

# PRIMARY P.E. LESSON PLANS

INTRODUCTION & GUIDE



# PRIMARY P.E. LESSON PLANS:

Welcome to your series of eighteen lesson plans and accompanying videos that have been specifically designed for schools to help teachers deliver high quality PE lessons with confidence.

The content has been written by teachers to deliver curriculum outcomes, and is centered on teaching fundamental movement skills and developing physical literacy. Lessons are designed to be delivered to a whole class in a school hall, with equipment that, in the main, schools are likely to have. The lessons are written as three progressive schemes of work with six lessons in each.



## Lessons 1 to 6

Designed for pupils aged 5-7 to introduce tennis and racket-based activity, all of which have a foundation in the fundamental movement skills of agility, balance and coordination, which are applied in suitable small sided games.

## Lessons 7 to 12

Designed for pupils aged 7-9 to develop their tennis-based racket skills. The activities are designed to build upon the fundamental movement skills of agility, balance and coordination taught in earlier years with particular emphasis on linking movements together into sequences and applying them in a broad range of collaborative learning opportunities as well as in modified competitive games. The pupils will begin to evaluate their own strengths, challenge themselves through a series of personal best challenges and start to apply simple tactics.

## Lessons 13 to 18

Designed for pupils aged 9 - 11 to develop and extend their tennis-based racket skills taught in Lesson Plans 1-12, with particular emphasis on applying sequences of movement, understanding scoring and officiating both in personal challenges and competitive games. The pupils will have opportunities to communicate with each other, work collaboratively to practice and apply more advanced tactics.

The lesson plans provide a progressive six week start to finish approach and can be used exactly as they suggest, and/or teachers can mix and match activities, use Skill Up activities, and develop additional lessons appropriately for the pace of their class by considering the differentiation suggestions. It is quite feasible therefore for a class to stay on one lesson plan for longer than one lesson, consolidate their skills and work through the activities over two or three lessons, gradually building in the Skill Up sections. This approach will extend the six weeks of lesson plans into a longer scheme of work and ensure that pupils progress at a rate that is suitable and appropriate to the class itself and not be rushed. The timings included in the lesson plans may not suit the learning pace for all pupils and the teacher may decide to extend or shorten the activity time to allow the pupils to master their skills and strengthen their confidence before progressing or move them onto further challenges more quickly. This flexible approach is designed for the teacher to have complete ownership of the progress of their pupils and class, based on ability, competence and confidence.

All the videos have been recorded in a primary school in Birmingham. All the pupils present on the days of filming were included in the lessons and, in line with their school uniform policy pupils participated in their school uniform if they did not have PE kit. The school hall used was small (the size of one badminton court), with typical restrictions e.g. a piano, matt storage and other obstacles, however the videos demonstrate how the activities in the lesson plans can be set up and taught in a meaningful and progressive way.

# EXTERNAL FOCUS

**Research has shown that the type of instruction and how it is communicated to learners impacts the rate and retention of learning.**

External Focus (i.e. referencing something outside of the body) has been proven to improve the rate of learning, retention of learning and robustness of learning over internal focus (i.e. within the body). Links to just some of the research can be found in the appendix.

The teaching points and language used throughout the lesson plans and videos therefore use external focus; some of the frequently used terms include:

- Shoes (external) instead of feet (internal)
- Racket hands (external) instead of hands (internal)
- Red or blue shoe (external) instead of right or left foot (internal)

The activities develop the pupils' right (red) and left (blue) side of the body equally throughout the lesson plans. This approach along with External Focus, supports bilateral coordination and through practice the physical competence and muscle development of a balanced pupil with strong coordination on both sides of their body. Pupils will have a preferred side, which will be developed as they grow and referred to more in the latter lesson plans.

Tennis is an open sport where players constantly need to adapt to the ball; in the lesson plans the teaching point "adapt to the ball" is used frequently. Depending on how a ball is sent and where it lands, means pupils will need to move appropriately in order to be in the right position to receive or hit the ball. This could be moving forwards, backwards, sideways, to the ball or moving away from the ball.

# PERSONAL DEVELOPMENT

**In every lesson plan the third objective focuses on a character skill. There are six key skills, all important to tennis and can be developed through tennis:**

- **Cooperation**
- **Passion**
- **Perseverance**
- **Personal Best**
- **Resilience**
- **Respect**

In addition there are a suite of Personal Development resources, which sit within the wider school curriculum, on the LTA Schools Members Portal.



# INCLUSION

Throughout the lesson plans the differentiation framework of STEP has been used. Space, Task, Equipment, People is now a regularly used term in physical education and the suggested changes using the framework are a starting point for personalising learning.

It is expected that pupils may move up and down the differentiation continuum throughout their learning and appropriate adjustments will be made by the teacher to ensure progress and engagement by all pupils is in line with expectations. The STEP Framework can be found at the end of this document.

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 suggestions to ensure all pupils can participate.

## CROSS CURRICULAR LINKS

### Tennis & English (handwriting):

Tennis and racket-based activities are ideal practical activities which support handwriting development. The strengthening of the shoulder, wrist and hand muscles during the tennis activities help the pupils build strength for handwriting and manipulating the writing implements. The development of gross motor skill and fine motor skills such as hand eye coordination, spatial awareness and tracking the ball in the tennis-based skills can be transferred to the tracking involved in reading and crossing the midline activities. The various shots in tennis and cross body movement supports the shaping and proprioception development needed for the shaping of letters.

### Tennis & Maths:

Tennis has many opportunities for children to combine mathematical skills whilst playing fun games. From basic counting, timing, estimating how many, angles of shots, scoring, calculating score differences, recording shot selection patterns and data collection to more advanced mathematical skills involving spreadsheet analysis, problem solving, statistics, league tables, ladders, probability and prediction. The opportunities are endless.



# LINKS TO THE NATIONAL CURRICULUM

## National Curriculum for England

### Lesson plans 1-6

aim to inspire Key Stage 1 pupils to succeed and excel in tennis based activity through an approach that will provide opportunities for the pupils to develop their competence, be physically active for sustained periods of time, engage them in competitive opportunities and support the start of a life-long engagement and enjoyment in activity. Lesson plans 1-6 aim for the pupils to master basic movements especially catching and throwing, sending and receiving, coordination, agility and balance in adapted games and challenges with simple tactics.

### Lesson plans 7 -12

aim to inspire pupils in Lower Key Stage 2 (Years 3 & 4) to succeed and excel in tennis based activity through an approach that will provide opportunities for the pupils to apply and develop their racket based skills. The lessons aim for the pupils to play modified competitive games, apply basic tactics for attacking and defending whilst developing their communication and evaluating skills. Pupils will develop their technical racket skills and start to compare their performance to achieve their personal best.

### Lesson plans 13-18

aim to inspire Upper Key Stage 2 (Years 5 & 6) pupils to succeed and excel in tennis based activity through an approach that will provide opportunities for the pupils to apply and develop their racket based skills. The lessons aim for the pupils to play modified competitive games gradually building towards the recognised mini red game. The lesson plans provide opportunities for the pupils to apply attacking and defending tactics, understand scoring and shot selection whilst developing their communication and evaluating skills. Pupils will develop their technical racket skills and learn how to evaluate and recognise their own success in order to achieve their personal best.

## National Curriculum for Wales

### Lesson plans 1-6

aim to support the physical development in the foundation stage through a movement based approach which is enjoyable and encourages spatial awareness, coordination, balance, control and manipulative skills (Outcomes 1 – 3). The lesson plans extend into Key Stage 2 with opportunities for pupils to achieve Levels 1-5 with a strong focus on the lower levels giving the opportunity to practice, increase confidence and physical control through simple movement patterns and working safely.

### Lesson plans 7 -12

aim to inspire pupils in Lower Key Stage 2 (Years 3 & 4) through an approach which is enjoyable and provides opportunities for them to practice, improve and link actions whilst improving their control and fluency in order for them to achieve Levels 1-5. Pupils will focus on developing greater coordination, sustaining activity for longer, evaluating and watching each others' performance and understanding how to improve their own skills whilst experiencing a variety of competitive activities.

### Lesson plans 13-18

aims to inspire pupils in Upper Key Stage 2 (Years 5 & 6) through an approach which is enjoyable and provides opportunities for them to show increased efficiency and effectiveness in their racket skills, in order for them to achieve Levels 3, 4 & 5. Pupils will focus on greater having consistency in their racket skills, demonstrating control and accuracy, applying more refined tactics in competitive opportunities demonstrating fair play and use technical language when asking questions and providing feedback about their own and others' performance.

\*We are aware that a new curriculum will be released in 2020; at the time of writing this was not yet available.

## Curriculum for Excellence: Scotland

### Lesson plans 1-6

aim to build across the four Health & Well Being competencies (physical, cognitive, personal qualities & physical fitness) for pupils in P2 & P3 through challenging and progressive racket based activity. The lesson plans build on the Early Competencies which explore body control, space awareness and movement skills through enjoyable energetic play (HWB 0-21a, HWB 0-22a, HWB 0-24a) and extend into the First Competencies of linking actions, creating movement patterns and sequences, developing basic techniques and control (HWB 1-21a, HWB 1-22a, HWB 1-24a).

### Lesson plans 7-12

aim to build across the four Health & Well Being competencies (physical, cognitive, personal qualities & physical fitness) for pupils in P4 & P5 through challenging and progressive racket based activity. The lesson plans build on the First Competencies of linking actions, creating movement patterns and sequences, developing basic techniques and control (HWB 1-21a, HWB 1-22a, HWB 1-24a) and extend into the Second Competencies of adapting and applying movement skills and strategies whilst consolidating their skills through practice and refining their performance (HWB 2-21a, HWB 2-22a, HWB 2-23a, HWB 2-24a).

### Lesson plans 13-18

aim to build across the four Health & Well Being competencies (physical, cognitive, personal qualities & physical fitness) for pupils in P6 & P7 through challenging and progressive racket based activity. The lesson plans build on the First Competencies of linking actions, creating movement patterns and sequences, developing basic techniques and control (HWB 1-21a, HWB 1-22a, HWB 1-24a) with a focus on the Second Competencies of adapting and applying movement skills and strategies whilst consolidating their skills through practice and refining their performance (HWB 2-21a, HWB 2-22a, HWB 2-23a, HWB 2-24a).



# THE LESSON PLANS

Each lesson plan has three lesson objectives which are age and stage appropriate. Learning objective one and two focus on the fundamental movement development of competence and confidence through skill development whilst lesson objective three focuses on the life-skills and character development which underpins this scheme of work.

In particular, the activities provide opportunities for learning and self-reflection regarding respect, resilience, perseverance, passion, cooperation and personal best.

## The Lesson Plan Structure:

Each lesson plan is divided into four distinct sections each with a Skill Up section for extending learning where more able pupils need further challenge. There are video resources available for each activity to provide a visual understanding of pupils in action. A fifth section is included on the lesson plans but not in the video resource and this provides the teacher with a suggested plenary appropriate to the lesson plan.

- **Part 1: Warm Up**

In this section the activities develop and build upon the five step patterns needed for all movement and the equivalent throwing and catching skills, both in isolation and combination.

- **Part 2: Body & Ball**

In this section the pupils will develop body control alongside controlling a variety of ball types. They explore the flight and bounce of the ball and how to adjust their body in sending and receiving the ball.

- **Part 3: Racket & Ball**

In this section the pupils start by using their hands as rackets and gradually build up to holding and hitting with rackets in simple and gradually more complex sequences.

- **Part 4: Skill Application (game):**

In this section the pupils apply the skills learnt earlier in the lessons in fun games including a variety of individual personal challenges, pairs challenges and team opportunities.

- **Skill Up:**

This part of the lesson plan offers the teacher an extension challenge to be used appropriately for those pupils ready for the next step.

The lesson plans and activities have been designed for use in a typical small primary school hall. Many activities involve the pupils working in pairs and fours with at times two pupils playing whilst a second pair fulfill the roles of umpire and line judges. This approach allows the teacher to maximise the space, create a safe working environment and if the teacher is faced with odd numbers of pupils there should be simple adjustments made to accommodate the odd number. For example, in an activity where pupils are ideally working in pairs, but there are three in the group, one pupil acts as an observer / coach and provides peer feedback, whilst the other two pupils are doing the task. Ensure to rotate the pupils regularly.

Many of the activities in the videos have been set up in fours due to the available space however if there is greater space the activities can be performed in pairs which will give pupils more time on each task.

# LEARNING OBJECTIVE OVERVIEW

| LESSON | L01                                                               | L02                                                                                                         | L03                                                                                                  |
|--------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1      | Explore basic movements using the 5 fundamental footstep patterns | Sending and receiving a moving ball with hands and rackets                                                  | Working cooperatively in small competitive tasks to improve competence and confidence                |
| 2      | Developing the 5 fundamental footstep patterns                    | Developing confidence in sending and receiving a ball using hands and rackets                               | Working cooperatively                                                                                |
| 3      | Connecting foot patterns with the ball bouncing and throws        | Working Individually and pairs to introduce space and timing incorporating a basic service action           | Listening to each other and showing resilience by not giving up and trying to improve                |
| 4      | Developing hand patterns and racket confidence                    | Introducing a volley action through sending and receiving over a basic net focusing on tracking the balloon | Working cooperatively and showing perseverance by not giving up as the challenge gets more difficult |
| 5      | Linking body and feet movement with direction                     | Introducing forward / backwards / upwards / downward movements with balls and rackets                       | Working in a team, taking turns and respecting team members opinion                                  |
| 6      | Linking key words to foot and hand patterns                       | Introducing a scoring system, understanding IN & OUT whilst rallying                                        | Demonstrating respect through scoring honestly and fairly                                            |

| LESSON | L01                                                                            | L02                                                                                                  | L03                                                                                                  |
|--------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 7      | Developing right and left-hand confidence with direction                       | Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game | Working cooperatively in pairs and in a team whilst demonstrating respect for rules and opponents    |
| 8      | Develop hand and feet movement confidence with and without rackets             | Develop aiming towards targets individually, in pairs and applying it in a team situation            | Working cooperatively to achieve team scores in more complex routines                                |
| 9      | Developing an understanding of ball flight with targets                        | Introducing the words and actions for forehand and backhand when sending and receiving               | Demonstrating resilience when faced with a more complex racket skill                                 |
| 10     | Introducing the upward toss of the ball and each hand doing a different action | Linking upward toss to serving action and developing an overarm tap serve                            | Cooperative working and demonstrating perseverance when trying to improve their personal performance |
| 11     | Applying step patterns with hand and racket actions in combination             | Applying racket and ball skills in a competitive environment                                         | Working cooperatively in a pair to achieve and improve performance                                   |
| 12     | Applying line judging and scoring with respect in a game situation             | Applying simple attacking tactics and trying to outwit their opponent in a competitive game          | Demonstrating perseverance in trying to beat an opponent and respecting the rules of the game        |

| LESSON | L01                                                                                                                          | L02                                                                                        | L03                                                                                           |
|--------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 13     | Developing right and left side hand and foot movements in combination                                                        | Developing forehand and backhand sending and receiving actions, using hands and rackets    | Working cooperatively to improve their personal best and evaluate their own success           |
| 14     | Develop reactions to a moving ball, building rhythm and sequences                                                            | Develop forehand/backhand actions and apply the technique in small games.                  | Cooperative working in pairs and fours, demonstrating respect and evaluating performance      |
| 15     | Developing foot movement and racket control                                                                                  | Understanding the flight of the ball and timing of the bounce in relation to body position | Working cooperatively and persevering in more complex sequences of play                       |
| 16     | Introducing the attacking strategy of playing into a space                                                                   | Developing a basic overarm serve and return of serve technique                             | Demonstrate observation skills, honesty, fairness and respect                                 |
| 17     | Developing competence in movement around the court space, using sequences whilst ball handling                               | Developing the volley action and applying it in a competition                              | Work collaboratively and independently to apply cooperative and attacking tactics             |
| 18     | Applying key step patterns in sequence, mirroring actions and cooperative rallying to practice hand, feet and body movements | Applying key actions in a competitive game situation, with scoring                         | Demonstrating perseverance in trying to beat an opponent and respecting the rules of the game |

# KEY WORDS

## used within the Lesson Plans

### **Adapt to the ball**

Move the body into a position to play a shot

### **Agility**

Changing directions quickly

### **Backhand**

Hitting the ball on the non-preferred / non-dominant side of the body, with the back of the hand pointing towards the direction of hitting

### **Balance**

Holding a still position without wobbling

### **Bilateral**

The ability to use both sides of the body

### **Blue**

Reference to the left side of the body

### **Contact with ball**

The point at which a hand or racket actually hits the ball

### **Coordination**

The ability to use different parts of the body together smoothly and efficiently.

### **External**

Reference to shoes, racket hands and external elements outside of the body

### **Eyes tracking the ball**

Pupils looking at the flight of the ball, with the aim to get behind the ball

### **Feed**

A controlled easy start to a rally or activity

### **Forehand**

Hitting the ball on the preferred / dominant side of the body, with the palm of the hand pointing towards the direction of hitting

### **Groundstroke**

Forehand and backhand shots hit after the ball has bounced

### **In / Out**

The ball is considered “in” if the first bounce lands on or within the court lines. If the first bounce is outside of the court lines it is “out”

### **Lunge**

A position where one leg is positioned forward with knee bent and foot flat on the ground while the other leg is positioned behind

### **Inclusion**

An ethos describing activity for all pupils

### **Racket Hand**

Used to refer to movement of the hands

### **Rally**

A ball or object continuously being hit or thrown to and from a pair of people

### **Receiving**

Responding to a ball/object being hit or thrown towards you

### **Red**

Reference to the right side of the body

### **Self-serve**

Tapping the ball upwards, letting it bounce before hitting the ball forwards

### **Sending**

Hitting or throwing a ball or object away from you

### **Serve**

The beginning action to get the ball in motion, usually at the start of each point and can be a bounce serve/self-serve/underarm/tap serve/full serve

### **Shoes**

Used to refer to movement of the feet

### **Skill Up**

An adapted version of the activity which is more difficult

### **Splating the ball**

Placing a hand or racket downwards on top of the ball to stop it moving, trapping it between the hand/racket and the floor

### **STEP**

Space, Task, Equipment, People - a differentiation Framework

### **Volley**

Hitting an object/ball before it touches the floor

# TEACHING POINTS

## FOR TENNIS SHOTS

### **Ready Position:**

A neutral starting position from which to adapt to the ball from. Shoes are shoulder width apart, knees slightly bent, hands in front of the body, in a balanced position. If a racket is being used, both hands should be on the grip, with the preferred / dominant hand at the bottom.

### **Forehand:**

Played on the preferred / dominant side of the body. Shake hands with the racket to grip. From the Ready Position, remove the non-dominant hand as the ball bounces. Contact the ball out in front and to the side of the body. The palm of the dominant hand faces the direction of hitting. Push, rather than hit, the ball to maintain control.

### **Backhand:**

Played on the non-preferred / non-dominant side of the body. Shake hands with the racket to grip. From the Ready Position both hands stay on the grip. Contact the ball out in front and to the side of the body using the other side of the strings to the forehand. The back of the dominant hand faces the direction of hitting. Push, rather than hit, the ball to maintain control. The ball should travel in rainbow shape.

### **Volley:**

The ball is hit before it bounces and therefore played when close to the net. From the Ready Position a forehand or backhand volley can be played. Contact the ball out in front and to the side of the body. Keep the racket head up and tap the ball.

### **Serve:**

The racket is in the dominant hand and the ball is in the non-dominant hand. The ball can be hit underarm or overarm, and the can be hit out of the hand or thrown up to hit.



# STEP FRAMEWORK FOR TENNIS

**This guidance provides a framework for differentiation. It gives examples of how tennis activities and practices can be adapted to meet learning outcomes.**

By tweaking the different elements of the STEP framework to make an activity easier or harder, either in separation or in combination will ensure a progressive and inclusive learning experience for all children.

# STEP

## SPACE

### Where is the activity happening?

- Indoors or outdoors, what type of playing surface?
- Can the area or distance in the activity be modified?
- Can the level from which the task is being completed be changed?
- Can the surface be altered or changed?

#### Designate a space without a net:

- Make the space larger, smaller, wider, narrower
- Introduce target areas, service box, baselines as appropriate.

#### Designate a space with a net:

- Line on the floor, skipping rope on the floor, cones, bench, low net, barrier tape, portable net
- Gradually increasing the height of the net/barrier.

#### Using a wall area:

- Basic wall space for rebound games, wall with a low line marked gradually increasing the height to mini red.

## TASK

### What is happening?

- Can the objective be changed?
- Can the rules, scoring or time allocation be modified?
- Can the speed of the activity be altered to allow more time to react?
- Can the individuals/group do different tasks at the same/different times?

#### Sending:

- Roll or Throw (underarm or overarm) with racket hands; using a racket roll the ball; using a racket hit the ball.

#### Receiving:

- Splat the ball when rolled then roll back; Catch the ball then place on floor and roll back; Catch the ball then self-feed and hit back; Tap the ball up to self, let it bounce, then hit back; Hit the ball straight back.

## EQUIPMENT

### What is being used?

- Can the type of racket and/or ball being used be changed?
- Can the size or type of targets being used be changed?
- Can additional or alternative equipment be used?
- Can the height or type of the net be altered?

#### Rackets:

- Racket hands, Hit Mitts, rackets with short handles and large hitting areas then gradually building up to use rackets with longer handles (19", 21", 23") when ready.

#### Balls:

- Balloons, beach-balls, bean bags, fluff balls, softer balls, harder balls, larger & smaller balls. Consider using brightly coloured balls or balls with bells inside to assist pupils with visual impairment. Gradually build up to using the mini red balls when ready.

## PEOPLE

### Who is involved?

- Are pupils working independently, in pairs or in groups?
- Do the pupils have the same roles?
- Are the pupils grouped by age, size, ability or friendships?

#### Recommendation:

- Individual, pairs, groups, teams, large teams for different activities and practices gradually building to mini red singles.



# APPENDIX

## External Focus Research

De Giorgio, A., Sellami, M., Kuvacic, G., Lawrence G., Padulo, J., Mingardi, M., Mainolfi, L. 2018.  
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