

Learning Intention : *How can you hit a ball with accuracy?*

## Resources:

Rackets and Tennis balls  
(enough for one each),  
Cones or  
Throw down strips/spots.

Yr 4

I can hit a ball into a target (one bounce)

I can hit a ball into a target with no bounces before hit

I can hit a ball to a target from a variety of distances with no bounce

**Starter: Watch the clip of a tennis player serving the ball.**

## WARM UP: Heads and Tails

Split the class into two equal teams. Set up cones with 10 balls on top (heads) and 10 balls underneath cones (tails).

1 team is heads = place ball on top of the cones

1 team is tails = place ball underneath the cones

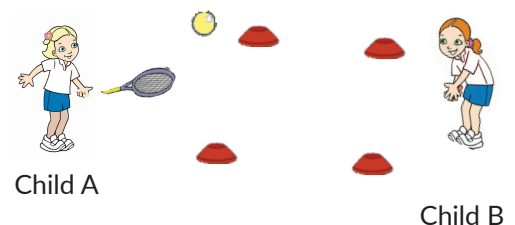
When teacher says “go” children in each team have to side-step to each cone, placing the ball in the correct position.

No guarding cones. No more than one ball at a time.

TP – Side-step; feet shoulder-width apart, knees bent. Start feet together: front foot steps to side, back foot follows – then repeat.

## ACTIVITY 1: Into the Hoop

1. Children work in pairs – see diagram.
2. Child A hitting into the square, child B catching.
3. What different ways can the children hit the ball into the square?
4. Swap over roles.



Q & A – How can you control how far you hit the ball? Speed of swing, control of follow through, point racket to target.

Can the partner who is catching be a mini coach? Are they holding the racket correctly?  
How can they be more accurate?

## ACTIVITY 2: Hit into the Target

1. Children work in pairs – see diagram.
2. Child A hitting into the square, child B catching.
3. Child A to let the ball bounce once then hit into the square.
4. Swap over roles.



**Make it harder:** No bounce before hit.

**Linking learning:** Think back to the starter. When in a game of tennis would you hit from your hands and aim to get the ball into an area?

**This would be when a tennis player serves the ball into the service box**

## ACTIVITY 3: Hit and Catch

1. Children work in pairs – see diagram.
2. Child A hitting into their partners hands
3. Child B to try and catch the ball before it bounces
4. Swap over roles.



**Make it easier:** No bounce before hit.

**Make it harder:** Move further away

## ACTIVITY 4: Jail Break

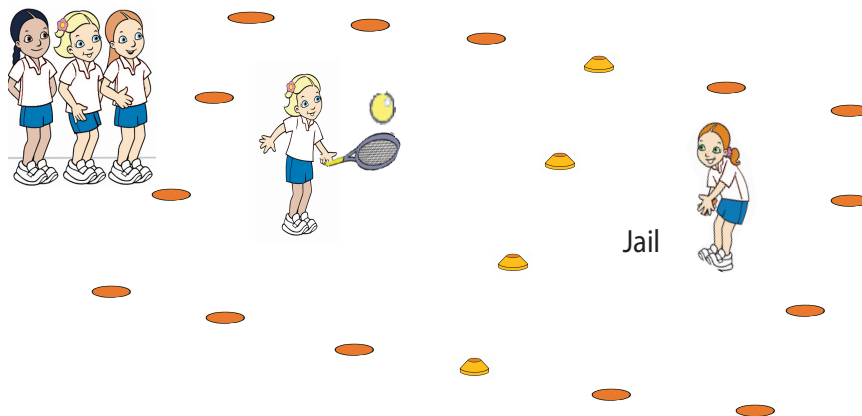
Teams of up to 5/6 children. All children have a ball and a racket each.  
Set up courts as shown in diagram.

1. Player 1 to hit the ball over the net/line.
2. If the ball bounces first inside the court, they collect their ball and join the back of the line.
3. If the ball bounces first outside the court, they go to jail (the other side of the net/line).
4. To get out of jail and get back in the game, they need to catch a ball (before it bounces).

**Make it easier:** Allow one bounce and catch to get out of jail

**Make it harder:** Make the court smaller

**Tactics:** How can you stop someone getting out of jail (catching the ball)? **Place/hit the ball into a space.** **Linking learning:** this is like attacking in an invasion game throwing the ball into a space! It will make it harder for the opponent to return or get the ball.



### COOL DOWN

Children to jog around slowly in a given area, controlling the ball with the racket in different ways.

### PLENARY

What is important when hitting a ball to a target?