

## PRIMARY SKILLS FISTIVAL <br> Introduction

The 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 LTA Youth Schools Primary PE 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 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: <br> - PE Lessons - challenges are integrated into lessons <br> - Homework challenges - setting specific home-based skill challenges for each pupil based on initial challenge scores and areas for development <br> - 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. <br> - 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 <br> - Deliver an area/cluster competitions with pupils representing their school <br> - Run a skills festival alongside a Red or Orange court competition |
| FAMILY GHALLENGES | - Parent / carer and child challenges involving the parents / carers in their children's learning <br> - Family challenges against the wider family <br> - Collate family scores |

## PERSONAL BEST

## NTRA SCHOOL <br> FESTINAL <br> FESTIVA

## FAMILY <br> CHALLENGES

Pupils demonstrate an improvement in their score for the challenge:
PE Lessons - challenges are integrated into lessons
challenges setting specific home based skil and areas for development

Virtual learning at home challenges - supporting home

- In school festival - take part as teams, class vs class, house vs house etc.

Virtual ladder scoreboard - pupils submit their scores and are

Challenge another school to a skills festival, either face to face or virtually

- Deliver an area/cluster competitions with pupils representing their school
- Parent / carer and child challenges involving the parents / carers in their children's learning
- 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 FUNENVIRONMENT

by playing music while the pupils are performing the challenges

## - REWARD AND CELERRATE

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 AGTIVITIES

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

- DOUBLE PONTS CHALLENGE
pupils select a challenge on which they score double points
- MAKE IT A TEAMEVENT
compete as pairs / fours / class / school
- AWARD BONUS POINTS
for a personal best score
- CHANGE THE TIME GIVEN FOR EACH GHALLENGE
allowing pupils longer to master the activity


## - ASK PUPILS TOSET 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


## OREANISATION

## 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 ( $10 \times 4$ 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 $10 \times 30$ 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.

## Indiviual Pupil Score Sheets

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


| Challenge | Switch It | Weave | The Wall | Flip It | Across <br> the Valley | Trap It | Target Zone | Coconut <br> Shy | Fast <br> Forehands | Backhand <br> Warriors |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Score |  |  |  |  |  |  |  |  |  |  |


| Challenge | Split It | Double Trouble | Stack \& Catch | The Flipper | Rebound Wall | Baseball Catcher | Tick Tock | Aiming <br> Zone | Rapid Rallies | Backhand <br> Attack | TOTAL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Score |  |  |  |  |  |  |  |  |  |  |  |

## REGORDINGCLASS / TEAM SGORES

## 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



## FESTIVAL MASTER SGORESHEET

## 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
4. A total school score will calculate automatically in the end column
5. Skill total scores


## CHALLENGE ACTIVITIES OVERVIEW

| ACTIVITY <br> NUMBER | TYPE OF ACTIVITY | $\begin{aligned} & \text { YEARS } 1 \& 2 \\ & \text { PI,2\&3 } \end{aligned}$ | PAGE | $\begin{aligned} & \text { YEARS 3\&4 } \\ & \text { P4\&5 } \end{aligned}$ | PACE | YEARS 586 P687 | PACE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Movement | Spot 1 Line 2 | 14 | Switch lt | 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 lt | 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

3
Upright cone

Throw down spots
——Throw down line
$1^{2}$
Wall numbers
a Bean bags
9
Bucket


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

(10) Blazing Backhands

1x Sponge ball
$2 x$ Throw down lines

(9) Target Trio
$2 \times$ Sponge balls
1× Tennis racket
$3 \times$ Upright cones
1x Throw down line

(8) $\begin{gathered}1,2,3 \\ 1 \times S_{p o}\end{gathered}$
$1 \times$ Sponge ball $7 x$ Throw down lines


Steady Hand
${ }^{1 \times}$ Sponge ball
$2 x$ Cones


## (1) ${ }^{4}$

## Beat the Wall

$4 x$ Numbers on a wall
1x Throw down line

6
Bounce Off
1x Sponge ball
-

## (7) Bean Bag Toss

3x Bean bags
1× Bucket
1x Throw down spot

(4) Pop \& Drop

1x Sponge ball
1x Throw down spot
1x Tennis racket
(5) Tunnel Ball
$1 \times$ Sponge ball
$2 x$ Cones
$2 \times$ Throw down lines


## EXAMPLE FESTIVAL LAYOUT

## Years 3\&4 / P4\&5

Equipment:
Tennis racket
Cone ball
Throwht cone
Throw down line
Wall numbers
Hoan bags
Net


## Switch It

10x Sponge balls $20 x$ Cones
$1 \times$ Throw down lin


10
Backhand Warriors
1× Sponge ball
1x Tennis racket
$2 \times$ Throw down lines



## $5 \frac{6}{4} 1 \mathbf{3}$

3

## Beat the Wall

$6 x$ Numbers on a wall 1x Throw down line

## Flip It

1x Bean bag
1x Tennis racket

## Fast Forehands

1x Sponge ball
1× Tennis racket
$2 x$ Throw down lines
8 Coconut Shy
$7 \times$ Sponge balls
4x Upright cones
1x Throw down lines

Across the Valley
1x Bean Bag
$2 \times$ Tennis rackets
1x Hoop

6 Trap It
$1 \times$ Sponge ball
$2 \times$ Cones

1x Net (or wall)

## EXAMPLE FESTIVAL LAYOUT

## Years 5\&6 / P6\&7

## Equipment:

- Sponge ballTennis racket
- 

Cone
$B$
Upright cone

- Throw down spots

Throw down line

- . Net

10

## Backhand Attack

1x Sponge Ball
$2 \times$ Tennis rackets
$1 \times \mathrm{Net}$


Rapid Rallies
1x Sponge Ball
$2 \times$ Tennis rackets
${ }_{1 \times}$ Net



4 Flipper
1x Sponge ball

## 2 Double Trouble

$2 \times$ Sponge balls
$2 \times$ Tennis rackets
$2 x$ Cones

## 8

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

## 11 <br> 3 Stack \& Catch

1x Sponge ball
$2 x$ Upright cones

## 1x Tennis racket

6 Baseball Catcher
1x Sponge ball
$2 x$ Cones
$2 \times$ Thor


7 Tick Tock
$2 \times$ Sponge balls
${ }_{1 \times}$ Tennis racket
$9 x$ Throw down lines


## SPOT I LINE 2

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

Equipment:

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



## Scoring

- How many laps can you do in 1 minute?


## 2 STEADY HAND <br> Years 1\&2 / P1, 2\&3: Balance

## Activity Challenge

- Set up 2 cones 4 m 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:

- $1 \times$ Sponge ball
- $2 \times$ Cones



## Scoring

- How many laps can you do in 1 minute?


## 3 BEAT THE WALL <br> 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 1 m between them
- Place a spot 0.5 m 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 1 m 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


## Equipment:

Tape to secure numbers to the wall

1x Throw down spot

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


## Scoring

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


## 4 POP \& DROP <br> 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
Equipment:

- $1 \times$ Sponge ball $1 \times$ Tennis racket
- 1x Throw down spot
- 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


## Scoring

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



## 5 TUNNEL BALL <br> Years 1\&2 / P1, 2\&3: Sending \& Receiving

## Activity Challenge

- Place 2 lines 3 m apart
- Place 2 cones approx. 30 cm 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:

- $1 \times$ Sponge ball
- $2 \times$ Cones

- $2 x$ Throw down lines

2x Throw dow lins

## Scoring

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


## 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

Equipment:

- $1 \times$ Sponge ball

To make it easier

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


## Scoring

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


## BEAN BAG TOSS <br> Years 1\&2 / P1, 2\&3: Throwing Underarm

## Activity Challenge

- Place a bucket on the floor
- Place a spot 2 m 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


## Equipment:

## - $3 \times$ Bean bags

- 1x Bucket
(or a hoop could be used)


[^0]
## $81,2,3$

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

## Activity Challenge

- Set up 3 landing zones $-2 m, 2.5 m$ and $3 m$ 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:


- $1 \times$ Sponge ball
- $7 x$ Throw down lines

P1


P2

## 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 <br> 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 $2 m$ 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:

- $2 \times$ Sponge balls

1x Tennis racket

- $3 \times$ Upright cones (or Ball Cans / Skittles)
- 1x Throw down line



## Scoring

- How many targets can you hit in 1 minute?


## BLAZING BACKHANDS <br> Years 1\&2 / P1, 2\&3: Backhands

## Activity Challenge

- Pupils work in pairs
- Place 2 throw down lines $2 m$ 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

Equipment:

- $1 \times$ Sponge ball
- $2 x$ Throw down lines

P2


## Scoring

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


## SWITCH IT

## Years 3\&4 / P4\&5: Movement

## Activity Challenge

- Place 10 cones in a straight line with 1 m between each cone place a ball on top of each cone
- Place another 10 cones in a line 2 m 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:

- $10 \times$ Sponge balls
- 20x Cones
- 1x Throw down line



## 2 WEAVE <br> Years 3\&4 / P4\&5: Balance

## Activity Challenge

- Place 4 cones 1 m 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


## Scoring

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

Equipment:

- $1 \times$ Sponge ball

1x Tennis racket



## Activity Challenge

- Station to be done by a wall
- Place the 6 number cards on the wall with 1 m between them
- Place a line 1 m 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

Equipment:

- Tape to secure numbers to the wall
- $1 \times$ Throw down line


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


## Scoring

To make it easier

- Use fewer numbers
- Start closer to the wall
- Start facing the wall
- How many numbers can you touch in 1 minute?

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:
$-1 \times$ Bean bag1x Tennis racket


## Scoring

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


## 5 ACROSS THE VALLEY <br> Years 3\&4 / P4\&5: Sending \& Receiving

## Activity Challenge

- Working in pairs, with a racket each
- Pupils start facing each other 1 m 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


## 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.

Equipment:
$-1 \times$ Bean Bag

- $2 \times$ Tennis rackets1x Hoop (or 4 x throw down lines)

P2
P1


## f TRAP IT

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

## Activity Challenge

- Working in pairs, pupils start facing each other $2 m$ 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:

- $1 \times$ Sponge ball
- $2 x$ Cones



## Scoring

- How many catches can you make in 1 minute?


## TARGET ZONE

## Years 3\&4 / P4\&5: Underarm Serve

## Activity Challenge

- Place 4 lines to make a $1 \times 1 \mathrm{~m}$ square
- Place a starting line $2 m$ 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:

- $2 \times$ Sponge balls
- $1 \times$ Tennis racket
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## 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

P1


## 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 3 m 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:

- $7 \times$ Sponge balls
- $4 x$ Upright cones
4x uprgit cones
$\longrightarrow 1 \times$ Net (or wall)




## 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. 1.5 m 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:

- $1 \times$ Sponge ball
- $2 \times$ Throw down lines1x Tennis racket



## Scoring

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


## BACKHAND WARRIORS

## Years 3\&4 / P4\&5: Backhands

## 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. 1.5 m 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:

- $1 \times$ Sponge balls
- $2 x$ Throw down lines$1 \times$ Tennis racket

P1


## Scoring

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


## SPLIT IT <br> Years 5\&6 / P6\&7: Movement

## Activity Challenge

- Place 3 spots in a triangle 1 m 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:



## Scoring

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


## 2 DOUBLE TROUBLE <br> Years 5\&6 / P6\&7: Balance

## Activity Challenge

- Place 2 cones 3 m 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:

- $2 \times$ Sponge balls
$2 \times$ Tennis rackets



## 3 STACK \& CATCH <br> 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 1 m 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:

- $1 \times$ Sponge ball
- $2 \times$ 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

P1


## Scoring

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


## 5 REBOUND WALL <br> Years 5\&6 / P6\&7: Sending Volley

## Activity Challenge

- Place the lines $2 m$ 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:

- $1 \times$ Sponge ball
- $2 \times$ Throw down lines1x Tennis racket



## Scoring

- How many volleys can you hit in 1 minute?


## Activity Challenge

- Place 2 throw down lines $2 m$ 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


## Scoring

- How many catches can you complete in 1 minute?

Equipment:

- $1 \times$ Sponge ball
- $2 x$ Throw down lines
- $2 \times$ Cones

P2
P1


## 7 TICK TOCK <br> Years 5\&6 / P6\&7: Underarm Serve

## Activity Challenge

- Place 4 lines to make a $1 \times 1 \mathrm{~m}$ square, and make another square 2 m away
- Place a line $2 m$ 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

Equipment:

- $2 \times$ Sponge balls
- $9 x$ Throw down lines1x 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 AIMING ZONE <br> Years 5\&6 / P6\&7: Overarm Serve

## Activity Challenge

- Place 4 upright cones in front of a net
- Place a line 3 m 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:

- $3 \times$ Sponge balls
- $1 \times$ Tennis racket
- $4 x$ 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)


## Scoring

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

Equipment:

- 1x Sponge Ball
$\longrightarrow 1 \times$ Net (or barrier tape)$2 x$ Tennis rackets



## 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
$\longrightarrow 1 \times$ Net (or barrier tape)$2 x$ Tennis rackets



## Scoring

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

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[^0]:    Scoring

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

