

## YEAR 7 PERFORMANCE STUDIES (PE) TENNIS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Tennis is a game highlighted in the National Curriculum that can be used to teach students tactics and strategies to overcome opponents in direct competition. It enables students to partake in a competitive sport that keeps them active for a sustained period of time. At Key Stage 1, students would have developed fundamental skills related to tennis including agility and balance. Moving into Key Stage 2 students would have applied these skills into competitive games of tennis.</p> <p>Key Stage 3 tennis at Acle will enable students develop three key skills/concepts in each year. Firstly, students will display good hand-eye coordination control through various tennis drills. This will be fundamentally based around ensuring students can make contact with the ball consistently whilst controlling the speed and direction. A second fundamental part of tennis is footwork and students will develop effective footwork to position themselves for return shots. Students will then execute specific forehand and backhand shots to complete tennis rallies with a partner. At the end of each lesson, students will get to apply their skills within conditioned games to try to outwit opponents.</p> <p>These key skills and concepts are taught in this order to provide the tools required to perform tennis rallies, both competitively and non-competitively. A key issue with tennis is too-fast progression as the technical nature of the sport means that prior learning must take place effectively, for example starting on short courts and progressing to larger courts.</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. Students showcase good hand-eye coordination control through various tennis drills.</li> <li>2. Students demonstrate effective footwork to position themselves for return shots.</li> <li>3. Students execute forehand and backhand shots to complete tennis rallies with a partner.</li> </ol> <p>These are the three key areas that enable students to begin rallying in tennis. If students cannot apply these then learning more specific shots is very difficult. Development of these skills lay the foundation to move onto learning more shots in years 8 and 9.</p> <p>Once acquired, these skills feed into years 8 and 9 by providing transferable skills that are a necessity for the learning of other shots in tennis (see year 8 and 9 key skills/concepts)</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:	World wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted tennis players in the following ways:</p> <ol style="list-style-type: none"> <li>1) <b>Use of space</b> (e.g. decreasing size of space or increasing to change the complexity of the task)</li> <li>2) <b>Ability of opponent/partner</b> (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard)</li> <li>3) <b>Use of equipment</b> (e.g. compression of ball used, removing the net, size of racket)</li> <li>4) <b>Activity</b> (e.g. changing rallying to feeding to allow a student to acquire a skill)</li> </ol> <p>The scheme of learning caters for all abilities through the four PE-specific differentiation strategies above. There is a range of abilities in a PE class due to the complex nature of tennis, and this scheme of learning is ambitious for all abilities. Higher achievers can complete the same tasks over a full size court, whilst lower achievers can work on a smaller court with a lowered net to help them progress. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own tennis abilities.</p> <p>Reading on key tennis rules will be provided for all learners. This will provide the understanding to play mini conditioned games.</p>	<p><b>Social Issues</b></p> <p>Current issue of the age of tennis participants in the UK becoming older. The LTA are now looking at ways of attracting younger people to participate in tennis. Class discussions regarding the health benefits of tennis, where local tennis clubs are, and the social benefits of taking part in tennis.</p> <p><b>Wider world learning</b></p> <p>Students to learn about the tennis tournaments played around the world, the prize money available to athletes and how sporting events can benefit countries.</p>	<p>Students will have the opportunity to further their skills at the weekly tennis club which is provided free of charge by the PE department during the summer term.</p> <p>Students can also play for the school tennis team in year 7 as we enter an U13 girls and U13 boys team in the Norfolk league.</p> <p>Each year the PE department enter the ballot for Wimbledon tickets. This enables a small group of students to experience a day at Wimbledon.</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 tennis. For example, with students sharing court 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 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 tennis skills and to push on further</li> </ul>	<p>The history of events such as Wimbledon will be vital when teaching students to observe etiquette. The ruling of only white clothing will also be discussed.</p> <p>Scoring in tennis is a key numeracy skill, especially in tiebreak situations. In the most part, understanding of angles and flight of the ball is the fundamental skill that this 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>A key misconception in tennis is students progressing too quickly before they have mastered the fundamental skills that are in this scheme of learning. Students must develop their hand-eye coordination with a tennis racket, their ability to move towards the direction of the ball and be confident enough to control the ball on both the backhand and forehand before progressing to other shots. To achieve this, students will work in closed conditions on smaller courts before progressing.</p>
<b>Assessment timeline:</b>		
<p>At the beginning of the scheme of learning, a ‘beat the score’ rallying activity will take place to ascertain the groupings on courts. This will enable the teacher to place individuals in small groups to work with so they can progress at the correct level. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>• Watching a Wimbledon match on BBC will be set as a home learning task so students can see the way in which tennis is played - <a href="https://www.youtube.com/watch?v=mnLdAeSXZv0">https://www.youtube.com/watch?v=mnLdAeSXZv0</a></li> <li>• Forehand - <a href="https://www.youtube.com/watch?v=aZj7DIEftPg">https://www.youtube.com/watch?v=aZj7DIEftPg</a></li> <li>• Backhand - <a href="https://www.youtube.com/watch?v=PBguk3yRPgl">https://www.youtube.com/watch?v=PBguk3yRPgl</a> and <a href="https://www.youtube.com/watch?v=hKSr14cUn9Q">https://www.youtube.com/watch?v=hKSr14cUn9Q</a></li> </ul>		

- Reading of a key set of tennis rules provided by the teacher will be a home learning task.
- Mini whiteboard test will be used to assess students' knowledge of rules

## Feedback

Feedback from the teacher in tennis will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. **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.**

Due to having four tennis courts and classes of 25+, peer feedback will be incorporated frequently. The students will use reciprocal teaching cards and key coaching points provided by the teacher for this feedback.

## 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
<b>Unit:</b>																													