



# VIRTUAL SCHOOL GAMES

## Intra School Festival Programme

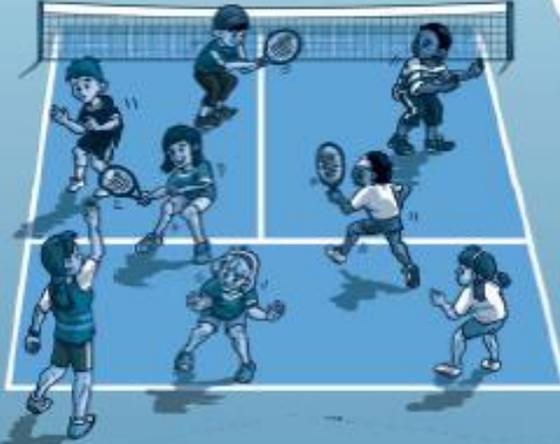
# TENNIS KS1

@TraffordSSP #TraffordVirtualSchoolGames

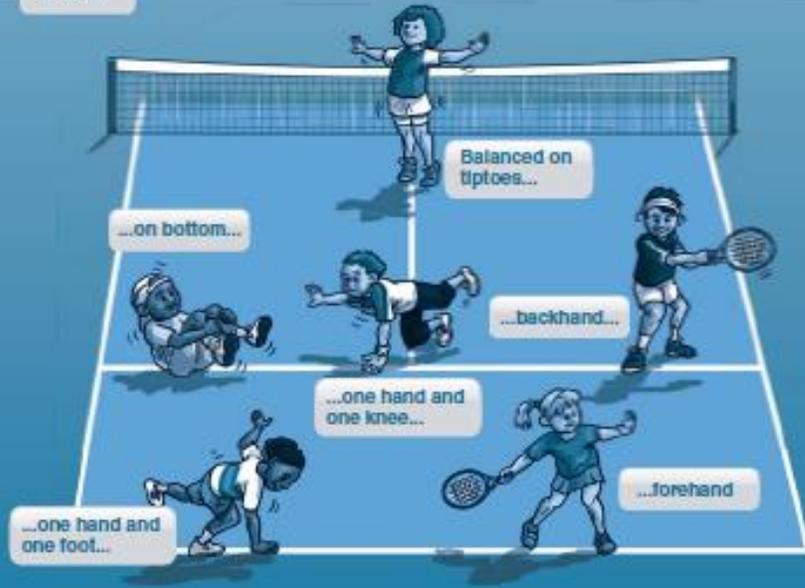


## ABCs

Jog, then get ready...



...then...



ABCs

# READY STEADY

### QUALITY POINTS

- Coordinate arms and legs when running
- Stop quietly and balanced with knees bent and feet apart
- Head up and still when balancing

### LEARNING OBJECTIVES

- Run in different directions and stop with control
- Get ready in a balanced position
- Balance on various parts of the body
- Know the names of tennis shots

### ORGANISATION

- Equipment: rackets
- Define the playing area and boundaries
- Position the pupils in the area and demonstrate
- Highlight the need to stay in the area and watch other pupils to avoid collisions

### ACTIVITY

Pupils jog around the court in different directions. On the ready command of the teacher, they stop in a ready position **then run to the nearest line** and balance (steady) in a particular way indicated by the teacher. Do in different ways:

- Without rackets, teacher calls out one foot and one hand, bottom, on tiptoes, one knee and one hand etc. Pupils balance on those parts
- With rackets, teacher calls out forehand, backhand, serve, smash etc. Pupils get into a position as if going to do that shot

### EASIER

- Run and stop on a line with both feet in a ready position
- Stand or jog on the spot, on command of Ready, pupils change to ready position

### HARDER

- Hold the balance positions for different lengths of time

### DISCOVER

- What's the best way to stop when the teacher calls 'ready'?
- Which parts of your body hold you in position when you balance?
- What are you thinking about and where are you looking when you get ready?



# ABCs

## Start in ready position

Bounce with alternate hands...

...while side-stepping...

...while hopping...

...while skipping...

Bounce the ball using the racket...

ABCs

# BOUNCE ABOUT

### QUALITY POINTS

- Keep body height the same, not bobbing up and down
- Bounce the ball at around waist height
- Watch the ball and be aware of spaces and other pupils
- Control your racket with a steady wrist

### LEARNING OBJECTIVES

- Move in different directions and awareness of spaces
- Control a ball and watch bounces

### ORGANISATION

- Equipment: balls, rackets for harder activity
- Define the playing area
- Position pupils in the area and demonstrate
- Highlight the need to watch each other to avoid collisions

### ACTIVITY

Pupils move around the area bouncing a ball in basketball dribble style. Move by walking, jogging, sidestepping or walking backwards, keeping control of the ball. Change the action on the command of the teacher, e.g. Ready, left hand, right hand, both hands, alternate hands, skipping, hopping, at the side .

#### EASIER

- Use a bigger ball
- Bounce and catch each time
- Bounce with the favourite hand and move slowly

#### HARDER

- Change direction on command
- Bounce the ball to different heights
- Use a racket to bounce the ball

### DISCOVER

- Which part of your hands touch the ball?
- Is the ball rising or falling when you first touch it?
- How can you make the ball bounce slower or faster?



# ABCs

## JUMP SQUARE

**MOGULS**  
Jump from side to side

**HOPS**  
Change foot at the marker

**KANGAROO JUMPS**  
Jump with both feet together

**JUMP THE RIVER**  
Jump on one foot, land on two feet

**QUALITY POINTS**

- Keep head still and eyes focused forwards on all jumps
- Bend knees for take off and landing
- Get balanced on landing before moving off again
- Keep a good rhythm for repeated jumps

### LEARNING OBJECTIVES

- Jump with different take offs and landings
- Land softly, safely and balanced, and ready to move on again

### ORGANISATION

- Equipment: throw-down lines
- Create a large square in the court area with a line marking each corner and lines as prompts for the jumping activity
- Position the pupils outside the area and demonstrate the jumps along each side of the square
- Organise the same number of pupils at each corner

### ACTIVITY

Pupils jump the side of the square to the corner. The pupil at the front of the line waits until the person jumping the line behind them reaches their corner before setting off. Each side of the square is different:

**JUMP THE RIVER:** run then jump taking off on 1 foot landing on 2 feet then run on to the end

**MOGULS:** 2-footed jumps zigzagging along the track

**HOPS:** hop on 1 foot to the middle then on the other to the end of the track

**KANGAROO JUMPS:** 2-footed jumps along the track

### EASIER

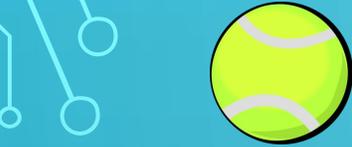
- Go slower
- Start with 2 sides of the square and gradually add more

### HARDER

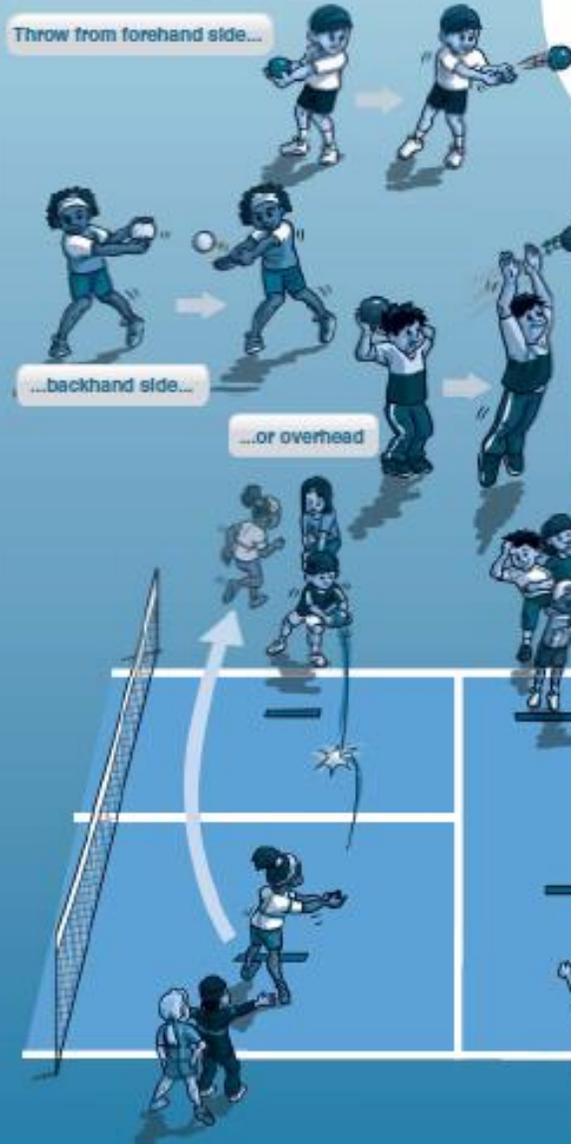
- Make the activity faster and more dynamic
- Create more difficult activities e.g. combination of jumps such as hopscotch, star jumps
- In a team count how many times the pupils go round a square in a set time

### DISCOVER

- What do you do before you jump?
- How do your arms help you to balance when you are hopping or jumping?



## ABCs



ABCs

# THROW AND GO

### QUALITY POINTS

- Stop and balance before throwing
- Turn the body keeping the head still and shoulders level
- Follow through with arms

### LEARNING OBJECTIVES

- Pupils learn how to:
- Turn the body to throw
  - Balance whilst turning

### ORGANISATION

- Equipment: big balls, throw-down lines
- Set up a track for each group of 4/5 pupils
- Position the pupils at the side of a track and demonstrate
- Organise pupils on each track, 2/3 at one end and 2/3 at the other

### ACTIVITY

Pupil 1 runs a few steps forward to the line, stops and throws the ball using 2 hands and a sidearm action. The ball bounces in front of the pupil at the other line, who catches it. Pupil 1 then runs across the court to join the back of the line just thrown to. Pupils continue to catch, run, throw and run to the back of the opposite line. Use a variety of throws – forehand side, backhand side, overhead throw, chest throw.

### EASIER

- Pupils start from the throwing position rather than moving to it
- Roll a big ball or small ball

### HARDER

- Throw to a target area
- Add a more complex movement to the run e.g. cross over steps or a zigzag of cones
- Throw so the ball does not bounce for the catcher

### DISCOVER

- What's the best way to stop when the teacher calls 'ready'?
- Which parts of your body hold you in position when you balance?
- What are you thinking about and where are you looking when you get ready?

# ABCs

## ABCs HIGH, MIDDLE & LOW



### QUALITY POINTS

- Get ready with feet apart and hands ready
- Work out the movement of the other pupil and send the ball ahead
- Catch the ball in front of your body

### LEARNING OBJECTIVES

- Track the height of an approaching ball
- Change body height to receive a ball
- Balance whilst turning

### ORGANISATION

- Equipment: balls, big balls
- Use the width of a Red court or equivalent and position pupils at the side to demonstrate
- Organise pupils into 2s on a sideline

### ACTIVITY

Pupils move sideways facing each other 1m apart and throw a ball to each other. First they throw the ball above the head (High), then at waist height (Middle), and then roll it along the floor (Low). Pupils continue throwing in this sequence. On a Teacher command pupils change direction. Do the activity in 2 ways:

- Throw and catch with no bounces with a big ball and 2 hands on the ball
- Throw and catch with bounces with a Mini Tennis ball with 1 hand for throwing and 2 hands for catching

### EASIER

- Stand still and throw
- Start with just high and low, and add middle

### HARDER

- With a Mini Tennis ball with no bounces
- Add moving forwards and backwards
- Throw with 2 hands on the ball and rotate the body whilst moving
- 1 handed catching and throwing
- Non-dominant hand

### DISCOVER

- What direction do you send the ball when you are moving?
- How should your hands get ready for catching the different throws?
- How big are your steps when you move sideways?

## ABCs

ABCs

# SWITCH

Change hands to place the ball on...

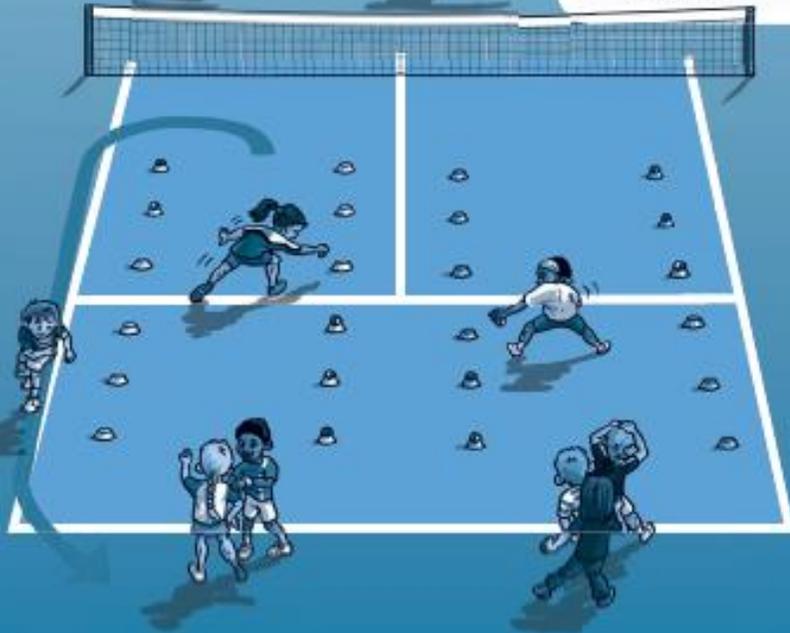


...twist to place the ball using two hands



### QUALITY POINTS

- Face forwards
- Take small steps to adjust position near each cone
- Bend the knees and the waist to get low
- Do this facing the net at all times



### LEARNING OBJECTIVES

- Coordinate using both hands
- Move in different directions
- Rotate and balance whilst moving low

### ORGANISATION

- Equipment: balls, cones
- Set up 1 track per group of 3/4 pupils. A track is 2 parallel lines of cones 2m apart, 6 cones in each line. One row of cones has a ball on each cone
- Position pupils at the side of a track and demonstrate
- Organise pupils into groups for each track

### ACTIVITY

Pupil 1 moves between the cones - picks up one ball at a time and puts the ball down on the cone on the opposite line. After the last cone Pupil 2 starts and Pupil 1 runs back to the beginning down the outside of the cones. Do it in 2 ways:

- Pick up with the hand nearest the cone, swap over and put down with the other hand
- Pick up and put down with 2 hands together

### EASIER

- No balls just turning each cone over
- No balls, just move through from side to side touching each cone

### HARDER

- Move the cones further apart to encourage more movement
- Mark a recovery position in the centre of the start. Pupils recover to the mark after each ball is placed

### DISCOVER

- What kind of steps are best for moving from cone to cone?
- What are the different ways you can pick up and put down?
- Why do you face the same way all the time?

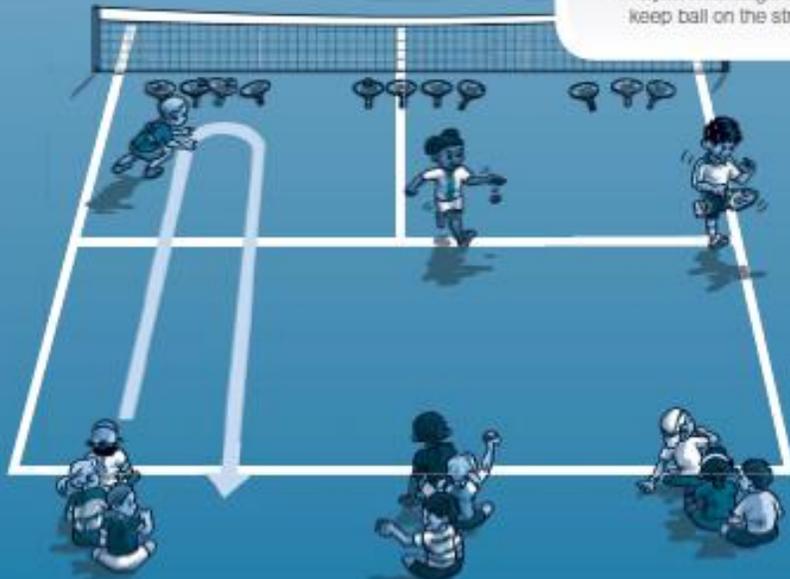
ABCs

ABCs  
**EXPLOSION RELAY**



**QUALITY POINTS**

- To get up quickly, get the feet under the body and push off
- When running, keep the head still and eyes looking ahead
- Use arms for running
- Keep a firm wrist to keep the ball on the racket
- Adjust wrist angle to keep ball on the strings



**LEARNING OBJECTIVES**

- Develop reaction speed
- Develop effective running style

**ORGANISATION**

- Equipment: rackets, balls
- Define the running area as baseline to net and back again. Set up a racket and ball for each pupil
- Position pupils at the baseline and demonstrate
- Organise pupils into teams on the baseline
- Highlight the need to run straight and avoid colliding with others

**ACTIVITY**

Pupils sit on the floor in a team line behind the baseline, legs crossed and arms folded. On the command of the teacher, Pupil 1 stands up, sprints to the net, picks up a ball, bounces it back and sits behind the line again. Pupils 2, 3, and 4 do the same in turn. Next, Pupil 1 stands up, runs, picks up a racket, puts the ball on the racket and runs back. Pupils 2, 3, 4 do the same in turn.

**EASIER**

- Start standing
- Carry the ball and racket in the hands

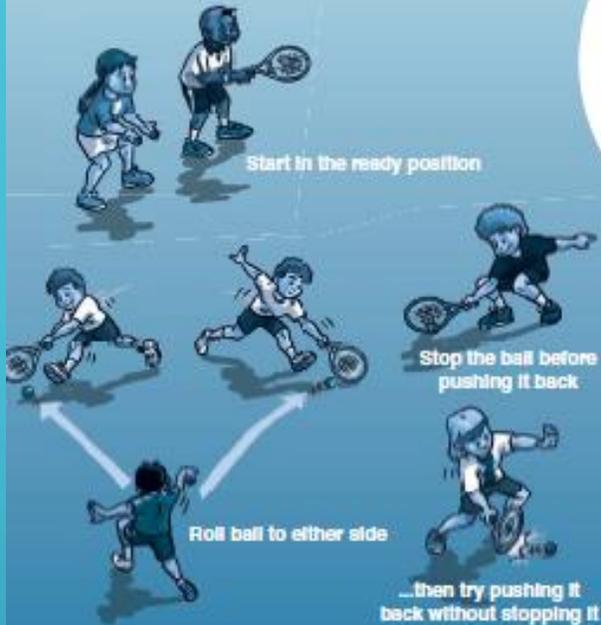
**HARDER**

- Get up without using hands
- Bounce the ball down with the racket on the way back
- Change the starting position e.g. lying on front, back, etc.

**DISCOVER**

- How do you get up quickly?
- What parts of your body do you use to run fast?
- What helps you to run straight?

## MAIN THEME



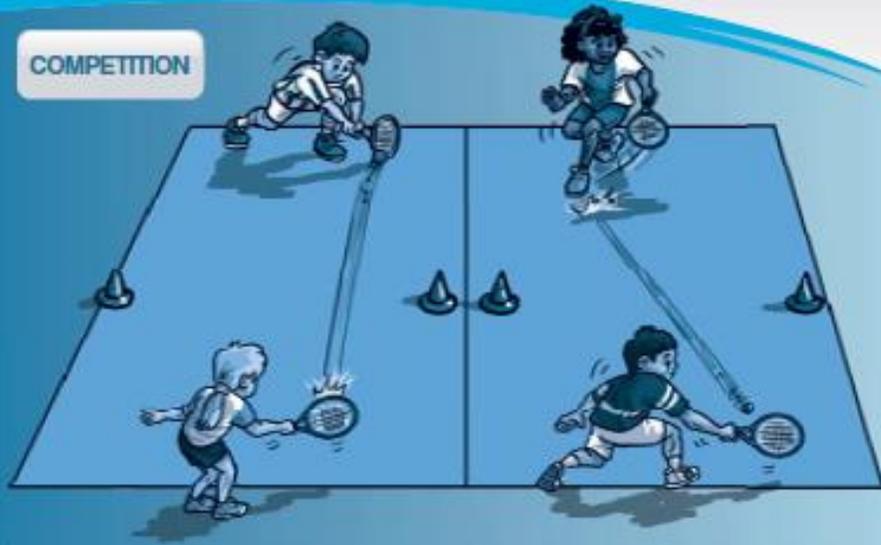
## MAIN THEME

# FLOOR TENNIS

### QUALITY POINTS

- Put the favourite hand at the bottom of the grip
- Get ready between pushes
- Bend at the knees and waist to get low
- Contact the ball out in front
- Push the ball, don't swing at it

### COMPETITION



### LEARNING OBJECTIVES

- To read the ball and react by turning to forehand and backhand sides
- Control the racket face and contact the ball out in front
- Develop a cooperative rally

### ORGANISATION

- Equipment: balls, rackets, cones
- Define the playing area
- Position pupils at the side of the area and demonstrate
- Highlight safe use of rackets
- Organise pupils into 2s and to spaces

### ACTIVITY

Do activities in order:

1. In 2s Pupil 1 rolls the ball along the floor to one side of Pupil 2 who is in the ready position with a racket. Pupil 2 stops the ball on the appropriate forehand or backhand side with the racket face behind the ball; then pushes it back. Pupil 1 catches the ball and rolls it again. After 3 pushes pupils change roles. Encourage using 2 hands on the backhand side.
2. As above but pupil 2 pushes the ball back without stopping it first.
3. Floor Tennis Rally - both pupils with rackets push the ball along the floor to each other between 2 cones (2m apart).

### EASIER

- Use hands to stop the ball then push it back
- Roll the ball to each other

### HARDER

- In a rally both pupils push alternate forehands and backhands
- Stop the ball with a foot then push it with a racket
- Set the cones wider for more movement
- Set the cones narrower for accuracy

### DISCOVER

- How quickly can you tell which direction the ball is moving?
- How do you move to stop the ball?
- Where is the best contact point?

### COMPETITION

In 2s rally through cones:

1. Count how many pushes in one rally and remember best score. Compete against other pairs.
2. For every rally of 6 shots in a row win a cone. Collect cones for 2 minutes.
3. Race to do a rally of 10 in a row.

## MAIN THEME

Throw the ball  
up and catch it  
in a cone...



...or in  
both  
hands

Catch and throw  
with a partner

6 in a  
row is our  
best

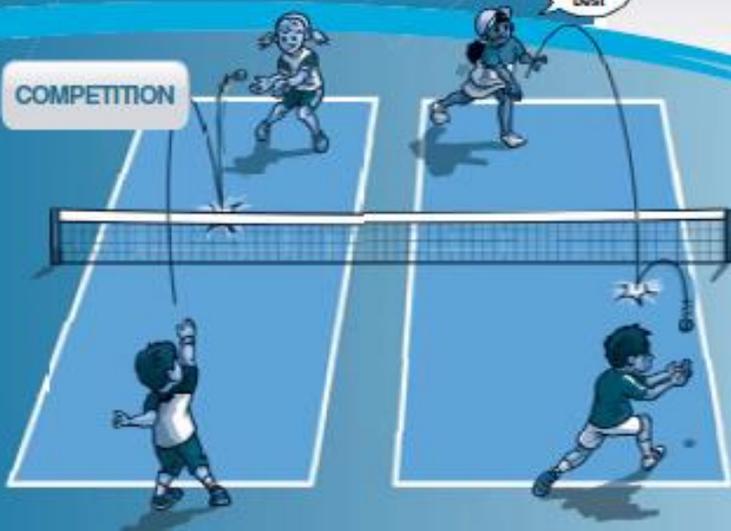
## MAIN THEME

# CATCH TENNIS

### QUALITY POINTS

- Throw underarm with a smooth arm swing at the side of the body
- Recover after the throw and get ready for the next catch
- Get ready for the catch with hands in front, palms forward and fingers down
- Get behind the bounce of the ball
- Control the catch using soft hands

### COMPETITION



### LEARNING OBJECTIVES

- Throw underarm with control of speed and direction
- Read the flight and direction of the ball - bouncing, rising and falling
- Catch the ball near the ideal contact point as it falls

### ORGANISATION

- Equipment: balls, cones
- Position pupils at the side of the area and demonstrate
- Define playing area
- Organise pupils into spaces

### ACTIVITY

Do activities in order:

1. SOLO: Throw the ball up, let it bounce, rise, start to fall and then catch it with an upturned cone using 1 or 2 hands.
2. SOLO: Throw the ball up let it bounce, rise, fall and catch it with 2 hands.
3. In 2s: 4m apart. Pupil 1 with a ball and Pupil 2 in the ready position holding an upturned cone with 1 or 2 hands. Pupil 1 throws the ball towards Pupil 2 lets it bounce, catches it in the cone and then throws it back. The catch be out in front.
4. In 2s pupil rally over the net throwing and catching in a defined area. Throw the ball further away from the partner - higher, lower, shorter and wider. Pupil throw from wherever they catch it and then recover the middle and get ready (see Home Base).
5. Add an overarm throw for the first throw in the rally to stimulate serve.

### EASIER

- Catch the ball in a bag or bucket
- Use a bigger ball
- Roll the ball along the ground

### HARDER

- Throw and catch with 2 hands
- In 2s make the court bigger and make each other move around more

### DISCOVER

- Where should you meet the ball to catch it?
- What was the ball doing when you caught it?
- How is the bounce different when the ball goes higher or lower?

### COMPETITION

Make out a small court area with a net or similar. In 2s pupils rally with a ball in a defined court area. Each rally starts with an overarm throw and if the ball goes out of the area the rally stops

1. Count how many catches in a row. Remember best score. Compete against other pairs.
2. Race to do 10 catches in a row.