

## YEAR 7 PERFORMANCE STUDIES (PE)

### TABLE TENNIS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Table-tennis is a sport highlighted by the National Curriculum as an activity that can be used to teach the students a variety of other key skills including tactics and strategies to overcome opponents in direct competition. It build upon fundamental skills that the students acquired in Key Stage 1 and Key Stage 2.</p> <p>During Key Stage 3 the students will develop three key concepts in each year. Year 7 is about improving consistency of shot and ability to rally and serve before moving on to the more complex skills of greater shot type, shot selection and movement..</p> <p>In Year 7 students are taught the fundamentals of the game to ensure that they have all of the necessary skills to ensure that they are best equipped to be able to go and master the more complex techniques and components of the sport. The focus of the who unit is improving consistency and establishing strong grasping of the fundamentals of the game to ensure greater development and progress through the later units thus meaning that the students become far more proficient table tennis player sin the long term. There is a danger with table tennis that students are taught the more complex skills before they have mastered the basics which means that they are left with significant flaws in their technique and ability to play and manage competitive situations.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> <li>1. Be able to perform the push shot on forehand and backhand so you can return your opponent's shots.</li> <li>2. Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods.</li> <li>3. Learn how to serve in line with the rules so you can complete a competitive match.</li> </ol> <p>These are the three key areas that enable the students to begin to play competitive table tennis matches to a reasonable standard. If a student is not able to apply these basic principles then they will find it very difficult to learn and to master the more complex components of the game... Development of these skills lays the foundations for the lessons that will be taught throughout years 8 and 9. The skills taught in year 7 are transferable both for table tennis in the later years at key stage three but also in the other racket sports that the students will be taught. Things like positioning, understating of ball trajectory to the net, positioning of opponent, shot selection at appropriate times are also relevant in tennis, a unit also studied by all students at the Academy.</p>	<p><i>Warm up - Warm up is the process of getting the body ready for exercise.</i></p> <p><i>Etiquette - Etiquette, in sport, is where a sports person shows polite behaviour.</i></p> <p><i>Spectator - A spectator is a person who is watching a sport.</i></p> <p><i>Technique - In sport, a technique is a skill/ability that you develop through training and practice.</i></p> <p><i>Reaction Time - Reaction time is the time it takes to respond to a stimulus.</i></p> <p><i>Coordination - Coordination is the ability to use two or more body parts together.</i></p> <p><i>Forehand – shot played on the favoured side</i></p> <p><i>Backhand – shot played on the less-favoured side</i></p>

Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme, the teachers use a variety of approaches to ensure that the challenge in each lesson is appropriate of all students regardless of ability or experience.</p> <p>This can be done in a variety of way such as;</p> <ol style="list-style-type: none"> <li>1) Use of space – Increasing or decreasing the working area for students to complete the given task (Target areas on table etc).</li> <li>2) Ability of opponent/partner – Students will be grouped with students of similar ability to ensure tasks are completed to a similar standard and the level of challenge for each student remains at a constant achievable level matched to their own ability.</li> <li>3) Use of equipment – Modified equipment to help students’ development. Such as smaller bats, larger balls.</li> <li>4) Activity – All activities delivered can be differentiated to be made more complicated or simplified so that they can best suit the ability of all students taking part in the lessons.</li> </ol> <p>The nature of the scheme of learning and the activities contained with it means that the abilities of all students, regardless of ability, are met. The scheme is challenging for all pupils and requires all students to be motivated to work to the best of their ability in all lessons to ensure that they achieve all that they are capable of.</p> <p>Students will be expected to be doing some back ground reading on the rules and regulations of table tennis so that they are able to umpire efficiently and effectively as part of the competitive aspect of each lessons when students are playing games against one another.</p>	<p><b>Social Issues</b></p> <p>Currently table tennis is struggling to attract large numbers of younger people to the game and as a result, numbers of local clubs ad teams is diminishing.</p> <p>Discuss with class the health benefits of regular physical activity and the social benefits of being part of a club or team. Discuss local links with clubs and teams in the area so that pupils with an interest know where they can go if they would like to continue playing.</p> <p><b>Wider World Learning</b></p> <p>Students to learn about the size of table tennis as a sport globally. The number of tournaments that are played, the nature of the tournaments, prize money on offer. Discuss countries in the world where table tennis is the main sport and the impact that international sporting success has on national pride.</p>	<p>Students have the opportunity to further develop their table tennis skills at a lunchtime club which runs every lunchtime in the school gym, run by the PE dept.</p> <p>Students are also able to play for the school teams in fixtures against other schools.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Etiquette is a key issue that can be taught through table tennis. For example, with students sharing table spaces it is vital that they observe key aspects such as waiting for a rally to end before collecting their ball and being silent whilst their partners are performing.</p> <p>In addition to etiquette, the performance studies values are key in tennis, for example:</p> <ul style="list-style-type: none"> <li>• Inspiration – from watching clips of professional table tennis players</li> <li>• Excellence – to develop consistency and technique of the key concepts and skills</li> <li>• Respect – for rules and etiquette</li> <li>• Determination – to learn challenging table tennis skills and to push on further</li> </ul>	<p>Scoring in table tennis is a key numeracy skill, especially in situations where the games are tied and reach deuce. In the most part, understanding of angles, spin and flight of the ball is the fundamental skill that this table tennis scheme of learning will develop. Students will understand that if contact with the ball is made too late there will be a consequence to this, and similarly, if the ball is contacted too early there is an opposite consequence.</p>	<p>Common misconceptions from students is that they are ready to progress to the more advanced skills of the game before they have mastered the necessary fundamental basics. Getting the students to understand that in order to make more rapid progression in table tennis you must first master the basis is often very difficult for them to understand. Students must develop their hand-eye coordination with their table tennis bat, their ability to move their feet and bodies to get into position to be able to play the appropriate shot and be confident enough to play shots on both the forehand and the backhand side before progressing to the more advanced components of the game.</p>
<p><b>Assessment timeline:</b></p>		
<p>At the beginning of the block students will play conditioned games in order to assess their current levels of ability and previous levels of exposure to table tennis and racket sports. This will enable the class teacher to group the students based on ability so that students are able to progress at a faster rate. Each of the key skills and concepts will be assessed formatively on a lesson by lesson basis. In order to stretch the more able members of the group, the teacher will provide extension tasks to increase the complexity of the activities being covered to ensure that all students continue to make sustained progress irrespective of their levels of ability. WAGOLL's will be demonstrated at regular intervals to allow students to see and model what they are aiming to achieve across the unit.</p> <p>The final lesson of the scheme will be competitive head to head tournament based matches in order for the teacher to be able to best attribute accurate Head, Heart and Hands levels for the key skills and concepts. Head grade based upon the students ability to understand the key concepts and implement tactics and strategies, Heart for their attitude and application across the unit and Hands for their successful completion of the practical skills and tasks.</p>		

## Home learning

Watching internet videos set as a home learning task of significant table tennis tournaments and players, so that students can see shots and techniques performed at the highest level:

- Match - <https://www.youtube.com/watch?v=yiqFxDx2WW4>
- Forehand push - <https://www.youtube.com/watch?v=3D9VWKR-iFc>
- Backhand push - [https://www.youtube.com/watch?v=i\\_NAMempMvs](https://www.youtube.com/watch?v=i_NAMempMvs)
- Forehand Drive - <https://www.youtube.com/watch?v=h-Qqe0Ty9KI>
- Serve - <https://www.youtube.com/watch?v=NfmPcpi4sfc>
- Reading of key table tennis rules provided by the teacher.
- Mini whiteboard test will be used to assess students' knowledge of rules.

## Feedback

Feedback during the table tennis lessons will be purely verbal and specific to the lesson objective and tired outcomes. Teachers will observe all students performing skills in isolation during the skill development phases of lessons but also during the conditioned game phases. **The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.**

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													