

Lesson 3	Subject: TENNIS	Year: 8	Group:	Total No.:	M:	F:
	Lesson: Basic forehand groundstroke NCPE Location 1.3b, 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Ability:	Period:	SEN:		
		Duration:	w/c			

Objectives: To be able to accurately replicate and perform a very basic though technically correct forehand groundstroke.
 To know that a groundstroke is a shot that is played after the ball has bounced and is best played with the ball at the top of its bounce.
 To be able to use the forehand groundstroke to return a ball accurately over the net to a partner in a cooperative rally.

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Warm Up	Students move to different areas of the court on teacher's call. Students take position midcourt. Teacher calls out lines and areas on the court which students move to and then return to midcourt	To understand the reasons for warming up and stretching at the start of the session. To be able to recognise different lines and areas on the court and be able to move around between them quickly.		Use short sidesteps. Move as quickly as possible. Always face the net.	Observe pupils performances	Q&A About the benefits of a warm up and stretching when performing physical activity
Teacher-Led Stretching	Students arranged in a circle. Teacher leads through series of stretches and questions students as to what muscles we were stretching.	To understand the importance of stretching at the start of the session. To know the names of major muscles.		Hold stretches for 8 seconds. No bouncing.	Q & A on benefits of stretching and their warm ups	↗ Pupils demonstrate stretches they know and state, identify and reflect on the the muscles that they stretch
Grip	- Holding racket using correct grip (no ball), shadow the movement of the forehand groundstroke.	To be able to hold the racket using the correct grip. To be able to check and correct the grip of a partner if necessary.		Shake hands with the racket. Form a 'V' at the top of the handle.	Ask students in pairs for feedback regarding their grip	↗ Pupils evaluate and correct the correct grip and technique M/C - Pupils evaluate and correct the correct grip and technique
Basic forehand ground stroke	- Drop and hit forehands. Drop ball to forehand side, let it bounce, then use a forehand to hit the ball against a wall/to a partner.	To be able to accurately replicate and perform a very basic though technically correct forehand groundstroke. To know that a groundstroke is a shot that is played after the ball has bounced and is best played with the ball at the top of its bounce. To be able to use the forehand groundstroke to return a ball accurately over the net to a partner in a cooperative rally. To be able to play the forehand shot whilst stationary and on the move.		- Get in line as quickly as possible - Turn body out as ball approaches taking racket head back and up early - Right handers place left foot near bounce of ball - Bring front arm slightly up and move smoothly through going from low to high - Make contact in front of body at front with bent arm - Follow through at same direction	Observe performances, skills and techniques	Cr - Allow pupils to create strategies to keep rallies going ↻ - Pupils refine new skills
	- Partner tosses ball over net, return the ball using a forehand groundstroke. - Make pupils move to the ball - Vary feeds	To be able to use the forehand groundstroke to return a ball accurately over the net to a partner in a cooperative rally. To be able to play the forehand shot whilst stationary and on the move.				↗ Vary feeds and speed ↗ Return to targets on court ↘ Slow feeds down ↘ Give flight more height ↘ Allow more than one bounce ↘ Use short handed rackets ↘ Use slow bounce balls ↻ - Pupils devise strategies to enhance these skills
	- Partner forehand groundstroke rally. (Over net/against wall)	To enhance and develop their physical strength, speed and flexibility of the forehand stroke				
Cool Down	The pupils walk around all the lines on the Tennis court	To understand why you Cool Down and do rhythmical movement after exercise		- Gentle walking speed. - Take in deep breaths - Keep upright	Q & A on the teaching points and objectives of the skill, activity and lesson	↗ Ask pupils questions why a Cool down is essential after exercise
Informed Choices and Lifestyle	Discuss the benefits of exercising for 30 minutes a day by performing skills in Tennis					
Equipment	Bats, Hard Tennis Balls, Slow bounce balls, Nets, Teaching card					

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology
Comments / Notes:								

HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Ensure loose balls are removed from the court and the surrounding area before continuing play.
- All jewellery and gum is to be removed at the start of the session.
- Trainers are to be fastened properly.
- Check playing area for litter, glass, animal mess etc.
- All jewellery and gum is to be removed at the start of the session.
- Ensure loose balls are removed from the court and the surrounding area before continuing play.

ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
Developing Skills	Making and Applying	Physical and Mental Capacity	Evaluating and Improving