

# LEARNING THEME

serve



set



slam



PURPOSE

The 'serve set slam' unit continues to develop children's hand-eye coordination, striking, throwing and catching fundamentals through modified net-based games.

The children will have the opportunity to create scoring systems and compete against others in these modified games.

KEY SUCCESS CRITERIA

Serve

Set

Slam



I can serve a ball with accuracy using my hand.	I can explore net-based games which involve throwing, catching and striking.	I can play net-based games which involve throwing, catching and striking.
I can adapt my serve depending on the target location.	I can create competitive challenge for my opponent.	I can implement effective strategies to win games.
I can compete positively against an opponent.	I can collaborate to create a fair scoring system.	I can play competitively with different opponents.

Activation Base Connection School

NATIONAL CURRICULUM

'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'

BEYOND THE PHYSICAL  
 Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

# Beyond the Physical Characteristics in P.E.

**Be Passionate**

**Be Courageous**

**Be Thoughtful**

**Be Collaborative**

**Be Explorative**

**Be Cooperative**

**Be Ambitious**

**Be Resilient**

**Be Motivated**

**Be Connected**

**Be Curious**

**Be Inspirational**

**Be Creative**

**Be Respectful**

**Be Adventurous**

**Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?**

# serve



I can serve a ball with accuracy using my hand.



I can adapt my serve depending on the target location.



I can compete positively against an opponent.

## SUGGESTED EQUIPMENT

Cones / Spots  
Hoops  
Variety of sized balls to strike with hands  
Suitable racquets/bats/noodles

## ACTIVATION

### Hoop Serves

Around the working area set out a selection of hoops with a ball in each. Working in pairs, children must serve the ball into the hoop using a hand strike with their partner attempting to catch the ball before it lands outside the hoop. They then serve the ball back in the same way.

Allow children the opportunity to move to different hoops where there may be different types of balls to serve.

## MANAGING DIFFERENCE

### SPACE

Additional target spots can be placed inside the hoops or lines can be placed to mark where to serve from.

### TASK

Children can volley serve or allow the ball to bounce before serving into the hoop.

### EQUIPMENT

Those who may want further challenge could use a racquet or bat to serve into the hoops.

### PEOPLE

Children can create individual or collective point scoring systems within the activity.

## CONNECT

Can you describe to someone else your preferred way to serve the ball. Did this change depending on the task?

## SCHOOL

Allow children the chance to share their way of performing the task. Are there often different ways to be successful in the work we do in other lessons?

# serve



## BASE

### Move the Target

Children to select partner to work with in a more competitive game. Children to stand opposite in each other on a starting line or spot. Between them place a line of cones / spots with a target such as a hoop placed over the middle cone / spot. Children take it in turns to serve a ball of their choice with the aim to hit the target. If they are successful, they move the target one place along the line moving in closer to their opponent. When the target reaches the either end of the line they are the winner.

## MANAGING DIFFERENCE SPACE

Children can adapt from a straight line of targets to targets in different directions.

### TASK

Children can perform different serving actions – overhand, underhand, bounce then strike.

### EQUIPMENT

Children can have ownership over what they use as targets, which ball they use and whether they serve with hand or racquet.

### PEOPLE

Children can decide on the distance between each target area based on their own level of challenge.

## CONNECT

Did you adjust the way you were serving depending on where they target was – closer / further away?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Serve & Steal

Children to work in pairs and start opposite each other on a starting line or spot.

In front of each player should be a selection of targets which their opponent will aim to hit with a serving action.

Children take it in turns to serve a ball of their choice using their hand or a racquet to try and hit one of their opponents cones. If they hit, they bring the target to their side and add it to their selection.

## MANAGING DIFFERENCE SPACE

Children can adapt the distance between themselves and the targets to suit their level of challenge.

### TASK

When targets are stolen they are removed, meaning it is a race to clear all your opponents targets.

### EQUIPMENT

Children can have ownership over what they use as targets, which ball they use and whether they serve with hand or racquet.

### PEOPLE

Allow pairs to swap and rotate so they get to compete against different people in the class.



move



solve



connect

I can explore net-based games which involve throwing, catching and striking.

I can create competitive challenge for my opponent.

I can collaborate to create a fair scoring system.

## SUGGESTED EQUIPMENT

**Cones/Spots**  
**Variety of balls to strike**  
**Racquets / Bats**  
**'Nets' – Lines, ropes, tall cones, benches**  
**Whiteboards for scoring**

## ACTIVATION

### Tennis Type Carousel

**Children to work with a partner or a small group to play four different modified tennis games, set up around the area. Children can play for 5 – 10 minutes before moving around each area.**

#### Throw Tennis

With a partner or small group, create a rectangular court with a 'net' along the middle.

Groups can choose which size of ball to play with.

Children play by throwing the ball with either one hand or two using an underarm action over the 'net' to bounce inside their opponents half. Play continuously until the ball is not returned into the area.

#### Hand Strike Tennis

With a partner or small group, create a rectangular court with a 'net' along the middle.

Groups can choose which size of ball to play with.

Children play by using their hand to strike the ball over the 'net' to bounce inside their opponents half. Play continuously until the ball is not returned correctly.

#### Racquet Strike Tennis

With a partner or small group, create a rectangular court with a 'net' along the middle.

Groups can choose which size of ball to play with.

Children play by using a racquet or bat to strike the ball over the 'net' to bounce inside their opponents half. Play continuously until the ball is not returned correctly.

#### Volleyball Tennis

With a partner or small group, create a rectangular court with a 'net' along the middle.

Groups can choose which size of ball to play with.

Children play by using their hand to strike the ball over the 'net' to bounce inside their opponents half. Children can have three touches of the ball to play it over the net. Play continuously until the ball is not returned correctly.



## BASE

### Set Creator

Children can continue to work with the same pair / group. They should select one of the four activities they have played in the activation and create their own scoring system to enable a player to win a set. For example, in tennis, players must win 6 games to win a set or in badminton they must win 21 points to win a set. They can explore different options and evaluate which work best.

## MANAGING DIFFERENCE

### SPACE

Pairs / groups can adapt the size or even the shape of the court they play their chosen game in.

### TASK

Allow children the chance to explore different types of scoring systems to determine a winner of their game.

### EQUIPMENT

Children can adapt the ball they use during the game or can create a more / less challenging net.

### PEOPLE

Children can play 1 v 1 and then join another group to play 2 v 2 using either scoring system.

## CONNECT

What did you feel worked well with your scoring system?  
Is there anything you would change to improve it?

Do your children need a Base Builder to master their learning?

## BASE BUILDER

### Set Play

When the children have created a successful scoring system they can now apply this to all four of the different activities from the activation carousel.

Children can rotate around the four different games in any order, with the focus on using their set scoring system to have a winner for each. Pairs / groups can suitably adapt their game using the STEP model but keep the set scoring system consistent across the games.

## MANAGING DIFFERENCE

### SPACE

Pairs / groups can adapt the size or even the shape of the court they play their chosen game in.

### TASK

If children have played all four different games, can they create their own which the scoring system could be used in?

### EQUIPMENT

Children can adapt the ball they use during the game or can create a more / less challenging net.

### PEOPLE

Children can play against different partners sharing the scoring system they created.



move



solve



connect

I can play net-based games which involve throwing, catching and striking.

I can implement effective strategies to win games.

I can play competitively with different opponents.

## SUGGESTED EQUIPMENT

Cones/Spots  
 Variety of balls to strike  
 Racquets / Bats  
 'Nets' – Lines, ropes, tall cones, benches  
 Whiteboards for scoring

## ACTIVATION

### Training Partner

Children to pair up with someone who will support them in practising for the main Grand Slam competitions.

Children can select any / all of the four different activities to set up and practice.

### Throw Tennis

### Hand Strike Tennis

### Racquet Strike Tennis

### Volleyball Tennis

The focus is not on scoring points but on working with each other to get better at the chosen activity.

## MANAGING DIFFERENCE

### SPACE

Children can set up their own practice courts and add in further challenges or where they will try to send the ball.

### TASK

Encourage children to not just focus on one of the activities but practice all four.

### EQUIPMENT

Encourage children to practice with a range of different balls and nets.

### PEOPLE

Children can rotate around being the role of player and coach, giving support where needed.

## CONNECT

Can you share with your training partner something you think they are doing well during the games they are playing and something they could improve further?

## SCHOOL

Children may use peer coaching and peer assessment within other curriculum lessons which can be built on through this learning.

# slam



## BASE

### The Grand Slam

Children will now play competitively against different opponents in each of the four different events. Their overall aim is to try and beat one opponent in each of the four activities to achieve the Grand Slam. Encourage them to play against different opponents each time and they can use any scoring system created in the previous SET learning.

Australian Open  
Throw Tennis

French Open  
Volleyball Tennis

Wimbledon  
Racquet Strike Tennis

US Open  
Hand Strike Tennis

## CONNECT THROUGH COMPETITION

Competition could be adapted to a pairs Round Robin competition where each pair has the chance to play each other.

	Pair A	Pair B	Pair C	Pair D	Pair E	Pair F
Pair A						
Pair B						
Pair C						
Pair D						
Pair E						
Pair F						



# THEME ASSESSMENT

## serve



## set



## slam



- ✓ I can serve a ball with accuracy using my hand.
- ✓ I can play and explore net-based games which involve throwing, catching and striking.

Evolve

Embed

Excel



- ✓ I can adapt my serve depending on the target location.
- ✓ I can create competitive challenge for my opponent.
- ✓ I can implement effective strategies to win games.

Evolve

Embed

Excel



- ✓ I can compete positively against an opponent.
- ✓ I can collaborate to create a fair scoring system.
- ✓ I can play competitively with different opponents.

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other