

YEAR 9 PERFORMANCE STUDIES (PE) TENNIS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8 tennis, students developed the following key concepts and skills:</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>The focus of year 9 tennis is to make staying in rallies far harder for the opposition. Students will build upon volleys to learn how to play the more ferocious smash shot and close out points. They will then build upon their forehand and backhand shots to learn back hand slice and forehand top spin. Finally, students will spend lessons developing game strategies such as baseline play and net play.</p>	<p>In year 9 tennis, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. Learn smash shots with power and placement so you can win points when at the net. 2. Learn and demonstrate how to apply top spin and slice so you can make it difficult for your opponent to return the ball. 3. Develop your ability to use game strategies and tactics to overcome your opponent in singles and doubles. <p>Firstly, students will learn how to play a smash shot. They will practice this in isolation initially, before progressing to rallies. This will allow them to use these in a game and win the point if the situation presents itself. Top spin and slice will then be developed, again in feeding to acquire the skill before conditioned rallies. The final three lessons of the scheme will focus on match strategies in competition. Students will know when to play from the baseline and when to move closer to the net to attack. These skills will create successful tennis players who can win points.</p>	<ul style="list-style-type: none"> • <i>Advantage – advantage in tennis occurs after the score reaches 40-all and the winner of the next point will have taken the advantage.</i> • <i>Back swing – is a motion of the swing that moves the racquet into position to swing forward and strike the ball</i> • <i>Baseliner – is a tennis term describing a player whose strategy is to play predominantly from the baseline - sometimes called a counterpuncher.</i> • <i>Break point – means the player is one point away from breaking their opponent's service game</i> • <i>Chip and charge – playing the 'chip and charge' is seen as an aggressive strategy in an attempt to return the opponent's serve with backspin and followed by a swift move forward to the net for a volley</i> • <i>Deuce – Deuce is a situation when the tennis score is 40 all in a game (40 to 40).</i> • <i>Jamming – jamming means hitting the tennis ball straight to the opponent's body which does not usually allow them to extend their racquet for the return ball.</i> • <i>Passing shots – passing shots are delivered passed the opponent at the net without them being able to return the shot</i> • <i>Serve and volley – serve and volley is a tennis strategy whereby the player serves and then charges forward to the net in anticipation of playing a volley off of the return.</i> • <i>Top spin – playing topspin causes a forward rotation of the ball after a shot. The ball spins forward often bouncing high and dipping down sharply afterwards.</i>

Challenge and Support:	Worldwide learning/ links to 21 st 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 distance between smash shots from feeder or partner rallying with) 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. Students can learn to use game strategies on half courts or even in service boxes before progressing onto larger courts. The activity can also be changed for different abilities, for example, skills can also be broken down into feeding practices initially, whilst some will learn through rallies.</p>	<p>In 21st century sport, the use of specific strategies are used to overcome opponents, and this is especially the case in tennis. Students will learn different ways to play the game and understand when to use each type.</p>	<p>Students will develop soft employability skills such as independence when running tennis drills and matches in small groups. Etiquette is also developed and these procedures are transferable to a workplace setting. Students will also have to deploy strategies in tennis and the ability to do this is transferable to future employment.</p> <p>Students will have many opportunities to participate in tennis beyond PE lessons. Each week we hold a tennis club where students can come and play competitively or recreationally with their friends. We also enter boys and girls teams at under 13 (year 7 and 8) and under 15 (years 9 and 10) levels in the Norfolk tennis Leagues.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>The PE department plans to create teaching atmospheres and scenarios with opportunities to develop their key values. Tennis is a great sport to do this and also promote etiquette in the following ways:</p>	<p>Students will always be considering angles in tennis as these are vital for overcoming an</p>	<p>Years 7 and 8 focussed on developing core skills and using them in rather static rallying situations due to the technical nature of</p>

<ul style="list-style-type: none"> • Etiquette such as waiting off court until rallies are complete and remaining silent whilst others are concentrating in rallies • Sportsmanship through shaking hands and adhering to etiquette procedures • Determination to learn tough shots like the smash and topspin • Courage to take on opponents who are more challenging • Respect for the umpire and opponent 	<p>opponent in a rally. Additionally, they will have to consider these two or three shots ahead as they develop the ability to set up winning shot opportunities.</p>	<p>tennis. In year 9, students will still learn individual skills but will also use them in games whilst incorporating game strategies to overcome their opponents. Therefore, the challenge for teachers will be to facilitate the use of game strategies instead of simply rallying to apply skills.</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, and the use of serves, volleys and game tactics developed in year 8. 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 the following videos in preparation for lessons:</p> <ul style="list-style-type: none"> • Smash shots - https://www.youtube.com/watch?v=PdM6cmb3ef4 • Top spin - https://www.youtube.com/watch?v=Rm08-qbXeW8 		
<p>Feedback</p>		
<p>Feedback from the teacher in basketball 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.</p> <p>Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students will also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback.</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:																													