

YEAR 8 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 teaches the students a number of important key skills in isolation, all equally important in order to be able to play the game successfully and competitively. It also teaches the students a great deal about tactics and strategy and about how to out think your opponent by identifying strengths and weaknesses in both your own and their game in order to be able to score points and ultimately win the match.</p> <p>The scheme in year 8 looks to build upon the basic skills acquired in year 7. In year 7 the focus is more of the understanding and mastery of the basics rallying and serving in order to be able to play matches, in year 8 the focus becomes more on winning points and trying to force your opponent into errors.</p> <p>The year 8 unit looks to take the basic skills acquired in year 7 and advance them by applying new concepts such as ‘counter hits’ and ‘spin’ as well as looking to improve the consistency, power and timing of the shots that the students are playing. It is important in table tennis to ensure that all students have a firm grasp of the basic techniques before moving them on to the more complex skills. All of the advanced shots in table tennis are underpinned by the technique of the basic strokes</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Be able to perform a backhand drive to put pressure on your opponent. 2) Be able to perform a counter hit shot to use in offensive situations 3) Adapt forehand shots to apply topspin and deceive your opponent <p>These three key areas build upon the skills and techniques acquired by the students in year 7. They allow the students to go from playing basic games with a focus consistency of hitting and returning the ball to your partner, to games focussed on manipulation of the ball, pressuring your opponent’s shots and technical weaknesses and thinking about the game from a more tactical prospective.</p> <p>The skills taught in year 7 lay the foundation for the skills that are taught during the year 8 block. Without successful completion of these skills and some understanding of the technical aspects of each of the skills in isolation it is challenging to progress to the more technically demanding shots.</p> <p>Students will need to have a greater understanding of spin and counter hitting and as a result will need to understand ball trajectory and be able to adjust their positioning at the table and net as a result. They will need to think more</p>	<p>Forehand – shot played on the favoured side</p> <p>Backhand – shot played on the less-favoured side</p> <p>Drive - A forceful shot that relies heavily on speed</p> <p>Counter hit – A shot played as the ball rises with speed to catch opponent</p> <p>Technique - In sport, a technique is a skill/ability that you develop through training and practice.</p> <p>Coordination - Coordination is the ability to use two or more body parts together.</p> <p>Etiquette - Etiquette, in sport, is where a sports person shows polite behaviour.</p>

and without being able to play these, students struggle to progress to the more advanced shots and techniques.	about the positioning of their opponent and ways in which you can exploit a weakness in an opponent's technique.	
Challenge and Support:	Worldwide learning/ links to 21st 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. This can be done in a variety of way such as;</p> <ol style="list-style-type: none"> 1) Use of space – Increasing or decreasing the working area for students to complete the given task (Target areas on table etc). 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. 3) Use of equipment – Modified equipment to help students development. Such as smaller bats, larger balls. 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. <p>The nature of the scheme of learning and the activities contained within 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>Social Issues</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>Wider World Learning</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>Like all sports, the issues of fair play and sportsmanship are key. The students are taught to respect the rules and officials and equally respect their opponents and fellow competitors. They are taught to give the best of the ability in every lesson and respect that everyone else is doing the same even though that may mean that they are of different standards.</p> <p>With all racket sports etiquette is exceptionally important. Students need to understand that the space they are participating in is very small so is likely to be restricted by other people. They must understand that during points it is important to remain silent and not distract either player. Equally to preserve the integrity of the game, honesty with regard to the rules, touching the table, net etc, having the respect for your opponent to admit when this has happened. All of these things are key values that are taught during this unit. They are important values for table tennis, for sports generally but more importantly to be able to exist in the wider world.</p> <p>In addition to this, the performance studies values are key in table-tennis, for example:</p> <ul style="list-style-type: none"> • Inspiration – from watching clips of professional table tennis players • Excellence – to develop consistency and technique of the key concepts and skills • Respect – for rules and etiquette • Determination – to learn challenging table tennis skills and to push on further 	<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>Assessment timeline:</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>		

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.

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.
- Backhand drive – <https://www.youtube.com/watch?v=cgdeQllLahE>
- Counter hit – <https://www.youtube.com/watch?v=vnaY6ltLY-g&t=15s>
- Top Spin – <https://www.youtube.com/watch?v=XFRqT3miJ3I&t=439s>
- 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:																													