

YEAR 8 PERFORMANCE STUDIES (PE) TENNIS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students experienced 8 lessons of tennis in year 7 working on the following:</p> <ol style="list-style-type: none"> 1) Showcase good hand-eye coordination control through various tennis drills. 2) Demonstrate effective footwork to position themselves for return shots. 3) Execute forehand and backhand ground strokes to complete tennis rallies with a partner. <p>The areas of development focussed on in this scheme of learning have been carefully planned to build upon existing skills from the year 7 scheme of learning. Students learned how to execute forehands and backhands whilst also developing hand-eye coordination in year 7, so in year 8 students will take that further and create more depth in rallies. Additionally, students will start to learn more game strategies such as changes of width and depth during rallies to move their opponent around. Students then spend lessons learning how to serve. With students now able to perform forehand and backhand groundstrokes, students will require serving to enable games to be played. Finally, students will progress onto the more technical volley shot, which will give an extra option to choose during a rally. Teaching the skills above in this order develops confidence and a perceived competence in a very technical sport. Students will use shorter forms of tennis before progressing onto full length courts.</p>	<p>In year 8 tennis, students will work on the following:</p> <ol style="list-style-type: none"> 1) Learn correct overhead serves so you can make it difficult for your opponent to return the ball. 2) Demonstrate shot placement with depth and width so you can move your opponent around the court and set up winning shots. 3) Perform volley shots at the net so you can win a point. <p>This scheme of learning initially builds upon the learning of forehand and backhand ground strokes in year 7. Students will progress further back on the court and increase the distance between players as they develop their ability. They will then progress onto mini games to outwit their opponent by moving them around the court. Students will then develop an overhead serve. This will firstly take place from the service box to acquire the skill before moving further back towards the baseline incrementally. Finally, students will learn how to volley with a correct technique. They will use this in isolation initially, before applying this in rallies.</p>	<ul style="list-style-type: none"> • <i>Serving – the skill used to start a point in tennis</i> • <i>Deuce – when the game is tied at 40-40</i> • <i>Advantage – when the game is at deuce and one player wins the point</i> • <i>Game – a game of points, 15, 30, 40 and game</i> • <i>Set – six games</i> • <i>Depth – the length of shots into the opponents side of the court (close to baseline)</i> • <i>Width – using the sides of the court</i> • <i>Volley – striking the ball without it bouncing (usually performed at the net)</i> • <i>Ready position – the position adopted when waiting to receive a shot</i> • <i>Contact point - the point in front of the body where the racket hits the ball</i>

Challenge and Support:		Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against students of similar tennis ability. 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"> 1) Use of space (e.g. decreasing the length of the court so students learn the skills in service boxes) 2) Use of equipment (e.g. using shorter or longer rackets or the compression of balls) 3) Ability of opponent (pairing students with players of similar ability to ensure students are able to perform skills to a similar standard) 4) Activity (e.g. creating rallies for higher ability students or supporting lower ability students with feeding activities to learn skills) <p>These strategies enable all students, regardless of SEND requirement, to be ambitious about their own tennis abilities. Tennis is a game that many will have access to throughout their lives and can lead to lifelong physical activity. In order to facilitate this, the technical skills of tennis are scaffolded with these strategies. For example, a lower compression ball can give a student more time to react and adjust body position to play a shot. Whereas higher students can perform this with full compressions balls. The space in tennis is important as smaller space is often a support tool, whilst a larger space is harder to play in. Skills can also be broken down into feeding practices initially, whilst some will learn through rallies.</p> <p>Students are supported to umpire application matches with scoring flip folders created by the PE department which allows the student to concentrate on observing for rule infringements. When they become more confident the scoring folders can be removed.</p>		<p>Students will develop their understanding of technological advancements in 21st century tennis. This is important when students question decisions that umpires may make. They will understand that in the professional game of tennis there is technology around the court to assist the umpire with let decisions, a line judge on each line and players also have challenges using Hawk Eye.</p>	<p>All students can attend the school's tennis club in the summer months which is run free of charge by the PE department. Students can play for fun or train for their performance in school matches.</p> <p>Students are also able to participate in the school tennis teams. At Acle Academy we compete in the Norfolk Tennis Leagues at year 7 & 8 and also year 9 & 10 (both boys and girls teams).</p> <p>We also enter the ballot for Wimbledon tickets and run trips to the event whenever we are offered tickets.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:	
<p>Students will develop in these ways through the performance studies values which are key in tennis, for example:</p> <ul style="list-style-type: none"> • Determination: to learn a very technical skill such as volleying 	<p>Judging distances is vital in tennis when passing to a player on the move and shooting, and this is a subconscious mathematical skill that students will develop through the activities in this scheme.</p>	<p>Students who often struggle to perform tennis skills often do so because of poor preparation for shots and they feel that can stand relatively still to play the</p>	

<ul style="list-style-type: none"> • Courage: to take on a more challenging opponent in application matches • Respect: learning and showing good etiquette in tennis • Excellence: to progress further to full length court rallies <p>In year 8, students have the opportunity to umpire and we support them with scoring folders (see above).</p>	<p>Similarly, students will need to understand spacing in order to effectively move their opponent into space to set up winning shots. From a physics perspective, the understanding of actions and reactions is vital when performing tennis shots.</p>	<p>game. However, students are taught straight away that preparation for shots is key and this starts as soon as the ball leaves the opponents racket. There are often misconceptions with scoring (e.g. deuce/advantage) so knowledge of this is supported with scoring folders.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, an initial ladder tournament will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. This is usually based on the ability to rally using forehand and backhand ground strokes. 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 for students to replicate. 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>		
<p>Home learning</p>		
<p>Students will be required to watch YouTube clips which demonstrates the following:</p> <ol style="list-style-type: none"> 1. The correct overhead serve technique - https://www.youtube.com/watch?v=w03NVg7YtNo 2. Correct forehand and backhand volley technique - https://www.youtube.com/watch?v=Cm4xbL5LoBU and https://www.youtube.com/watch?v=GUIKEHMEOBo <p>These will be in preparation for teaching this content in lessons.</p>		
<p>Feedback</p>		
<p>Lesson feedback from the teacher 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 a low number of courts, and even with pairs working on half courts, normally a group of three share a half court in tennis lessons. Therefore, peer assessment is often performed by the student not performing to assist with feedback on the skill being learned.</p>		

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:																													