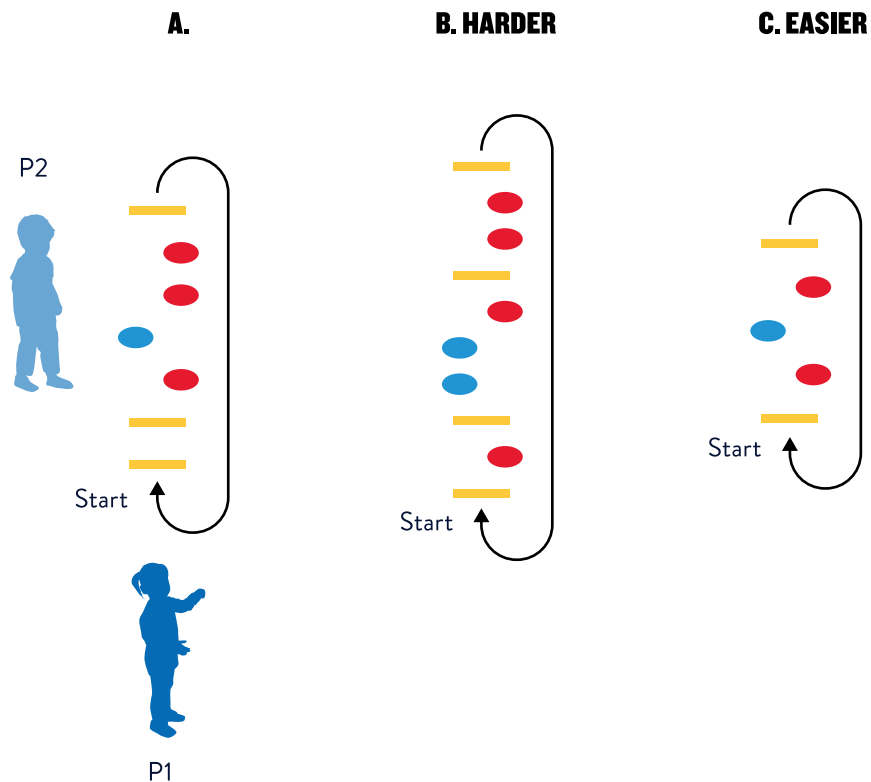
Scoring

- How many laps can you do in 1 minute?



Equipment:

- 4x Throw down spots (two colours)
- 3x Throw down lines



2 STEADY HAND

Years 1&2 / P1, 2&3: Balance

Activity Challenge

- Set up 2 cones 4m apart
- Pupil 1 starts at 1 cone and balances the ball on the palm of their dominant hand
- Pupil 1 moves around the other cone and back (1 lap) whilst keeping the ball balanced
- If the ball falls off, replace it and continue from where it fell
- Pupil 2 counts the number of laps completed by Pupil 1

To make it harder

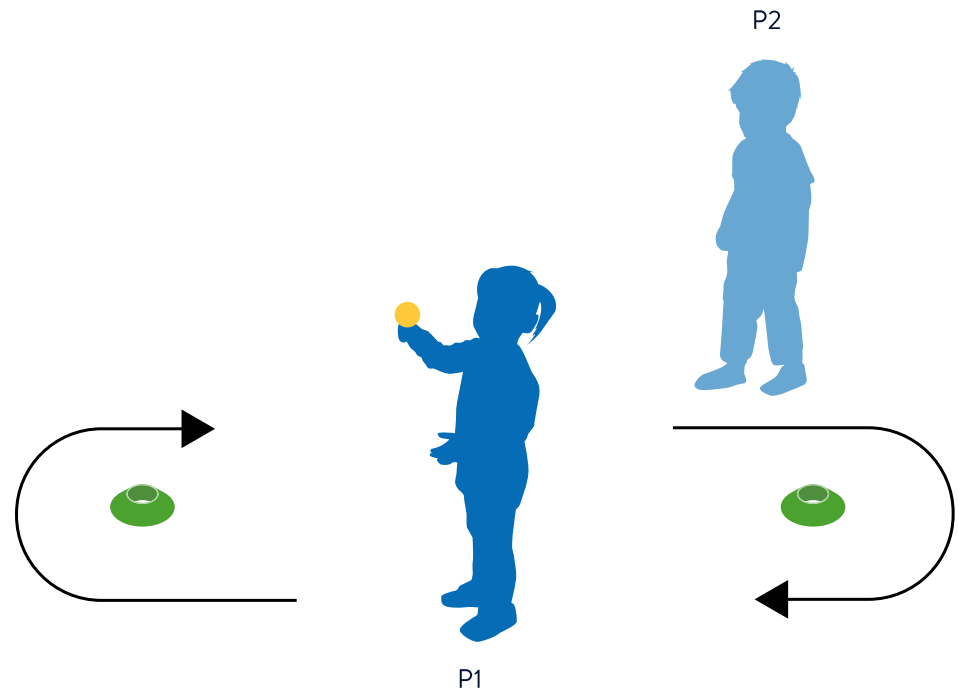
- Use a racket
- Use the non-dominant hand
- Alternate the hand used on each lap
- Make the distance between the cones further

To make it easier

- Use a bean bag instead of a ball
- Make the distance between the cones shorter

Equipment:

- 1x Sponge ball
- 2x Cones



Scoring

- How many laps can you do in 1 minute?

3

BEAT THE WALL

Years 1&2 / P1, 2&3: Reaction Work



Activity Challenge

- This challenge should be set up using a wall
- Place the 4 number cards on the wall in a square with 1m between them
- Place a spot 0.5m in-front of the wall
- Pupil 1 starts on the spot
- Pupil 2 calls a number (or shape or colour)
- Pupil 1 moves to touch the called number with their hand then returns to the spot
- As soon as Pupil 1 is back on the spot Pupil 2 calls the next number
- Pupil 1 can use either hand to touch the number
- Pupil 1 keeps their own score

(This activity can also be done with the numbers placed on the floor if there is not a wall available)

To make it harder

- Specify which hand to use – dominant / non-dominant
- Move the spot 1m from the wall
- Place the numbers further apart on the wall

To make it easier

- Use less numbers
- Place the numbers closer together on the wall

Scoring

- How many correct numbers can you touch in 1 minute?

Equipment:



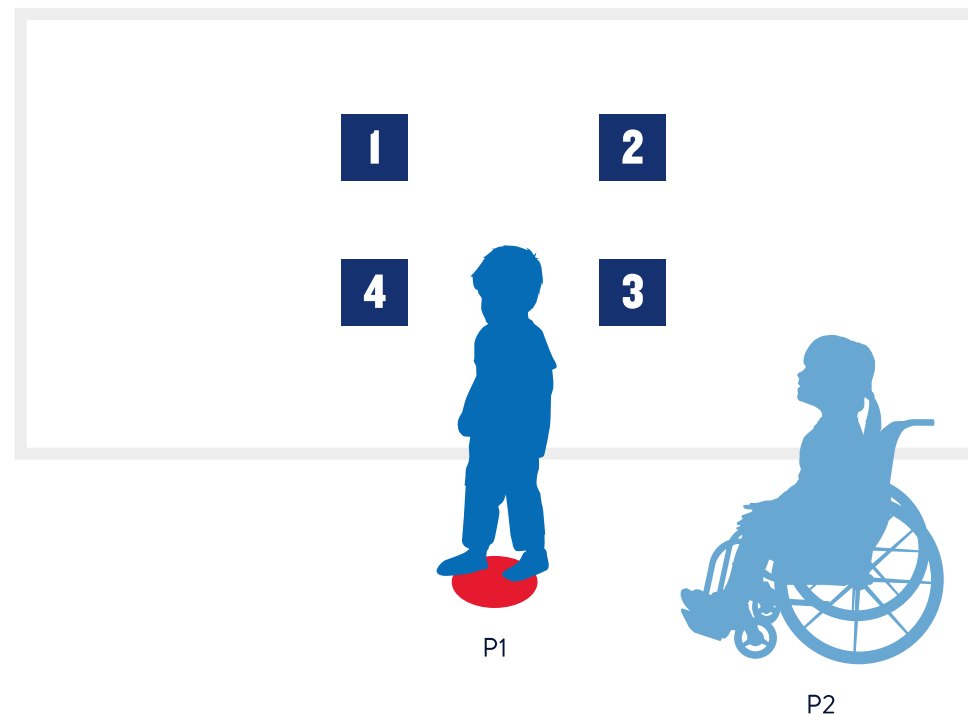
Tape to secure numbers to the wall



1x Throw down spot



4x numbers on card or laminated paper (shapes or colours could also be used)



4 POP & DROP

Years 1&2 / P1, 2&3: Racket Co-ordination



Activity Challenge

- Place a spot on the floor as a reference
- Pupil 1 stands by the spot, with a ball balanced on a racket
- Pupil 1 gently taps the ball upwards, lets the ball bounce on the spot and continues to tap the ball up with the racket letting the ball bounce each time
- Pupil 2 counts how many times Pupil 1 can hit the ball up

To make it harder

- Use a tennis ball
- Use the spot as a target and the ball must bounce on the spot to score

To make it easier

- Use hand or a foam hand instead of a racket
- Ball can bounce several times before the tap up
- Use a balloon and tap up instead of pop and drops

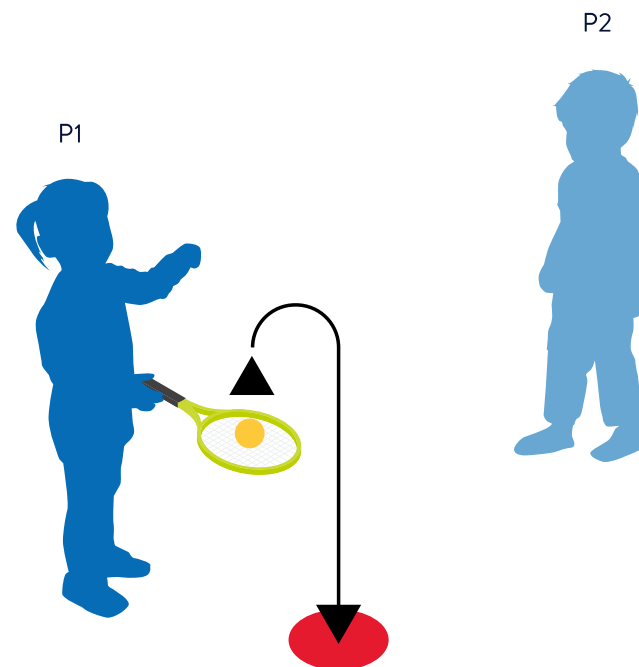
Equipment:

● 1x Sponge ball



1x Tennis racket

● 1x Throw down spot



Scoring

- How many times can you hit the ball up in 1 minute?

5 TUNNEL BALL

Years 1&2 / P1, 2&3: Sending & Receiving

Activity Challenge

- Place 2 lines 3m apart
- Place 2 cones approx. 30cm apart half way between the lines
- Pupils work in pairs and start behind opposite lines
- Pupil 1 rolls the ball with their hands in between the cones to Pupil 2
- Pupil 2 rolls the ball back
- Pupil 2 counts how many times Pupil 1 rolls the ball between the cones

To make it harder

- Pupils stand further apart
- Move the cones closer together

To make it easier

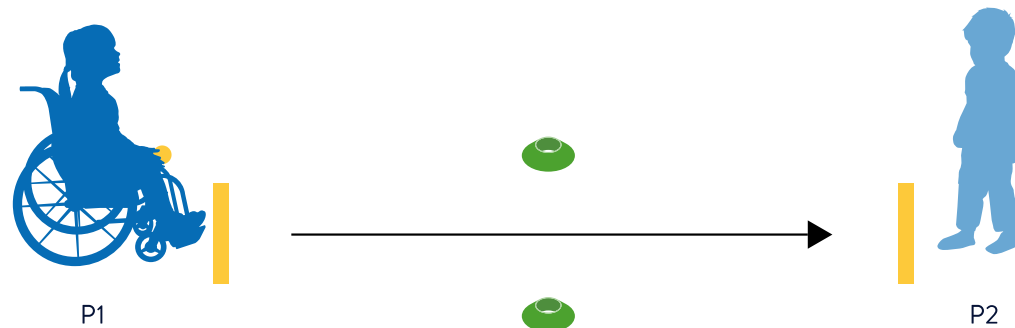
- Pupils stand closer to each other
- Move the cones further apart

Equipment:

● 1x Sponge ball

— 2x Throw down lines

●● 2x Cones



Scoring

- How many times can you roll the ball between the cones in 1 minute?

6

BOUNCE OFF

Years 1&2 / P1, 2&3: Bounce & Catch

Activity Challenge

- Pupil 1 bounces a sponge ball with 1 hand and catches the ball with 2 hands
- Pupil 2 counts how many times Pupil 1 can bounce and catch the ball

To make it harder

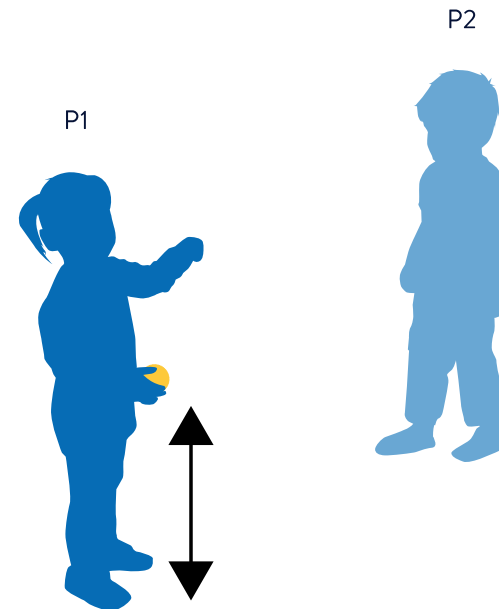
- Bounce with 1 hand and catch with the dominant hand only
- Bounce with the non-dominant hand and catch with the non-dominant hand

To make it easier

- Throw the ball up to eye level, let it bounce and catch it
- Use a larger lightweight ball

Equipment:

- 1x Sponge ball



Scoring

- How many times can you bounce and catch the ball in 1 minute?

7 BEAN BAG TOSS

Years 1&2 / P1, 2&3: Throwing Underarm

Activity Challenge

- Place a bucket on the floor
- Place a spot 2m from the bucket
- Pupil 1 starts on the spot and throws the bean bags underarm aiming to land them in the bucket
- Pupil 2 collects the bean bags for Pupil 1 as quickly as they can and counts how many times the bean bags land in the bucket

To make it harder

- Move further away from the target
- Make the target smaller

To make it easier

- Move closer the target
- Make the target bigger

Scoring

- How many times can you throw the bean bag into the target in 1 minute?

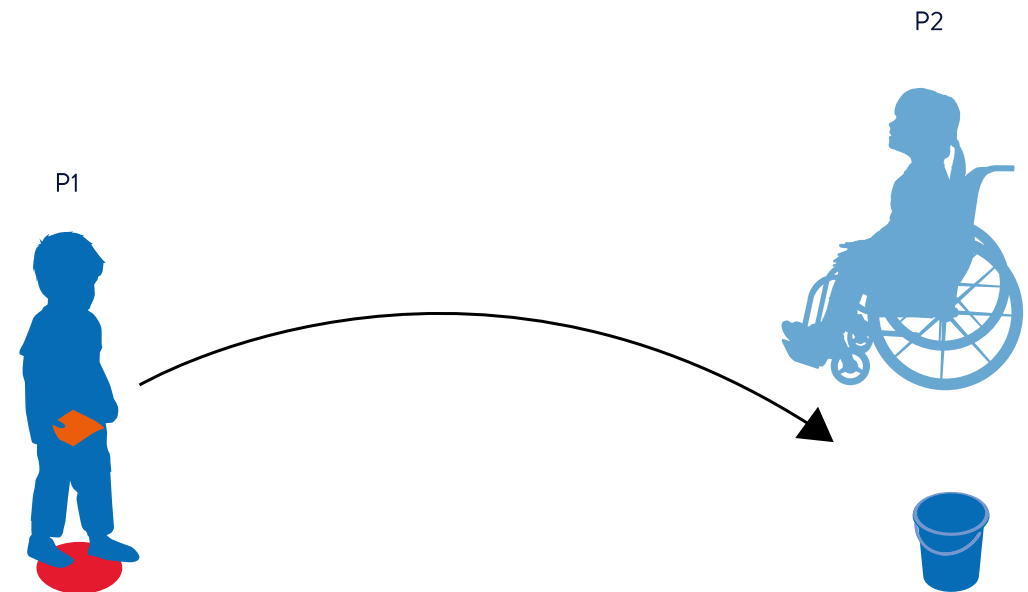


Equipment:

◆ 3x Bean bags

● 1x Spot

🪣 1x Bucket
(or a hoop could be used)



8

1, 2, 3

Years 1&2 / P1, 2&3: Throwing Overarm



Activity Challenge

- Set up 3 landing zones – 2m, 2.5m and 3m away from a throwing line
- Pupil 1 starts at the throwing line with a ball
- Pupil 1 aims to throw the ball overarm into one of the landing zones
- Pupil 2 watches where the ball lands and keeps a running total
- Pupil 2 passes the ball back to Pupil 1 as quickly as they can

To make it harder

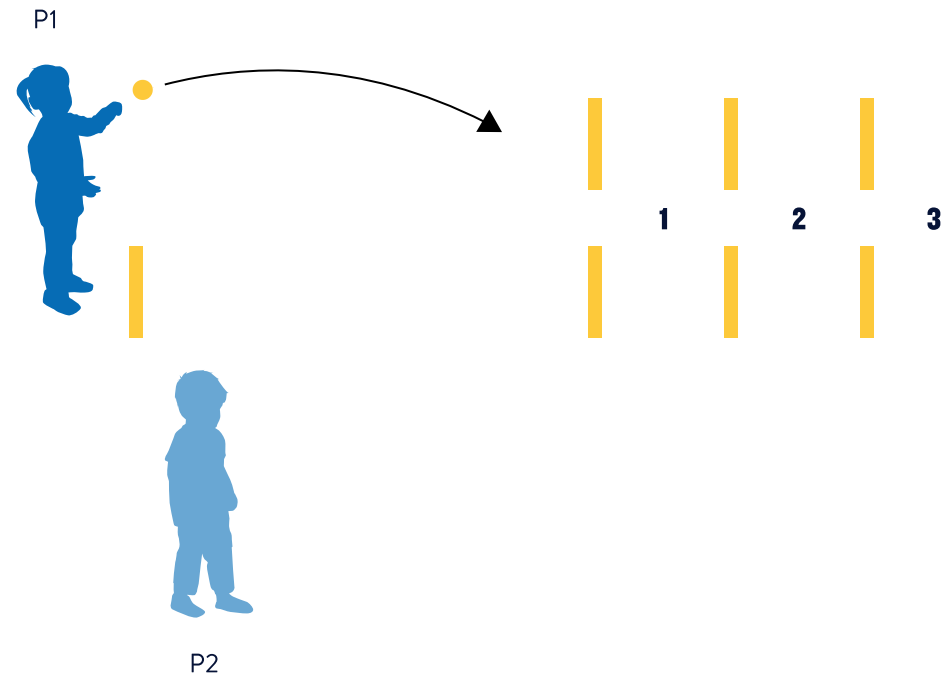
- Move the throwing line further away from the landing zones

To make it easier

- Move the throwing line closer to the landing zones

Equipment:

- 1x Sponge ball
- 7x Throw down lines



Scoring

- How many can you score after 1 minute?
Landing Zone 1 = 1 point
Landing Zone 2 = 2 points
Landing Zone 3 = 3 points
- Keep a running total e.g. if the ball lands in zone 2, then zone 3 the total would be 5

9

TARGET TRIO

Years 1&2 / P1, 2&3: Forehands



Activity Challenge

- Place 3 upright cones as targets 30 cm apart from each other in a line
- Place a line 2m away from the targets
- Pupil 1 starts on the line with a racket and ball
- Pupil 1 uses the racket in their dominant hand (forehand) to push the ball along the ground to hit the targets
- Pupil 2 returns the balls and replaces the targets if they are knocked down
- Pupil 2 counts how many targets are hit

To make it harder

- Move the starting line further away from the targets
- Reduce the number of targets to aim at

To make it easier

- Move the starting line closer to the targets
- Use a larger ball
- Increase the number of targets to aim at

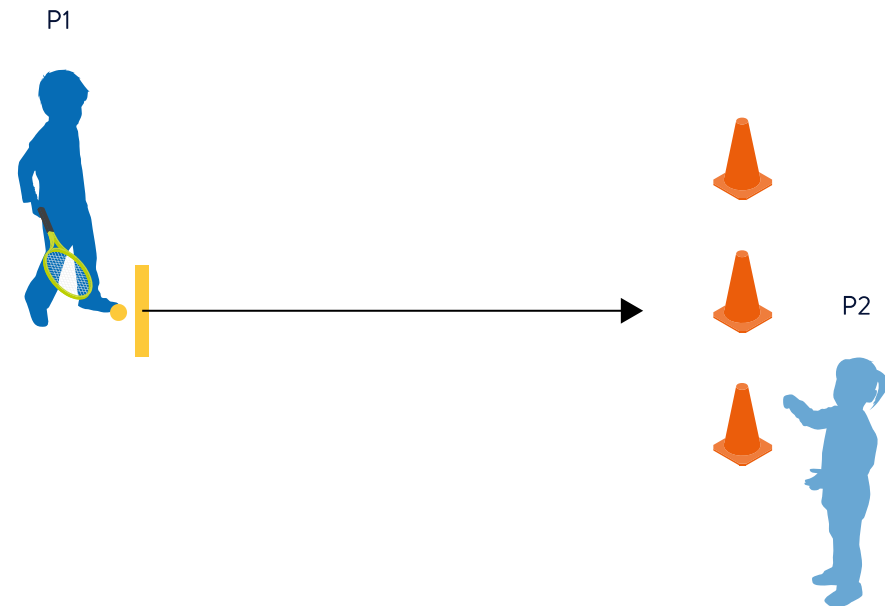
Equipment:

● 2x Sponge balls

 1x Tennis racket

 3x Upright cones
(or Ball Cans / Skittles)

 1x Throw down line



Scoring

- How many targets can you hit in 1 minute?

10 BLAZING BACKHANDS

Years 1&2 / P1, 2&3: Backhands



Activity Challenge

- Pupils work in pairs
- Place 2 throw down lines 2m apart
- Pupils stand on opposite lines
- Pupil 2 starts with a ball and rolls it to Pupil 1
- Pupil 1 pushes it back with the back of their hand
- Pupil 2 stops the ball and rolls it again to Pupil 1
- Pupil 2 counts how many times Pupil 1 pushes the ball using the back of their hand

To make it harder

- Pupils stand further apart
- Pupil 2 doesn't catch the ball and send back, instead uses the back of their hand to roll the ball so it becomes a backhand push rally
- Use a tennis racket to push the ball - the back of the hand should still be facing their partner

To make it easier

- Pupils stand closer to each other
- Use a larger lightweight ball

Scoring

- How many times can you hit the ball back to your partner using the back of your hand in 1 minute?

Equipment:

- 1x Sponge ball
- 2x Throw down lines



1 SWITCH IT

Years 3&4 / P4&5: Movement



Activity Challenge

- Place 10 cones in a straight line with 1m between each cone - place a ball on top of each cone
- Place another 10 cones in a line 2m from the first line of cones
- Pupil 1 starts feet either side of a line which is the middle of the first cones from both lines
- On “GO” Pupil 1 moves and collects 1 ball, moves and places the ball onto the empty cone on the other side of the line
- Pupil 1 progresses up the line moving 1 ball at a time to an empty cone
- When they get to the end of the line they turn around and repeat the opposite way
- Pupil 2 counts how many balls can be moved in 1 minute

To make it harder

- Move the cones further apart
- Pick the ball up and place it down with the non-dominant hand
- Move only using side stepping action

To make it easier

- Move the cones closer together

Scoring

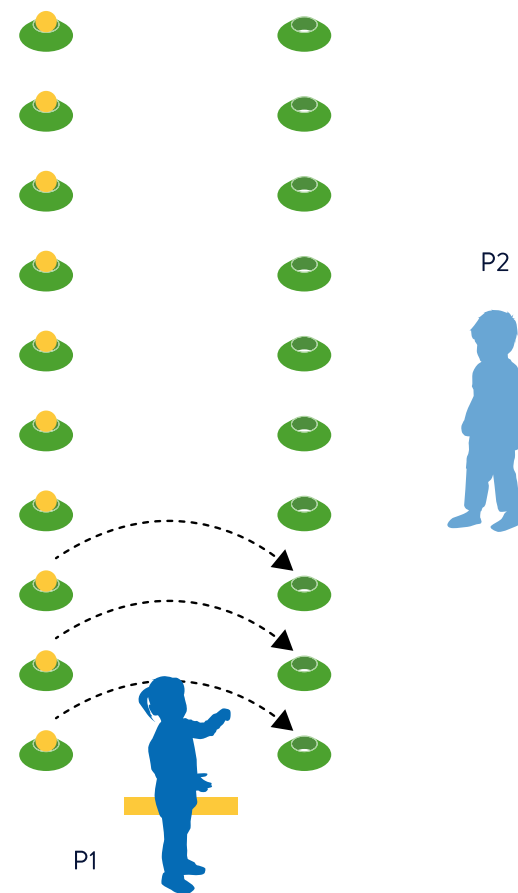
- How many balls can you move from one side of the line to the other side in 1 minute?

Equipment:

● 10x Sponge balls

— 1x Throw down line

● 20x Cones



2 WEAVE

Years 3&4 / P4&5: Balance



Activity Challenge

- Place 4 cones 1m apart in a row
- Pupil 1 starts at the first cone, holding the racket with a ball balanced on top
- Pupil 1 weaves in and out of the cones and back to the start keeping the ball balanced on the racket
- If the ball falls off, they put it back on the racket strings and continue from where it fell off
- Pupil 2 counts how many cones Pupil 1 weaves passed

To make it harder

- Move quicker
- Balance 2 balls on the racket
- Add more cones to the weave

To make it easier

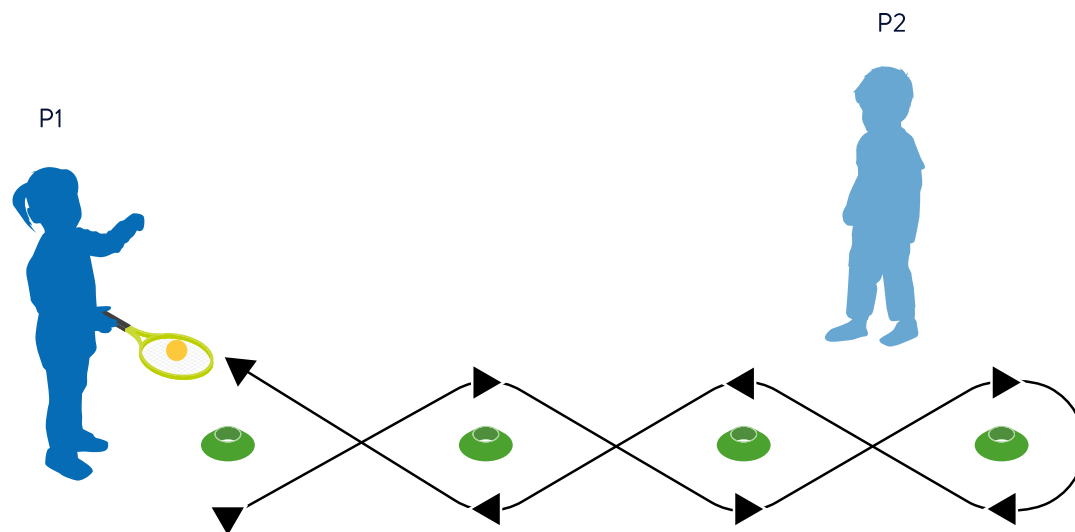
- Use a bean bag instead of a ball

Equipment:

● 1x Sponge ball

●●●● 4x Cones

🎾 1x Tennis racket



Scoring

- How many cones can you pass in the weave in 1 minute?

3

THE WALL

Years 3&4 / P4&5: Reaction Work



Activity Challenge

- Station to be done by a wall
- Place the 6 number cards on the wall with 1m between them
- Place a line 1m in front of the wall
- Pupil 1 starts on the line with their back to the wall
- Pupil 2 calls out a number; Pupil 1 turns, runs and touches the number with their hand and returns to the line
- As soon as Pupil 1 is back on the line Pupil 2 calls the next number
- Pupil 1 can use either hand to touch the number
- Pupil 1 keeps their own score

This activity can also be done with the number cards placed on the floor if there is not a wall available

To make it harder

- Place the number cards further apart on the wall
- Numbers placed on right side must be touched using the right hand, and numbers on left side must be touched using the left hand
- Starting position is sat down facing partner
- Have both numbers and shapes on the cards

To make it easier

- Use fewer numbers
- Start closer to the wall
- Start facing the wall

Equipment:

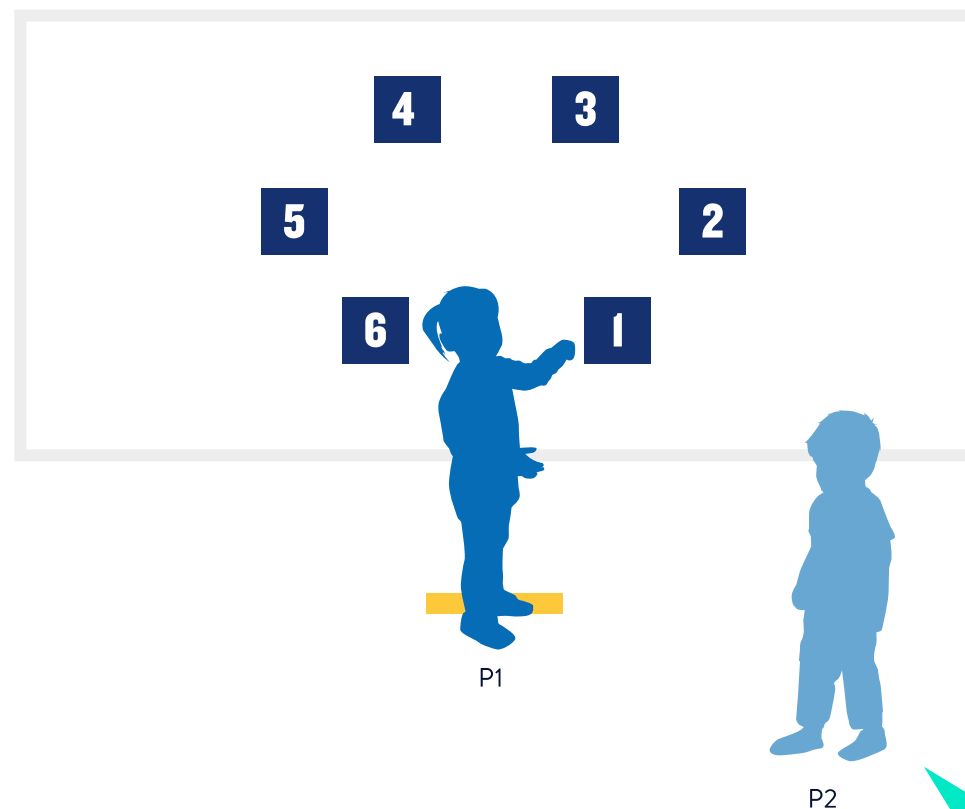


Tape to secure numbers to the wall



6x numbers on card or laminated paper (shapes or colours could also be used)

— 1x Throw down line



Scoring

- How many numbers can you touch in 1 minute?

4 FLIP IT

Years 3&4 / P4&5: Racket Co-ordination



Activity Challenge

- Pupil 1 starts with a bean bag balanced on the racket strings, with their palm facing up
- Pupil 1 flips the bean bag in the air and rotates their wrist so that the palm of hand faces down, and catches the bean bag on the strings
- Pupil 1 flips the bean bag again and rotates the wrist back so that their palm is facing up
- Pupil 2 counts how many times Pupil 1 can successfully flip and catch the bean bag on the strings

To make it harder

- Use a sponge ball instead of a bean bag
- Place the non-dominant hand behind their back

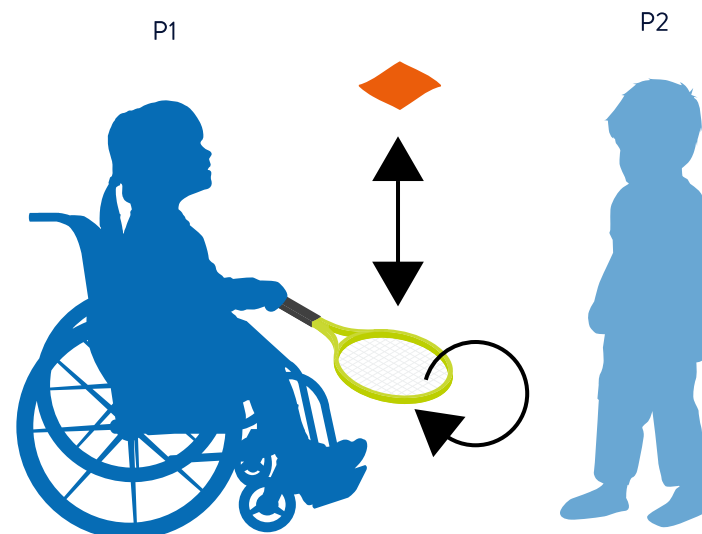
To make it easier

- Flip the bean bag and catch it on the racket strings without rotating the wrist
- Hold the racket with 2 hands on the grip
- Use a lighter bean bag or fluff ball

Equipment:

◆ 1x Bean bag

🎾 1x Tennis racket



Scoring

- How times can you flip and catch the bean bag in 1 minute?

5

ACROSS THE VALLEY

Years 3&4 / P4&5: Sending & Receiving



Activity Challenge

- Working in pairs, with a racket each
- Pupils start facing each other 1m apart with a hoop in between them
- Pupil 2 starts with a bean bag balanced on their strings and tosses it to Pupil 1 to catch on their racket strings
- Pupil 1 tosses the bean bag for Pupil 2 to catch on their racket strings
- Pupil 2 counts how many successful catches Pupil 1 makes

To make it harder

- Place the non-dominant hand behind their back
- Use 2 bean bags at the same time

To make it easier

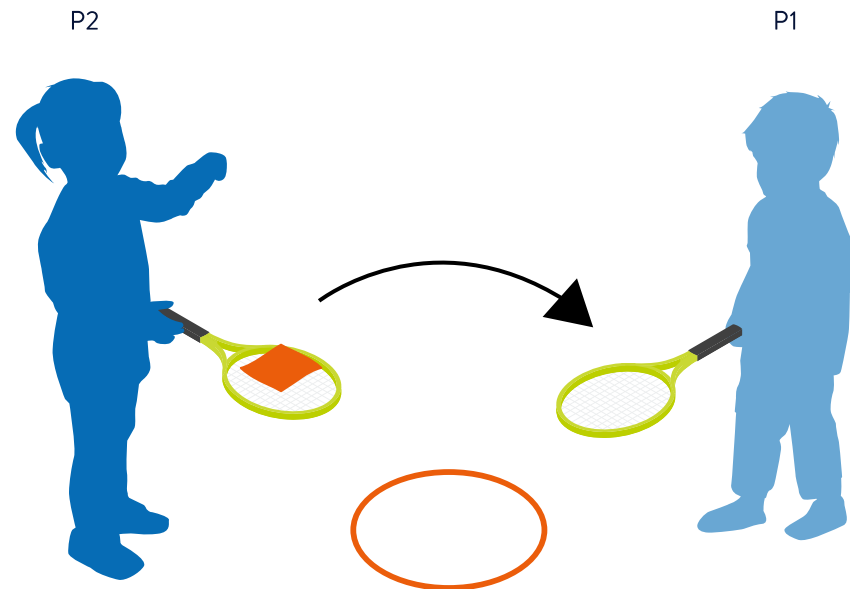
- Pupil 2 throws the bean bag for Pupil 1 to catch with the racket strings
- Pupil 1 catches the bean bag on the racket strings then throws it back to Pupil 2

Equipment:

◆ 1x Bean Bag

○ 1x Hoop (or 4x throw down lines)

🏸 2x Tennis rackets



Scoring

- How many catches can you complete in 1 minute ?

Pupil 1 scores the number of catches using their racket for the first minute and then switch roles for the second minute.

6 TRAP IT

Years 3&4 / P4&5: Bounce & Catch



Activity Challenge

- Working in pairs, pupils start facing each other 2m apart
- Pupil 2 starts with a ball and Pupil 1 starts with 2 cones (1 in each hand)
- Pupil 2 throws the ball underarm to Pupil 1 who lets the ball bounce and catches (traps) the ball between the 2 cones
- Pupil 1 passes the ball back to Pupil 2
- Pupil 2 counts how many times Pupil 1 catches the ball between the cones

To make it harder

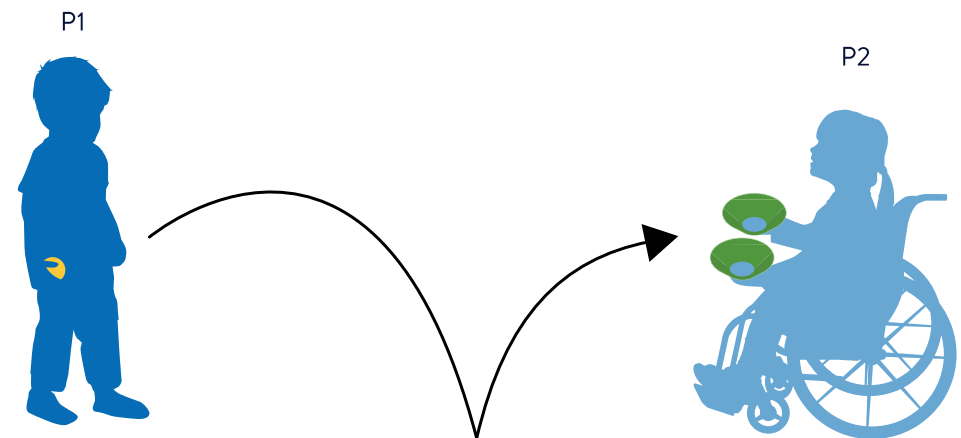
- Catch the ball before it bounces
- Pupils stand further apart

To make it easier

- The ball can bounce more than once
- Pupils stand closer to each other

Equipment:

- 1x Sponge ball
- 2x Cones



Scoring

- How many catches can you make in 1 minute?

7 TARGET ZONE

Years 3&4 / P4&5: Underarm Serve



Activity Challenge

- Place 4 lines to make a 1x1m square
- Place a starting line 2m away from the square
- Pupil 1 starts behind the line facing the square with the racket and balls
- Pupil 1 taps the ball using an underarm serve action aiming to bounce the ball inside the target
- Pupil 2 collects the balls and passes them back to Pupil 1
- Pupil 2 counts how many times the ball lands in the square

To make it harder

- Move further away from the square
- Make the square smaller

To make it easier

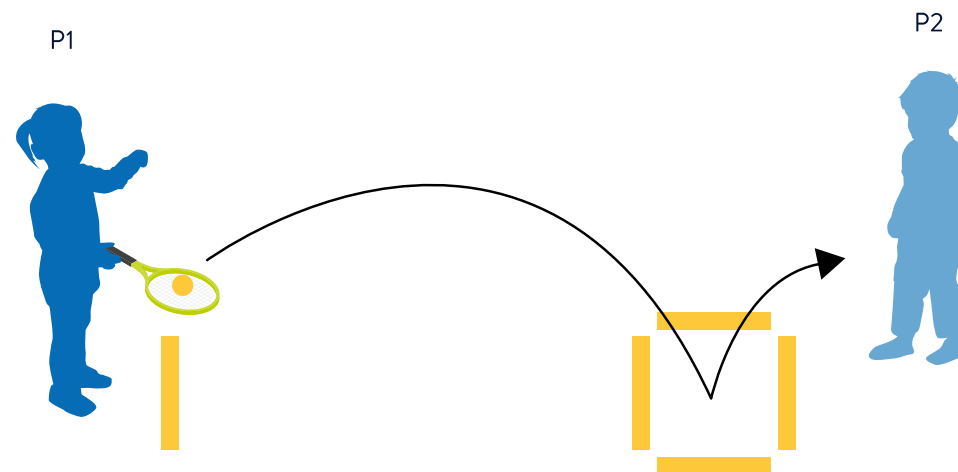
- Move closer to the square
- Use an underarm throw rather than an underarm serve

Equipment:

● 2x Sponge balls

— 5x Throw down lines

 1x Tennis racket



Scoring

- How many serves can you land in the target in 1 minute?
- You only score if the ball lands in the square on the first bounce

8

COCONUT SHY

Years 3&4 / P4&5: Throwing Overarm



Activity Challenge

- Place 4 upright cones with balls balanced on top, in front of a net
- Place a line 3m away from the upright cones
- Pupil 1 starts on the line with 3 balls
- Pupil 1 throws the ball overarm aiming to knock the balls off the upright cones
- Pupil 2 collects the ball and passes it back to Pupil 1 and replaces the balls on top of the upright cones if knocked off
- Pupil 2 counts how many balls are knocked off the upright cones

To make it harder

- Place the second and fourth cones on top of a chair to alter the height of the targets
- Move the upright cones further apart
- Move further away from the upright cones

To make it easier

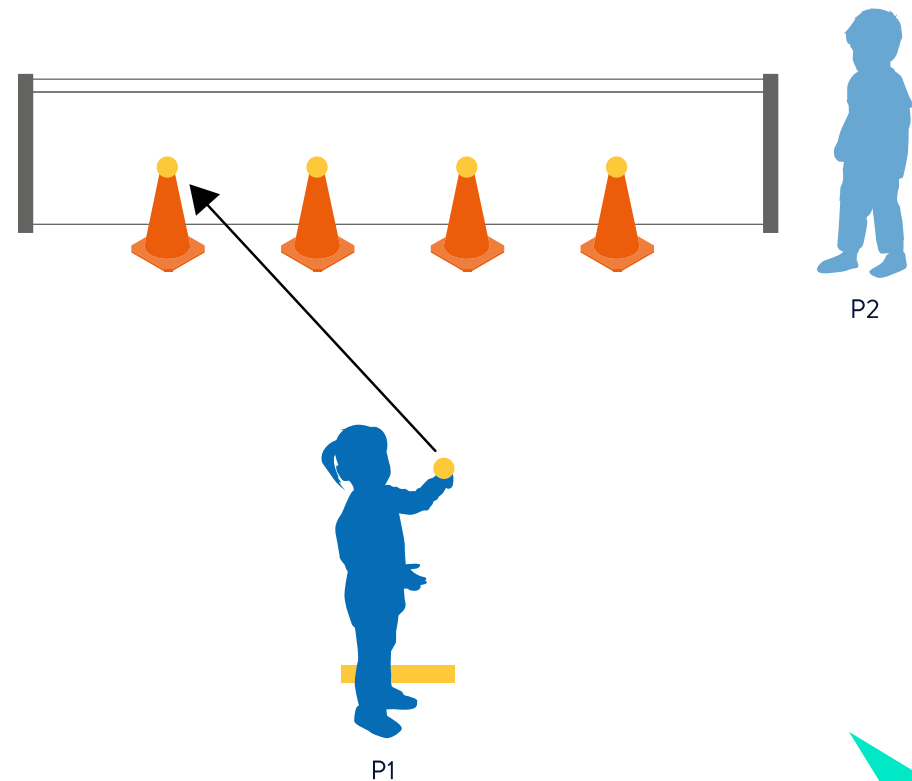
- Use a bigger ball
- Use bigger targets
- Move closer to the upright cones

Scoring

- How many balls can you knock off in 1 minute?

Equipment:

- 7x Sponge balls
- 4x Upright cones
- 1x Throw down line
- 1x Net (or wall)



9

FAST FOREHANDS

Years 3&4 / P4&5: Forehands



Activity Challenge

- Place 2 lines on the floor to create a net
- Pupils work in pairs and start facing each other either side of the lines (approx. 1.5m away from the lines)
- Pupil 1 starts with the racket
- Pupil 2 starts with the ball
- Pupil 2 underarm throws the ball over the lines to Pupil 1. Pupil 1 lets the ball bounce then hits a forehand back over the lines, aiming for it to bounce in front of Pupil 2, who then catches it.
- Pupil 2 counts how many forehands Pupil 1 can hit over the lines

To make it harder

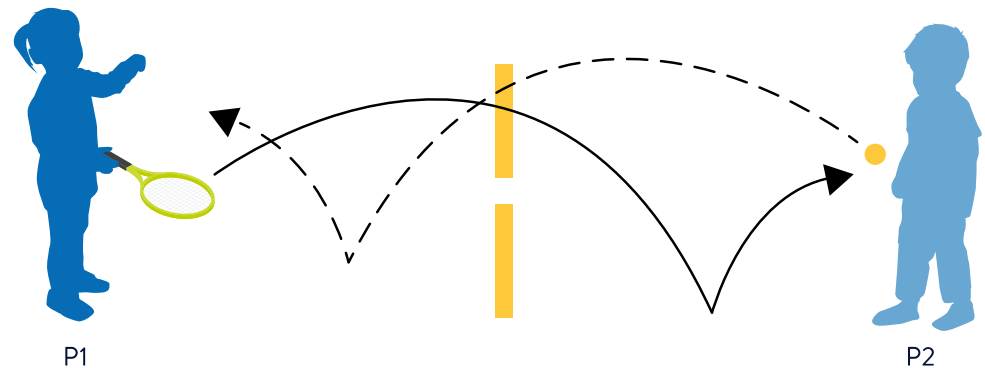
- Make a target zone on the floor in front of Pupil 2 which Pupil 1 aims to hit the forehands into
- Pupils stand further apart
- Use a net or barrier tape to hit over
- Pupil 2 uses a racket to feed the ball

To make it easier

- The ball can bounce more than once before hitting it
- Use a bigger, lightweight ball
- Hit the ball with the palm of the dominant hand instead of a racket

Equipment:

- 1x Sponge ball
- 2x Throw down lines
- 1x Tennis racket



Scoring

- How many forehands can you hit over the lines in 1 minute?



Activity Challenge

- Place 2 lines on the floor to create a net
- Pupils work in pairs and start facing each other either side of the lines (approx. 1.5m away from the lines)
- Pupil 1 starts with the racket
- Pupil 2 starts with the ball
- Pupil 2 underarm throws the ball over the lines to Pupil 1. Pupil 1 lets the ball bounce then hits a backhand back over the lines, aiming for it to bounce in front of Pupil 2, who then catches it.
- Pupil 2 counts how many backhands Pupil 1 can hit over the lines

To make it harder

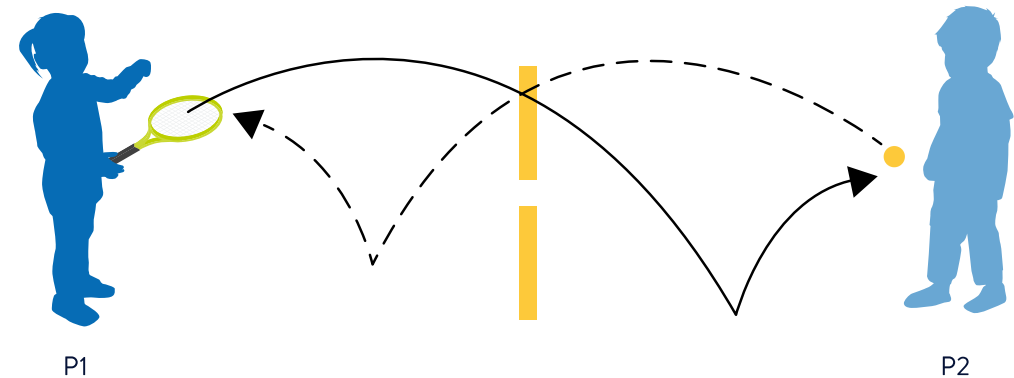
- Make a target zone on the floor in front of Pupil 2 which Pupil 1 aims to hit the backhands into
- Pupils stand further apart
- Use a net or barrier tape to hit over
- Pupil 2 uses a racket to feed the ball

To make it easier

- The ball can bounce more than once before hitting it
- Use a bigger, lightweight ball
- Hit the ball with the palm of the non-dominant hand instead of a racket

Equipment:

- 1x Sponge balls
- 2x Throw down lines
- 1 x Tennis racket



P1

P2

Scoring

- How many backhands can you hit over the lines in 1 minute?

1 SPLIT IT

Years 5&6 / P6&7: Movement

Activity Challenge

- Place 3 spots in a triangle 1m apart
- Pupil 1 starts on a spot
- Pupil 2 calls out a colour of another spot, Pupil 1 split steps and moves to touch the corresponding spot with their hand, then returns to the spot they started on
- As soon as Pupil 1 is back on the starting spot Pupil 2 calls a colour again
- Pupil 2 counts how many spots are correctly touched by Pupil 1

To make it harder

- Add more spots (diagram B)
- Pupil 2 calls out “Right” or “Left”
- Move the spots further apart

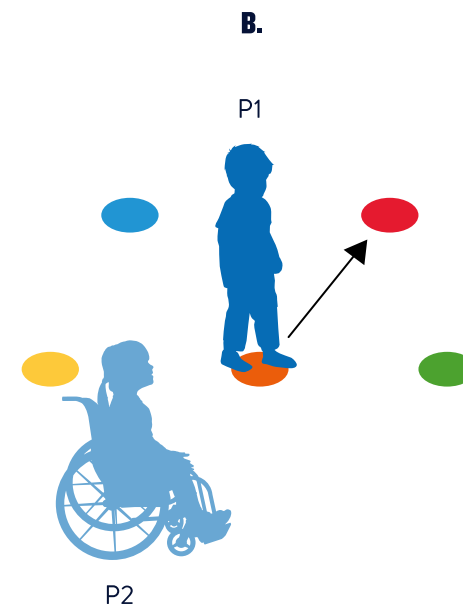
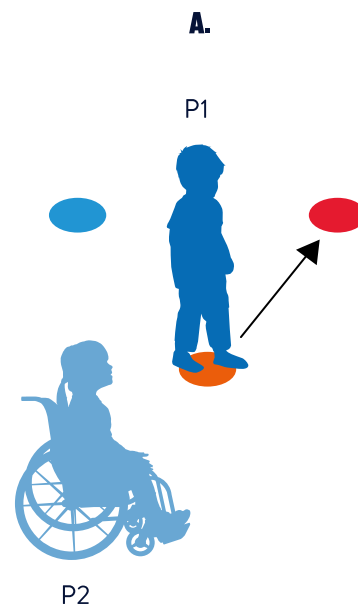
To make it easier

- Remove the split step at the start so Pupil 1 just moves to touch the corresponding spot

Equipment:



3x Spots in different colours (or cones)



Scoring

- How many spots can you touch with your hand in 1 minute?

2 DOUBLE TROUBLE

Years 5&6 / P6&7: Balance

Activity Challenge

- Place 2 cones 3m apart
- Pupil 1 starts on a cone with a racket in each hand and a ball balanced on the strings of each racket
- Pupil 1 moves around the other cone and back to the first cone whilst keeping the balls balanced
- If the ball falls off, Pupil 2 can help by putting it back on the racket strings and Pupil 1 continues from where it fell off
- Pupil 2 counts the number of times Pupil 1 moves around the second cone and back to the first cone (1 lap)

To make it harder

- Move the cones further apart
- Balance 2 balls on each racket

To make it easier

- Balance bean bags instead of balls
- Use 1 racket and ball

Scoring

- How many laps can you do in 1 minute?

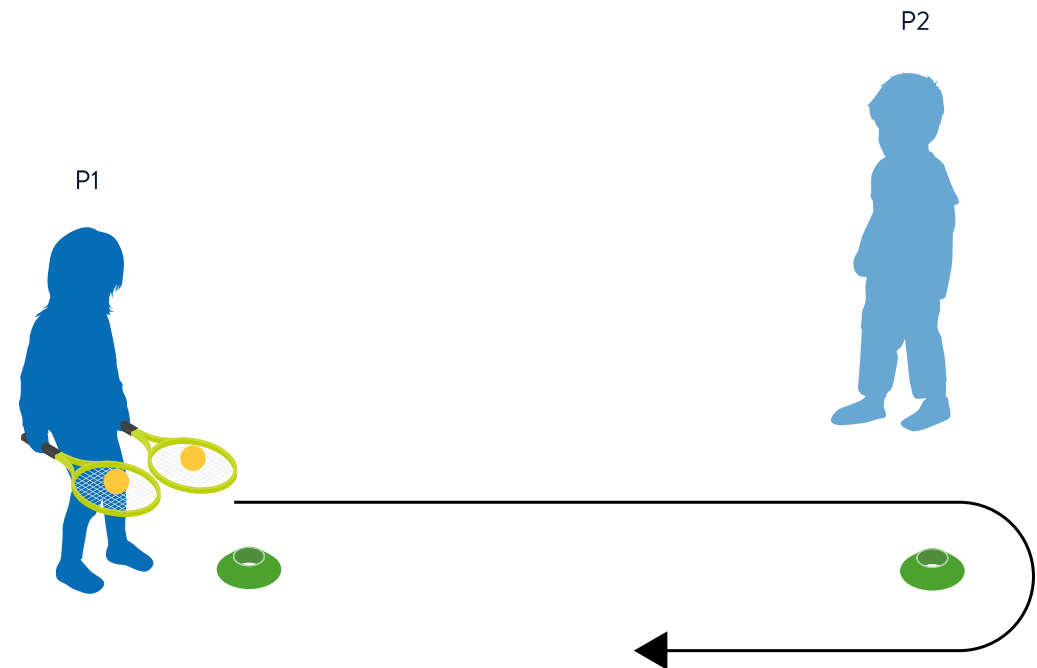
If the time ends when you have moved around the second cone but not made it back to the first cone, still count this as a lap. If you have not reached the second cone then this lap does not count.

Equipment:

● 2x Sponge balls

● 2x Cones

🎾 2x Tennis rackets



3

STACK & CATCH

Years 5&6 / P6&7: Reaction Work



Activity Challenge

- Place 2 upright cones next to each other
- Pupil 1 stands behind the upright cones
- Pupil 2 stands 1m in front of the upright cones with a ball
- Pupil 2 calls “go” and throws the ball vertically into the air just above head height. At the same time Pupil 1 stacks 1 cone on top of the other, picks them up and catches the ball inside the bottom cone before the ball bounces.
- Pupil 1 returns the ball to Pupil 2 and resets the cones
- Pupil 2 counts how many times Pupil 1 can successfully catch the ball

To make it harder

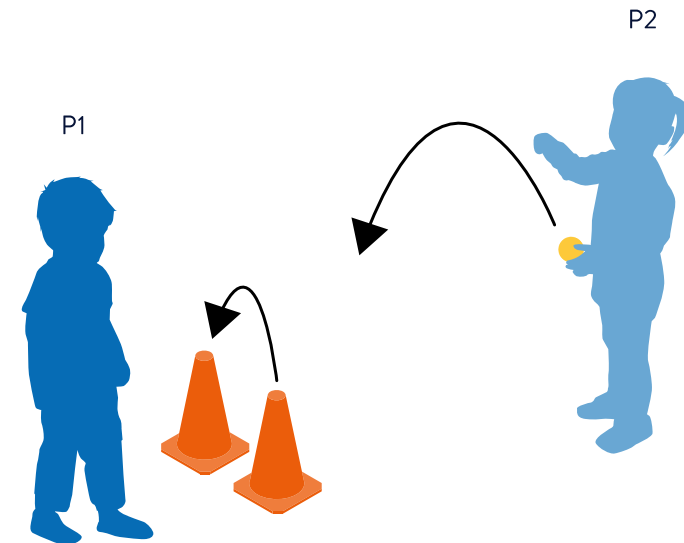
- Pupil 1 places their non-dominant hand behind their back
- Pupil 1 uses their non-dominant hand
- Pupil 1 starts with the ball, throws the ball up before stacking the upright cones to catch

To make it easier

- Pick up 1 upright cone and invert to catch
- Pupil 1 can start holding a cone
- Let the ball bounce once before catching

Equipment:

- 1x Sponge ball
- ▲ 2x Upright cones



Scoring

- How many catches can you complete in 1 minute?
If the ball lands inside the cone but bounces out this counts as a successful catch

4 FLIPPER

Years 5&6 / P6&7: Racket Co-ordination



Activity Challenge

- Pupil 1 starts with a racket and a ball
- Pupil 1 taps the ball into the air and flips the racket 180 degrees before tapping the ball up again and flipping the racket back 180 degrees (the palm of the racket hand should alternate between facing up and down)
- Pupil 2 counts how many times Pupil 1 can flip the racket and tap the ball

To make it harder

- Use the non-dominant hand

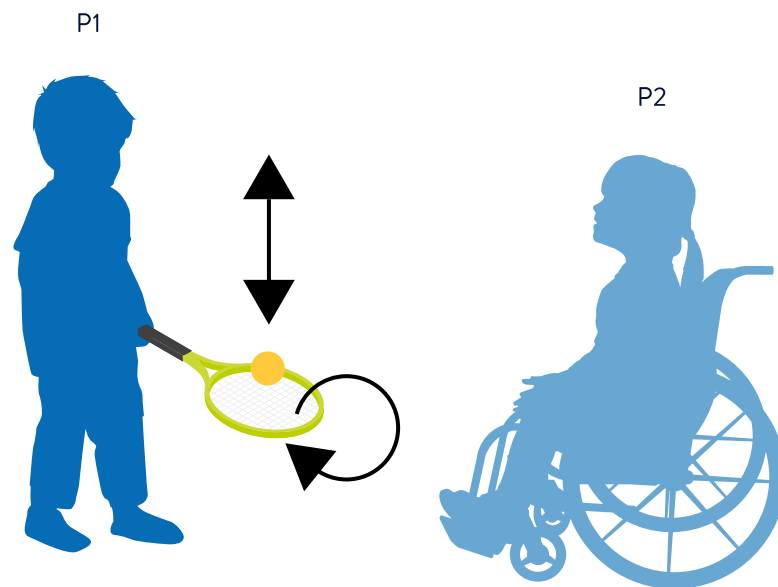
To make it easier

- Let the ball bounce after tapping the ball in the air and flipping the racket
- Tap the ball up without flipping the racket

Equipment:

 1x Tennis racket

 1x Sponge ball



Scoring

- How many flip and hits can you do with your racket in 1 minute?

5 REBOUND WALL

Years 5&6 / P6&7: Sending Volley



Activity Challenge

- Place the lines 2m apart
- Pupils work in pairs and start facing each other on opposite lines
- Pupil 1 starts with a racket, and Pupil 2 starts with a ball
- Pupil 2 throws the ball underarm to Pupil 1 to volley (hit before the ball bounces)
- Pupil 1 aims the ball so that it bounces in front of Pupil 2
- Pupil 2 catches the ball after 1 bounce
- Pupil 2 counts how many volleys Pupil 1 hits

To make it harder

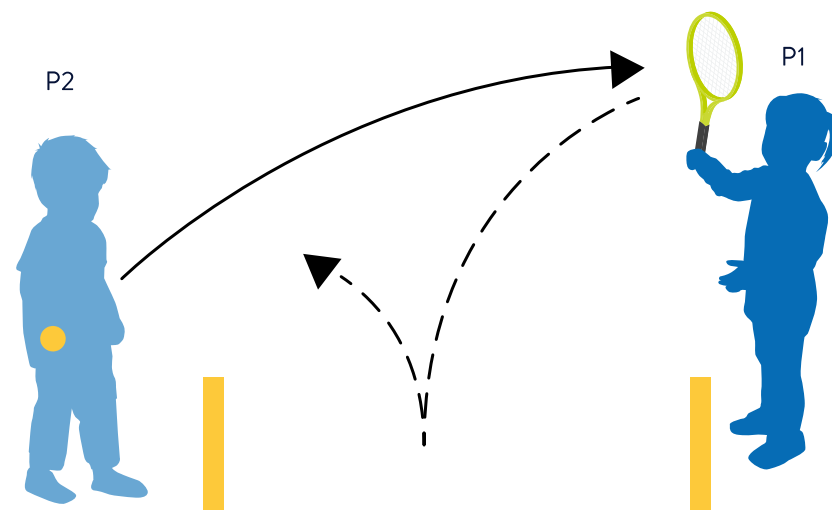
- Place a target on the floor that the volley has to land in
- Volley the ball back to Pupil 2 who catches the ball without it bouncing

To make it easier

- Pupil 1 uses the palm of their hand to volley the ball
- Pupil 1 catches the ball with one hand in a volley position
- Use a bean bag or larger lightweight ball

Equipment:

- 1x Sponge ball
- 2x Throw down lines
- 🎾 1x Tennis racket



Scoring

- How many volleys can you hit in 1 minute?

6

BASEBALL CATCHER

Years 5&6 / P6&7: Bounce & Catch



Activity Challenge

- Place 2 throw down lines 2m apart
- Pupils work in pairs and start facing each other on opposite lines
- Pupil 1 starts with a cone in each hand
- Pupil 2 starts with a ball
- Pupil 2 throws the ball underarm to Pupil 1
- Pupil 1 lets the ball bounce before catching it using 1 of the cones (similar to if it is a baseball mitt)
- Pupil 1 sends the ball back to Pupil 2
- Pupil 1 should catch the ball in the cone on the corresponding side of the body i.e. if the ball is on their left they should catch with the cone in their left hand
- Pupil 2 counts how many times Pupil 1 successfully catches the ball in the cones

To make it harder

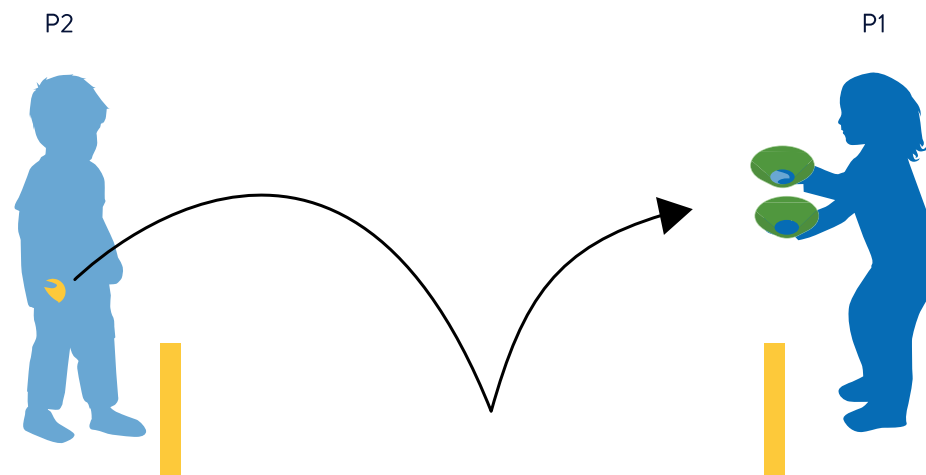
- Use 1 cone in the non-dominant hand
- Alternate catching with the dominant and non-dominant hand regardless of which side the ball is
- Catch the ball before it bounces
- Pupils stand further apart

To make it easier

- Use a bean bag
- Pupils stand closer to each other

Equipment:

- 1x Sponge ball
- 2x Cones
- 2x Throw down lines



Scoring

- How many catches can you complete in 1 minute?

7 TICK TOCK

Years 5&6 / P6&7: Underarm Serve



Activity Challenge

- Place 4 lines to make a 1x1m square, and make another square 2m away
- Place a line 2m away from the squares as a starting line
- Pupil 1 stands on the starting line with a racket and the balls
- Pupil 1 hits an underarm serve aiming for the ball to first bounce in the right square
- Pupil 1 then hits an underarm serve aiming for the ball to first bounce in the left square
- Pupil 2 collects the balls and passes them back to Pupil 1
- Pupil 2 counts how many times the ball lands in the square

To make it harder

- Make the squares smaller
- Replace the squares with a target cone

To make it easier

- Make the squares bigger
- Allow the ball to bounce before hitting it

Scoring

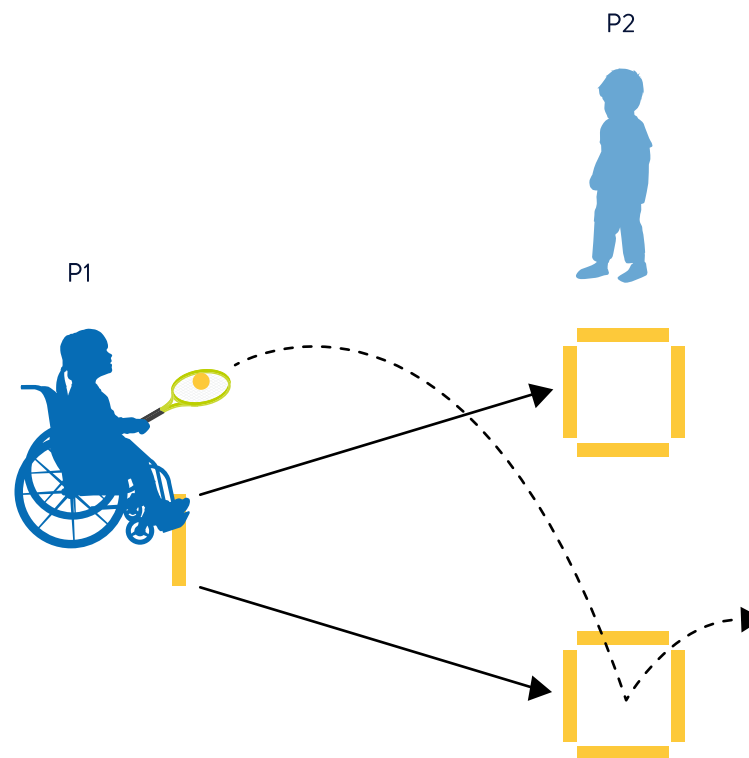
- How many serves can you land in the target in 1 minute?
You only score if the ball lands in the square on the first bounce

Equipment:

● 2x Sponge balls

— 9x Throw down lines

 1x Tennis racket



8

AIMING ZONE

Years 5&6 / P6&7: Overarm Serve



Activity Challenge

- Place 4 upright cones in front of a net
- Place a line 3m away from the upright cones
- Pupil 1 starts with a racket and the balls
- Pupil 1 hits an overarm serve aiming for the ball to hit one of the upright cones
- Pupil 2 collects the ball and passes it back to Pupil 1 and replaces the upright cones if knocked over
- Pupil 2 counts how many times Pupil 1 hits an upright cone

To make it harder

- Move the upright cones further apart
- Move further away from the upright cones
- Use smaller targets

To make it easier

- Move the upright cones closer together
- Move closer to the upright cones
- Use bigger targets
- Use a bigger lightweight ball

Scoring

- How many targets can you hit in 1 minute?

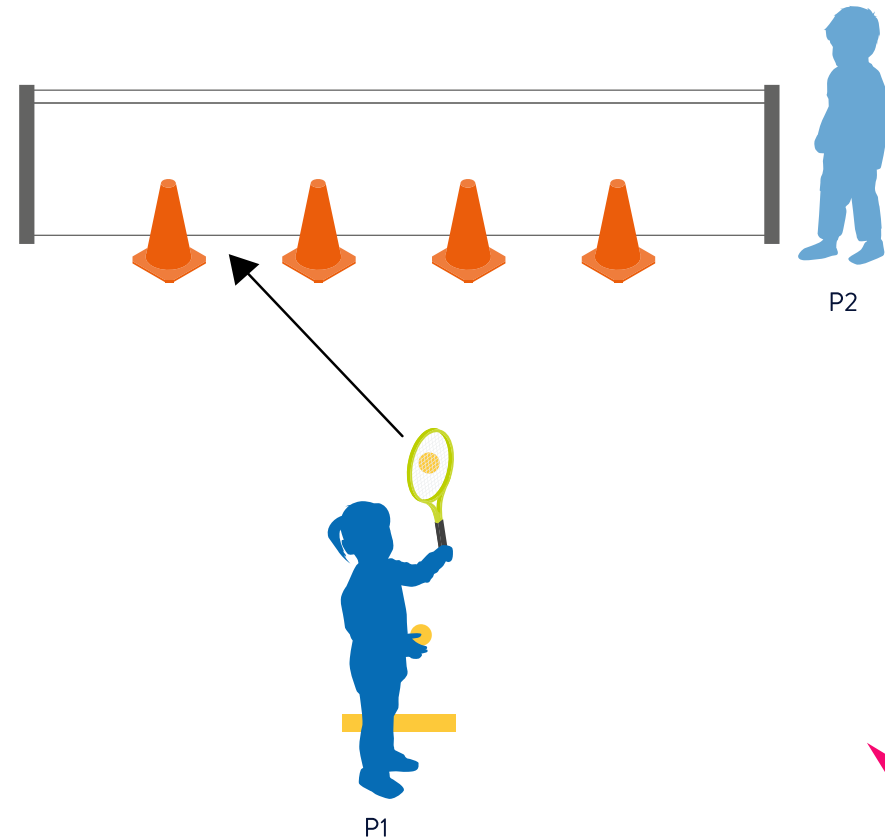
Equipment:

● 3x Sponge balls

🎾 1x Tennis racket

🚦 4x Upright cones

— 1x Net (or wall)



9

RAPID RALLIES

Years 5&6 / P6&7: Forehands



Activity Challenge

- Pupils work in pairs, standing either side of a net
- Both pupils have a racket, and Pupil 2 starts with the ball
- Pupil 2 feeds the ball over the net to Pupil 1 who lets the ball bounce once then hits a forehand
- Pupils rally the ball over the net using forehands
- Pupils should let the ball bounce once before hitting it
- Pupil 2 counts how many times Pupil 1 hits a forehand over the net

To make it harder

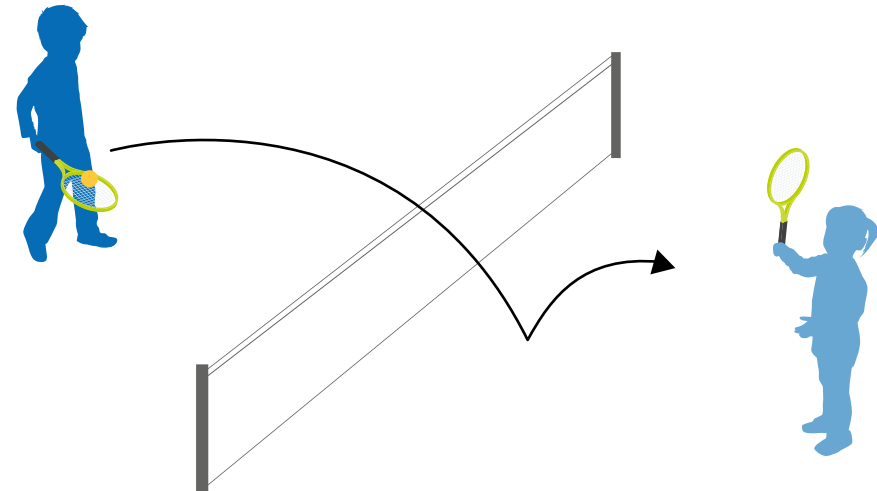
- Place a target zone on the floor which Pupil 1 has to hit their forehand into
- Move further away from each other

To make it easier

- Pupil 2 throws the ball underarm to Pupil 1
- The ball can bounce as many times as needed before it is hit
- Reduce the height of the net (use barrier tape or lines)

Equipment:

- 1x Sponge Ball
- 1x Net (or barrier tape)
- 2x Tennis rackets



Scoring

- How many forehands can you hit over the net in 1 minute?
- If the rally breaks down, start counting from the previous score.

10

BACKHAND ATTACK

Years 5&6 / P6&7: Backhands



Activity Challenge

- Pupils work in pairs, standing either side of a net
- Both pupils have a racket, and Pupil 2 starts with the ball
- Pupil 2 racket feeds the ball over the net to Pupil 1 who lets the ball bounce once then hits a backhand
- Pupil 2 lets the ball bounce then catches it, and feeds the ball again for Pupil 1 to hit a backhand
- Pupil 2 counts how many times Pupil 1 hits a backhand over the net

To make it harder

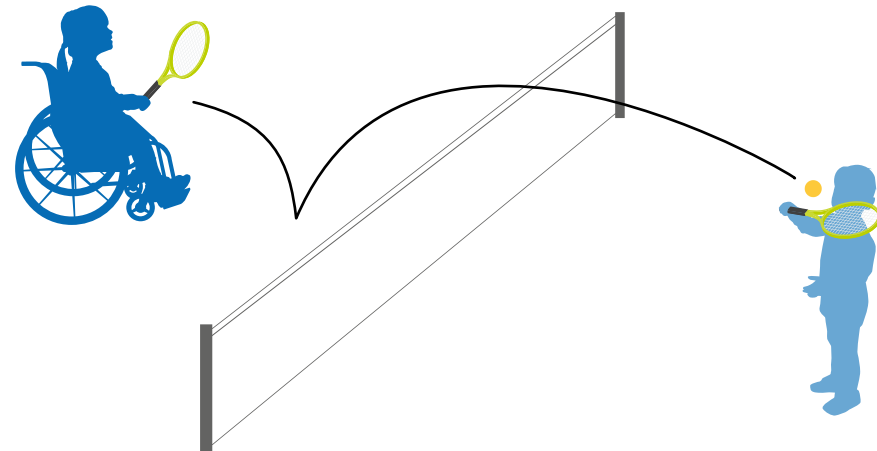
- Place a target zone on the floor which Pupil 1 has to hit their backhand into
- Move further away from each other
- Pupil 2 hits the ball straight back to Pupil 1's backhand (rather than catching it and feeding it)

To make it easier

- Pupil 2 throws the ball underarm to Pupil 1
- The ball can bounce as many times as needed before it is hit
- Reduce the height of the net (use barrier tape or lines)

Equipment:

- 1x Sponge Ball
- 1x Net (or barrier tape)
- 2x Tennis rackets



Scoring

- How many backhands can you hit over the net in 1 minute?