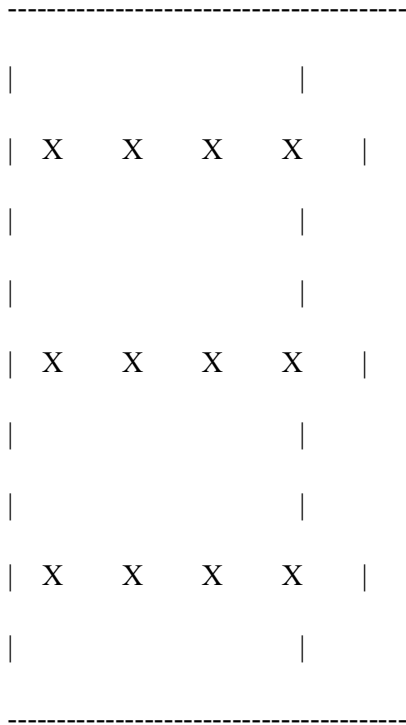


UWTSD Session Planner

Venue: LC2		Age group: YEAR 2-3-4
		Number Attending: 12 Kids Per 4 Groups
Date 16/03/2026		Start time: 12.15
		Finish time: 2.15
Equipment: TENNIS BALL.'S TENNIS RACKET NETS AND CONES		
Nearest Telephone: Lecturer / Reception	1st Aid bag: LC2	
Risk Assessment completed: YES	Additional Slips, trips and falls – ensure area is clear of loose equipment, children wear appropriate footwear, and regular water breaks are provided	
Learning from previous session: N/A		Personal action points from previous session: N/A
Goals for the session: Introduce basic tennis skills (racket control, throwing, and hitting). Develop hand–eye coordination and movement . Encourage teamwork and enjoyment through games. Build confidence in using a tennis racket .		
Introduction and warm-up (Traffic Lights Game) 5 Mins Green – run Yellow – walk Red – stop and balance the ball on the racket Roundabout – spin around Speed bump – small jumps		

TRAFFIC LIGHTS WARM-UP



Players move freely around the court area
while holding a racket and tennis ball.

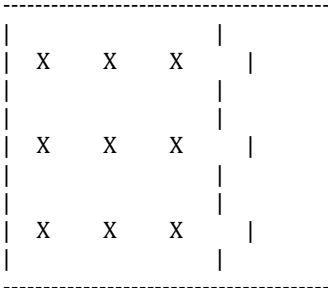
Main Content/Game

Activity 1 – Racket and Ball Control (5-10 mins)

- Children practise:
- Balancing ball on racket while walking
- Bouncing ball on racket (pancake taps)
- Rolling ball along the floor with the racket

Organisation/diagram

RACKET AND BALL CONTROL DRILL



Players spread out around the court area

Activity 2 Target Challenge Game (5-10 mins)

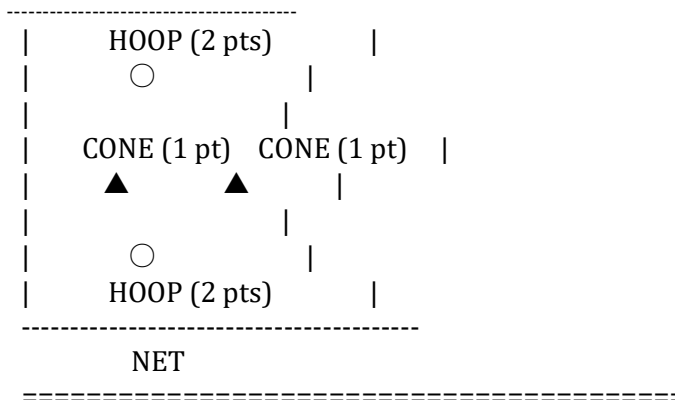
Cones or hoops are placed on court.

Children try to **hit the targets**. Kenz and I will throw them the ball

Scoring:

- Cone = 1 point
- Hoop = 2 points

TARGET CHALLENGE GAME



Player Hitting Area / Start Line

X X X X X
(Players waiting behind cones)

- Players hit the ball over the net
- Aim for cones or hoops to score points

Ideas for Development (progression / regression):

Progression

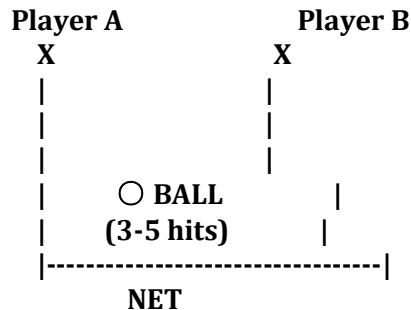
- Increase rally target from 3 to 5 hits.
- Move players further from the net.
- Introduce scoring games.

Regression

- Allow children to **catch the ball first before hitting**.
- Use larger targets.
- Reduce distance between players.

Diagram for activity

MINI RALLY - TARGET GAME



- Progression: Move players further back
- Regression: Reduce distance, allow catch first
- Targets: Cones (1 pt) / Hoops (2 pts)

5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	Children develop basic tennis skills such as: Racket control (balancing, bouncing, rolling) Throwing and catching Hitting mini rallies accurately. Activities are age-appropriate, using small courts, soft balls, and targets to ensure success and skill development.
Confidence:	Positive reinforcement encourages children to try new skills. Fun, game-based activities (Traffic Lights, Target Challenge) allow children to practice in a low-pressure environment. Small-group and station-based format ensures every child has opportunities to participate and succeed, building self-belief.
Connection:	
Character and caring:	
Creativity:	
Cool-down: 5 minutes at the end of the main session	
Comments on session: 	

Review of your Coaching Session and Personal Action Plan

For each session you deliver you need to complete a *Coaching Session Review and Evaluation* plus a *Personal Coaching Action Plan*.

Practical: Coaching Session Review and Evaluation (Individual Reflection)

Were the aims of the session achieved? Identify which ones were achieved and which if any, were not.	Most aims of the Year 4 tennis session were achieved. Pupils improved basic tennis skills, teamwork, and confidence while participating well in activities. Some pupils still needed support with ball control and serving accuracy, so these areas were only partially achieved and will need further practice in future sessions
What factors helped ensure that your aims were achieved? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	Good organisation, clear demonstrations, and age-appropriate activities helped ensure the aims were achieved. Using a positive coaching style and giving regular encouragement kept the Year 4 pupils engaged and motivated. Activities were well structured, allowing pupils to practise skills progressively and build confidence throughout the session
What were the reasons for you not achieving your aims? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	Some aims were not fully achieved because a few activities were too challenging for certain pupils and time management limited practice opportunities. At times, organisation could have been clearer, which affected transitions between activities. Some pupils also needed more individual support and demonstrations to improve their technique and understanding
What changes (if any) did you make to your session that were not in your plan and why?	I adapted some activities during the session to make them easier and more engaging for the Year 4 pupils. I added more demonstrations and simplified drills because some children were struggling with ball control and coordination. I also adjusted timings to allow extra practice and ensure all pupils stayed involved and motivated.
Would you do anything differently if you were to deliver the session again?	If I delivered the session again, I would improve time management to allow more practice opportunities and include more differentiated activities to support different ability levels. I would also give clearer demonstrations and provide more individual feedback to help pupils improve their technique and confidence.
What have you learnt about your coaching from this session?	I learnt that clear communication, organisation, and positive encouragement are important when coaching younger children. I also recognised the need to adapt activities to suit different ability levels and provide more individual support to help all pupils stay engaged and improve their skills.

Personal Action Plan

Using the information above, what changes will you make to your planning, coaching delivery and organisation in future sessions?

In future sessions, I will improve my planning by including more differentiated activities and allowing extra time for skill practice. I will develop my coaching delivery by giving clearer demonstrations, more individual feedback, and using simple instructions. I will also improve organisation by managing transitions between activities more effectively to keep all pupils engaged and active throughout the session.

Name of Coach: Chris Jones

Venue LC2

Date

Risk Assessment (Complete Individually)

Ref	Hazard / Task / Activity Area of Concern	Persons at Risk	Existing Controls	Describe Any Further Controls / Actions Needed	Actions By Whom	Action By When
1	Slippery floors	Everyone	Wet floor sign, mop and bucket, blue roll	Stop the children from drinking on court, set up an area for them to drink in	The coaches	Start, during, ending
2	Jewellery	Children taking part	School dress code, teachers telling them to remove their jewellery	Ask them to take it off before taking part	Coaches, teachers	Start, during, ending
3	Barriers/ walls	Children taking part	Warning from sports hall employees	US as coaches telling them to be careful, set up pitch away from walls and barriers	The coaches	Start, during, ending
4	Footwear	Children taking part	Dress code set out by schools and lc guidelines	Checking they have the correct PPE	Coaches, teachers	Start, during, ending
5	Collision with equipment or benches	Children taking part	Teachers letting the students know to be careful	US as coaches make sure that we keep an eye on all students at all times to make sure there are no collisions	Coaches, teachers	Start, during, ending



Pressing Pontardawe Town Academy U10

Category: Academy: High-block and press
Skill: U10

FAW Coach Ed
Chris Jones

Handball (15 mins)

Handball

This meso will be concerned with the fundamental movement skills of the players that are as utilised in football such as jumping/throwing/catching (Lubans et al, 2010). According to Lloyd and Oliver (2012) this is one of the best ages for these skills to be developed within the players.

Games will last 3 minutes and there will be 4 games (3 games in a league followed by a final and wooden spoon game)

To link this to the tactical principle for this meso (pressing) the coaches will be encouraging players to press high and will incentivize this high press by giving a double goal when the ball was won the opposing half and then scored.

Pitch size - 40x25.



2v2s (15 mins)

2v2s

15 minutes of 2v2 games with games lasting just 1 minute, the idea for this is that players must go and press the ball immediately so they can score in such short games.

It is a 'winners up, losers down' format where the 2 teams on the winners pitch at the end will contest the final.

Coaching Points:

Travel when the ball is traveling

Get contact with the player on the ball

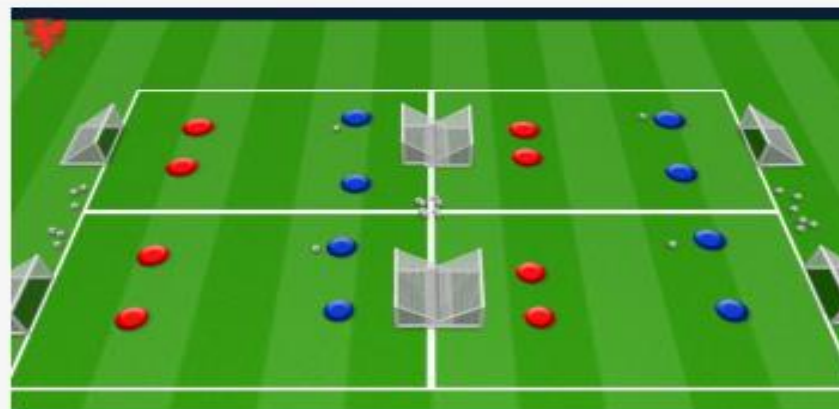
Can you use the sideline as a defender?

Can you put the player onto his weakfoot?

Reactions when you lose the ball (counterpress)

Balls are placed all around the pitch to raise intensity further in line with the club's philosophy.

Pitch size - 20x20



Wave Game (30 mins)

Wave Game

Coach plays a ball into the practice and its a 1v1, after these 2 players score or the ball goes out of play, they leave the pitch. The coach then plays the ball to the other team this time and a 2v1 (in favour of attackers) begins, followed by 3v2 and finally 4v3.

Bradbury (2014) allude that these waves of attacking and defending can support intensity and also the principles of transitions, this is really important for the pressing element of our game model because our principle on a defensive transition is to counter attack. To emphasis this, the challenge on the wave practice is that if you can win the ball (either as a high press or a regain (counterpress)) and then your team scores (within 4 seconds) you will have a double goal.

To increase repetitions this will be a mirrored practice where another coach will do the same practice with the other half of the group.

Coaching Points:

Travel when the ball is traveling

Get contact with the player on the ball

Can you use the sideline as a defender?

Can you put the player onto his weakfoot?

Reactions when you lose the ball (counterpress)

If you are defending underloaded you need to make the decision of who you want on the ball? who is the better attacker? is he on his weakfoot? can you win the ball? do you have a recovering player - delay?

Progression - Keepers start with the ball and play to a team mate (in a position of CB), opposing player starts in a strikers role and presses from the front - can we win the ball high and score?

Progress to using more players and see how 2 strikers or 1 striker and 2 wingers (in line with out formation 1/2/3/1) can press together effectively.

Pitch size - 40x30



7v7 Game (30 mins)

7v7 Match

Both teams playing in a 1/2/3/1 but encouraging a CB to drive into midfield to create a 1/1/4/1 where the attacking team has an extra man in midfield.

Use the breaks to discuss with the players (encouraging their own ideas) how we can match them in midfield;

winger comes in on opposite side? do we have an excellent cb who can play 1v1 and send the other cb into midfield? Striker plays deep if beaten? No correct answer, allow players to explore ideas and link prior knowledge (Coburn, 2010)

4 zones on the pitch, defending team need to be in 2/4 zones closest to the ball so that they are compact and can press together 'I go we all go'.

Coaching points:

High press - if we win the ball in final zone and score - 2 goals.

Numbers around the ball if we lose it.

Get contact on player in the ball and put him off balance.

Pitch size: 60x40.



Learning Objectives

	Technical (25%) Lots of repetitions, mechanics of defending & playing against good press.
	Tactical (25%) How to press, when to press, where to show.
	Physical (20%) High amounts of running and contact.
	Psychological (15%) Understanding the consequences of defending.
	Social (15%) Working together - pressing as pairs, units and

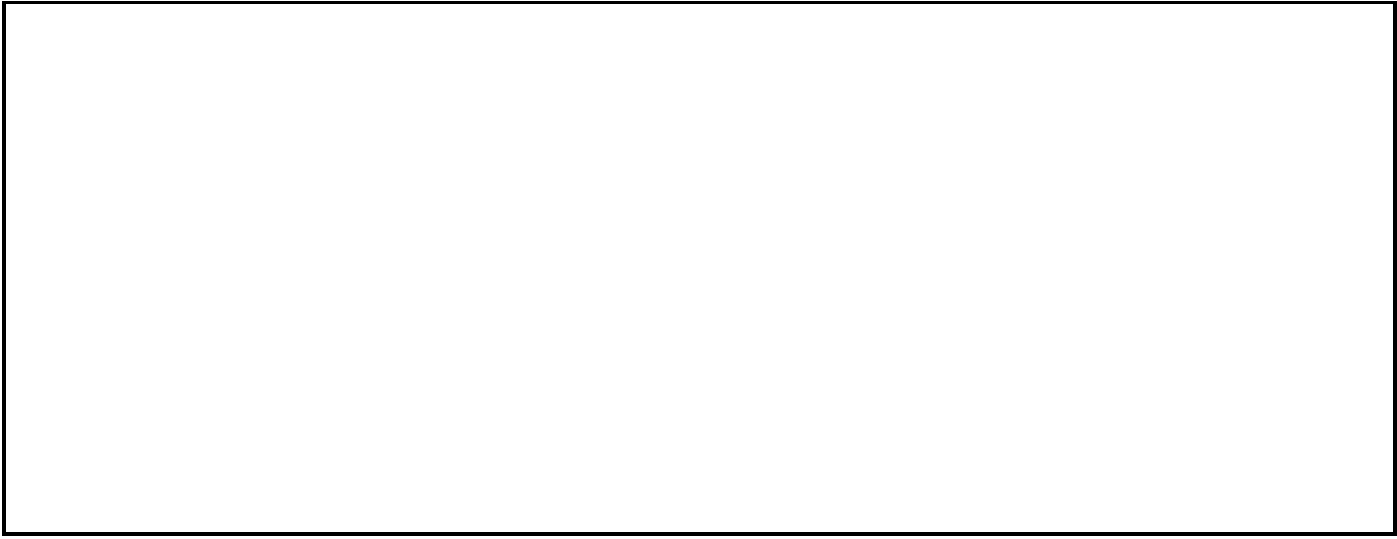
Academic Journal Review – Sports Management

Student Name: Chris Jones
Title of Work: Involving students in the assessment of game performance in physical education
Author: Shane Pill
Reference:
Date of Article: 21 Jan 2008
PERSONAL REVIEW
<u>Review Suggestions</u> ▪ Give an overview of the article. ▪ What are the key points in this article? ▪ Who is intended audience – academics/ practitioners – why do you come to that conclusion? ▪ Does the author define any terms? Are the definitions specific, useful, circular? ▪ What are the key findings? ▪ What did I find striking or interesting about these key points? ▪ How has this article influenced me in thinking deeply about my values, beliefs and assumptions? ▪ Does the author suggest areas for further research or discussion?
<u>Personal Review (300 words)</u> The article critically examines assessment practices in physical education games and argues that traditional approaches, particularly standardised skill tests, lack authenticity and fail to capture the complexity of real game performance. Historically, assessment in physical education has prioritised isolated technical skill execution, overlooking the tactical awareness, decision making, and off the ball movement that dominate actual gameplay. Drawing on the principles of Teaching Games for Understanding, the author proposes two assessment tools, the Game Performance Assessment Instrument and the Team Sport Assessment Procedure, as valid and reliable alternatives that embed assessment within the teaching and learning process. A central argument of the article is that meaningful assessment must reflect the dynamic and contextual nature of games. Traditional testing measures only a small proportion of genuine game involvement because it focuses narrowly on moments of ball contact rather than the broader cognitive and tactical demands of play. The

author emphasises the importance of assessment of, for, and as learning, asserting that assessment should inform instruction, support student progress, and encourage reflection rather than simply allocate grades. Both proposed tools assess decision making, positioning, tactical awareness, and skill execution during authentic game situations, thereby providing a more holistic evaluation of student performance. Furthermore, the inclusion of peer and self-assessment promotes student engagement and aligns with constructivist principles of learning. The intended audience appears to be primarily physical education practitioners, as the article offers practical strategies for classroom implementation. However, the academic tone and theoretical foundations indicate that it is also relevant to researchers and teacher educators. Overall, the article presents a persuasive and well supported argument for the adoption of authentic assessment practices in physical education.

Top of Form

Bottom of Form



Academic Journal Review – Sports Management

Student Name: Chris Jones
Title of Work: Using Tactical Changes
Author: Shane Phill

Reference:

Date of Article: 2010

PERSONAL REVIEW

Review Suggestions

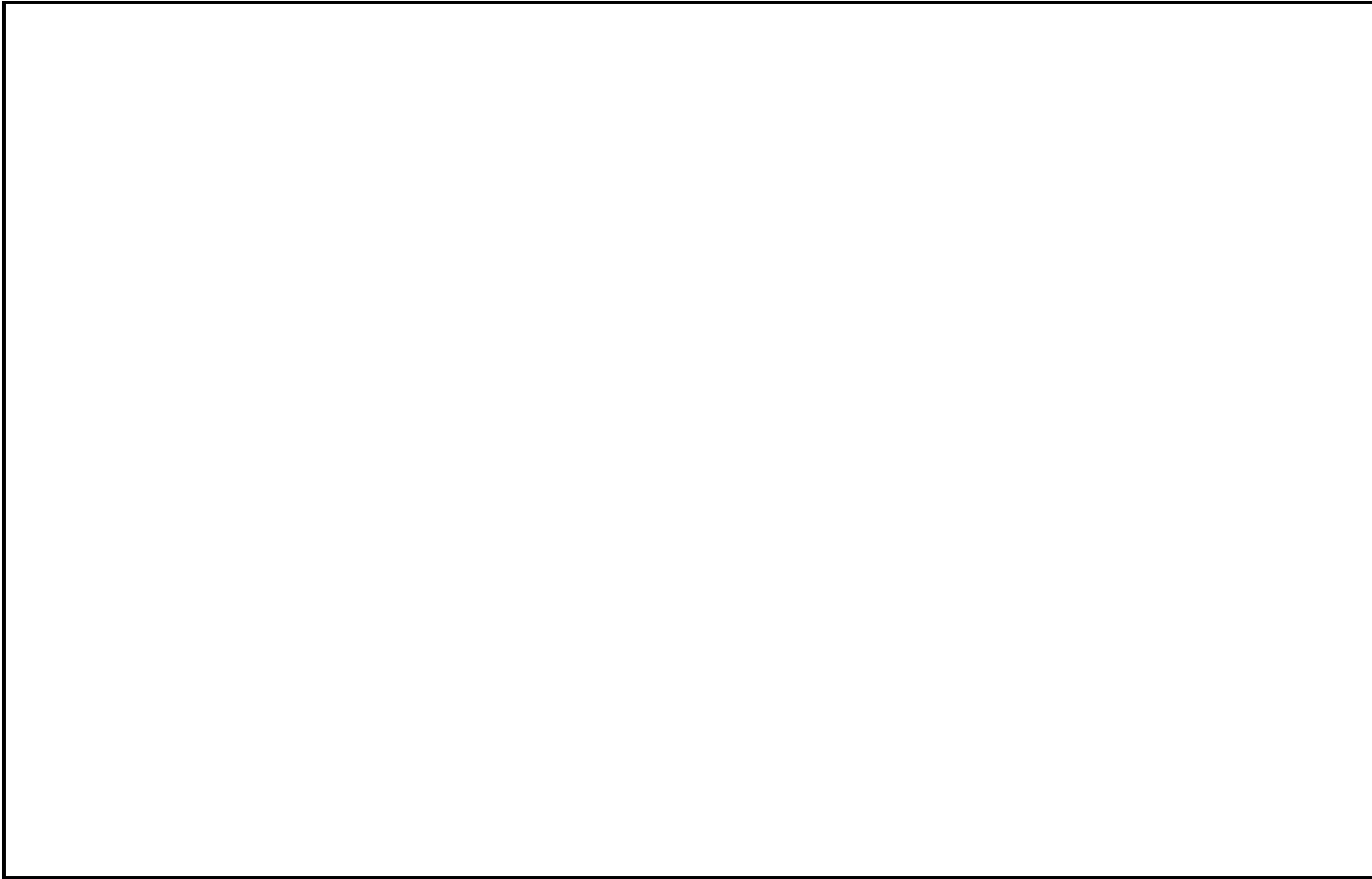
- Give an overview of the article.
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- What are the key findings?
- What did I find striking or interesting about these key points?
- How has this article influenced me in thinking deeply about my values, beliefs and assumptions?
- Does the author suggest areas for further research or discussion?

Personal Review (300 words)

Shane Pill's article *Using Tactical Games* presents a strong and well supported argument for shifting sport teaching away from traditional drill-based instruction toward a tactical games approach. Although Pill does not provide formal dictionary definitions of key terms, he clearly explains what is meant by a tactical games approach through detailed description and comparison. The concept is defined in practical terms as an approach that begins and ends with game play, focuses on solving tactical problems, and uses questioning to develop player understanding. These explanations are specific and useful because they show how the approach works in real teaching situations. The definitions are not circular, as Pill consistently links ideas to applied examples such as modified games and structured questioning sequences. The key findings of the article emphasize that effective game performance requires more than technical skill execution. Players must be able to read the play, make decisions, move strategically when off the ball, and apply skills within dynamic game contexts. Pill outlines five essential elements of the tactical approach, including identifying tactical problems, matching tactical complexity to the learners' stage of development, using questioning to promote reflection, and returning to game play after skill practice. The instructional sequence

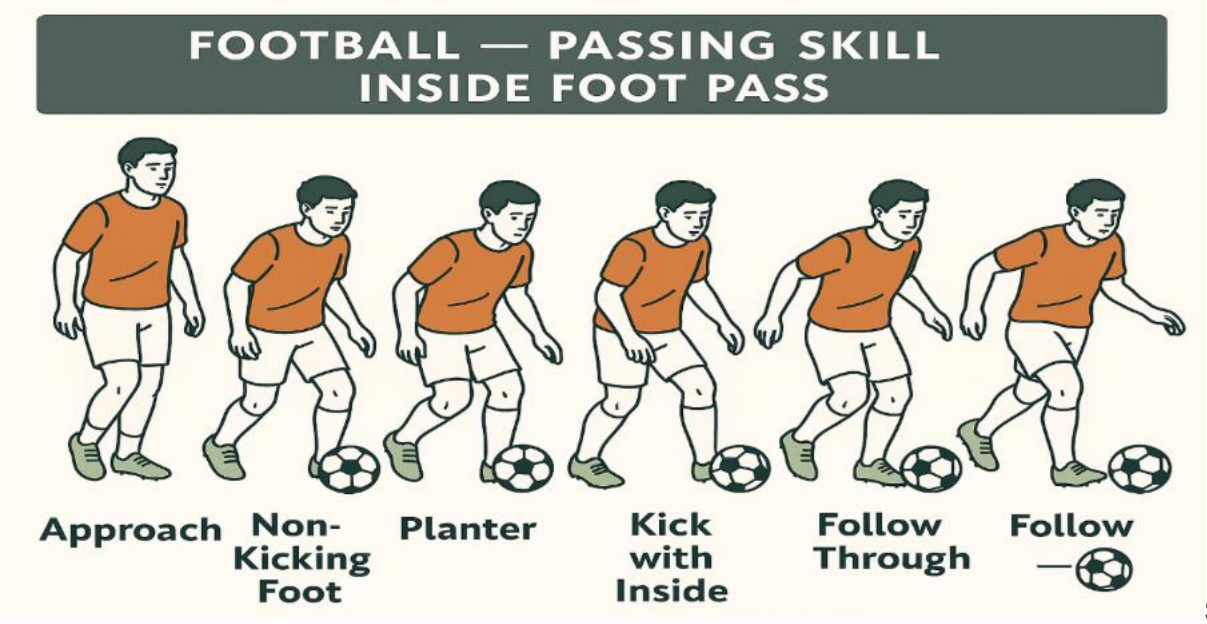
beginning with a tactical problem and modified game, followed by questioning, targeted skill practice if required, and a return to the game reinforces that understanding and decision-making drive learning.

What I found particularly interesting was the emphasis on off-the-ball movement and the idea that intelligent play is developed through experience and reflection rather than repetition alone. This challenges traditional assumptions about coaching. I was also struck by how questioning is used as a deliberate strategy to encourage deeper thinking and player ownership of learning. Overall, the article highlights the importance of developing adaptable, thinking players who can transfer skills effectively into real game situations



Fundamental Movement Skills - Pupil Assessment Cards

Football - Passing



Skill : Inside Foot Pass

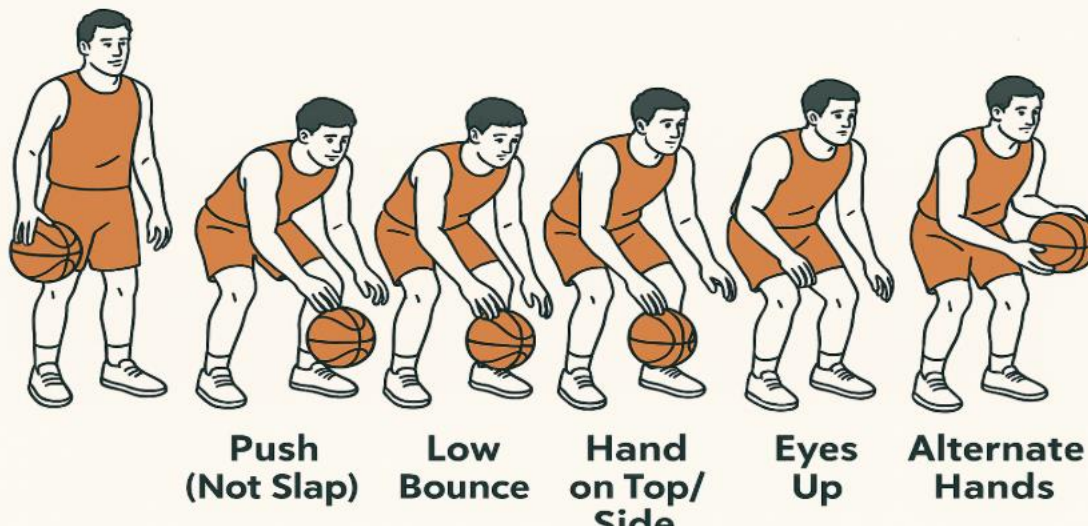
Directions:
Stand facing a partner. Pass the ball using the inside of your foot. Aim for accuracy. Perform 3 times.

Criteria	1st	2nd	3rd
1. Eyes on ball	☐	☐	☐
2. Non-kicking foot next to ball	☐	☐	☐
3. Uses inside of foot	☐	☐	☐
4. Follows through	☐	☐	☐
5. Accurate pass	☐	☐	☐

Summary (How did they do overall)

Basketball - Dribbling
Skill: Controlled Dribble

BASKETBALL — DRIBBLING SKILL CONTROLLED DRIBBLE



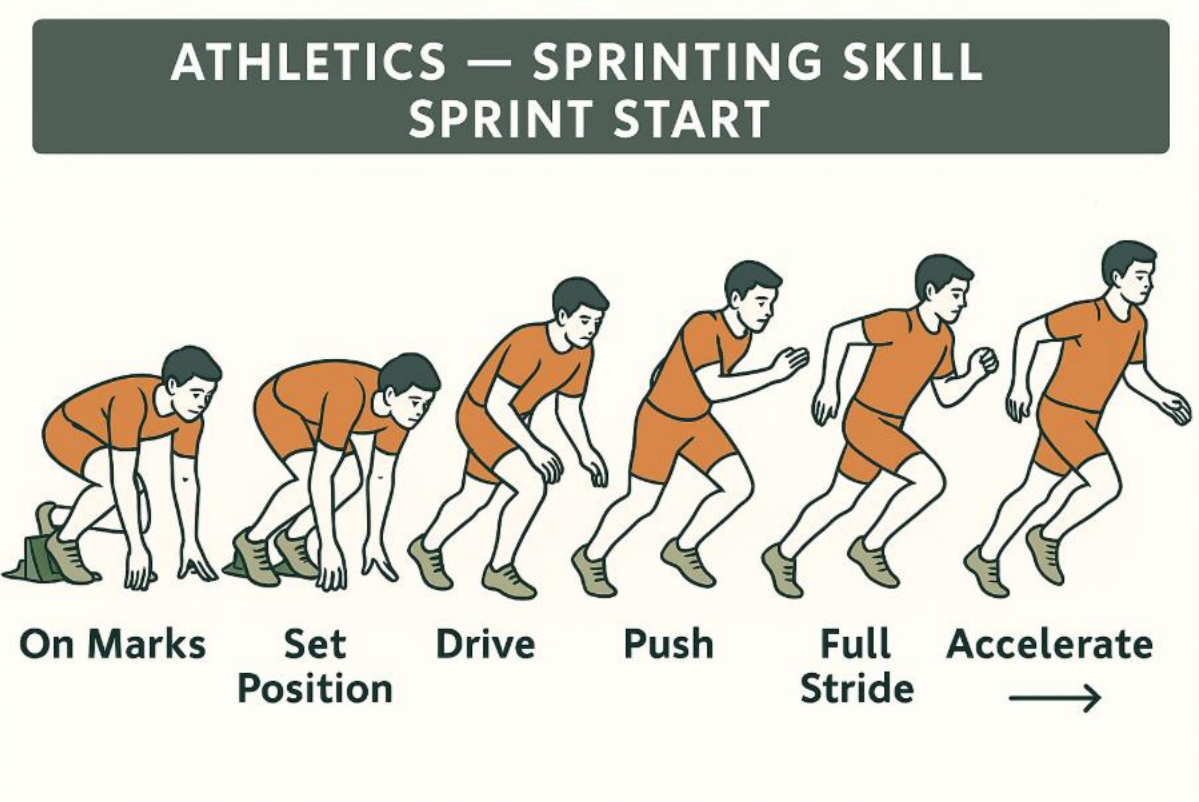
Directions:

Dribble forward using one hand. Maintain control. Perform 3 times.

Criteria	1st	2nd	3rd
1. Uses fingertips	☐	☐	☐
2. Ball below waist	☐	☐	☐
3. Eyes forward	☐	☐	☐
4. Control while moving	☐	☐	☐
5. Uses both hands	☐	☐	☐

Summary (How did they do overall)

Athletics - Sprinting



Skill: Sprint Star

Directions:

Sprint 10–15m from standing start. Perform 3 times.

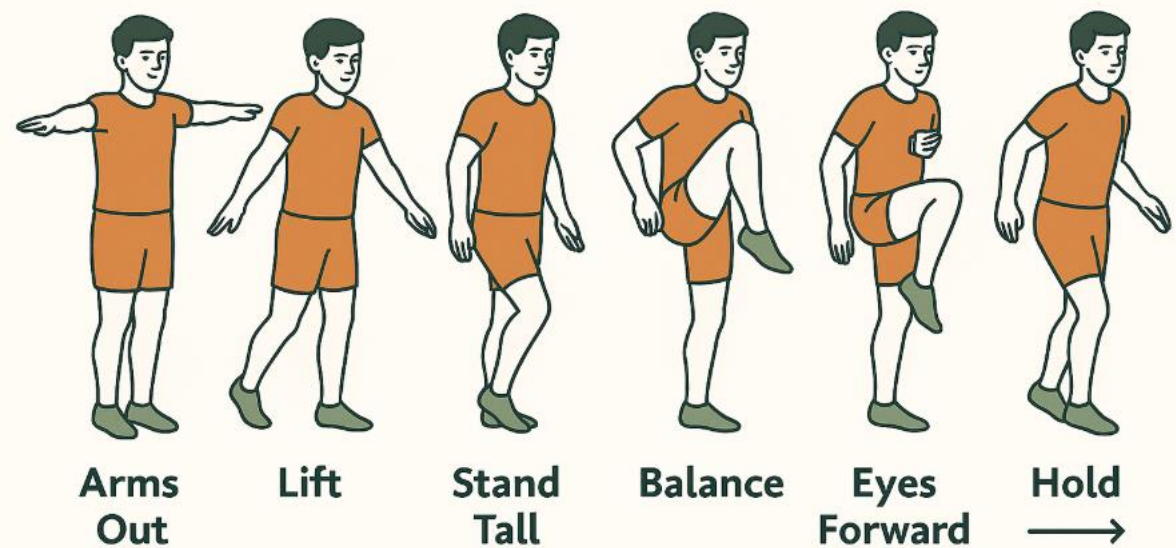
Criteria	1st	2nd	3rd
1. Forward lean	☐	☐	☐
2. Arm drive	☐	☐	☐
3. High knees	☐	☐	☐
4. Quick steps	☐	☐	☐
5. Balanced running	☐	☐	☐

Summary (How did they do overall)

Gymnastics - Balance

Skill: One Leg Balance

GYMNASTICS — BALANCE SKILL ONE LEG BALANCE



Directions:
Balance on one leg for 5–10 seconds. Perform 3 times.

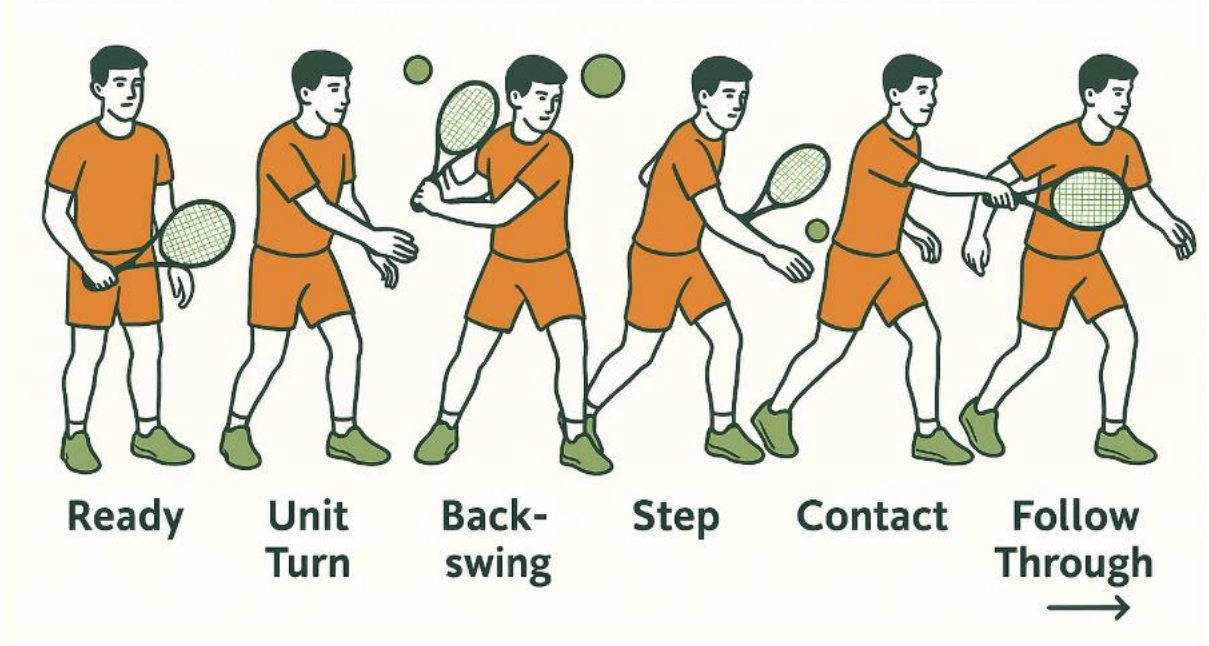
Criteria	1st	2nd	3rd
1. Still posture	☐	☐	☐
2. Arms for balance	☐	☐	☐
3. Eyes forward	☐	☐	☐
4. Minimal wobble	☐	☐	☐
5. Controlled finish	☐	☐	☐

Summary (How did they do overall)

Tennis – Forehand

Skill: Forehand Strike

TENNIS — FOREHAND SKILL FOREHAND STRIKE



Directions:

Hit ball using forehand towards a target. Perform 3 times.

Criteria	1st	2nd	3rd
1. Side-on stance	☐	☐	☐
2. Racket back	☐	☐	☐
3. Eyes on ball	☐	☐	☐
4. Contact in front	☐	☐	☐
5. Follow through	☐	☐	☐

Summary (How did they do overall)

