**Year 3 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Tennis**    To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score.  To develop playing against an opponent.  To work collaboratively with a partner and compete against others. | | **Keyword** | Definition |  |  | | **PSHE** – honesty, co-operation  **Science –**Movement and nutrition for the body |
| Forehand | A stroke where the palm of the hand faces where you want the ball to go |  |  | |
| Two-handed Backhand | Forehand hit using two hands |  |  | |
| rally | Continually hitting the ball without stopping |  |  | |
| love | equal to zero points |  |  | |
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| **Prior Learning:**    To develop striking for distance and accuracy.  To develop decision making when under pressure.  To develop an understanding of target games and consider how much power to apply when aiming at a target.  To develop confidence and accuracy when tracking a ball. | | | | **Future Learning:**  To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop racket and ball control | Social: To work co-operatively with others.  Emotional: To persevere when learning a new skill.  Thinking: To understand that there are specific parts of the racket that help me to control the ball. | | | | | Use a strong wrist to hold the racket.  •Use the centre of the racket face to hit the ball. | |
| To explore rallying using a forehand | Social: To work collaboratively with a partner.  Emotional: To persevere when learning a new skill.  Thinking: To identify the power I need to use to hit the ball so that it is easy for my partner to return it. | | | | | Hit the ball near to your partner so that they can return it.  •Make contact with the ball when the racket face is facing your partner.  •Move your feet to the ball and then return to the ready position.  •Watch the ball as it is coming to you. | |
| To explore returning the ball using a forehand | Social: To work co-operatively with others to self-manage games.  Emotional: To play honestly and within the rules.  Thinking: To understand the technique for a forehand groundstroke. | | | | | Make contact with the ball when the racket face is facing your partner.  •Swing the racket from low to high.  •Use the centre of the racket face to hit the ball. | |
| To explore returning the ball using a backhand | Social: To work with others to self-manage games.  Emotional: To play games honestly and abide by the rules.  Thinking: To identify when to use a forehand and when to use a backhand. | | | | | Move your feet to the ball.  •Use two hands to help you with your control. | |
| To learn how to score and use simple rules | Social: To be respectful of my opponent.  Emotional: To play games honestly and abide by the rules.  Thinking: To identify where to hit the ball to make it hard for my opponent to return. | | | | | Say and agree on the score after each point.  •Show honesty and fair play.  •Think of where you could hit the ball to make it hard for your opponent to return. | |
| To work co-operatively with others to begin to manage a game | Social: To be supportive and encourage others.  Emotional: To play games honestly and fairly and abide by the rules.  Thinking: To reflect on my performance and areas to improve. | | | | | Say and agree on the score after each point.  •Show honesty and fair play.  •Think of where you could hit the ball to make it hard for your opponent to return. | |