

YEAR 9 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>In year 8 table tennis, students developed the following key concepts and skills:</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>The scheme of learning in year 9 builds upon skills learned in year 8. The development of backhand slice is an adaptation of the backhand drive which is a natural progression. Students can then build upon their serving to create spin. Forehand top spin is then advanced in year 9 to perform the smash shot and finish off points. All of these skills will make students into an effective table tennis performer in readiness for GCSE PE or Sports Studies.</p>	<p>In year 9 table tennis, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. Demonstrate the use of backhand slice and forehand back spin so you can outwit your opponent. 2. Develop variation of serves such as high toss and spin. 3. Learn when and how to use a smash shot so you can use it to win a point. <p>The use of slice is the first shot to be developed. This shot is vital in defending situations and will enable the students to stay in rallies when under pressure. They will then learn different types of serves, such as spin and high toss, in order to get themselves on the front foot in rallies. Finally, the smash shot will be developed from top spin in order to give a tool to finish off a rally and win more points. All shots will be developed in feeding and rallying before application in matches.</p>	<ul style="list-style-type: none"> • <i>Slice – a shot which cuts underneath the ball and creates back spin. This reduces the bounce on the opposing side of the table</i> • <i>Variation – changing the types of serves being used</i> • <i>Smash shot – a shot which is powerful and used to win points</i> • <i>Block shot – a shot used to simply just return the ball after a smash shot</i>
Challenge and Support:	Worldwide learning/ links to 21 st 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) Activity – All activities delivered can be differentiated to be made more 	<p>Students will learn about table tennis becoming a more popular sport around the world, and even more so in the UK. The continued inclusion of table tennis in the GCSE specification,</p>	<p>Much ability to work and organise groups will be required in table tennis. Often, students will be sharing tables and therefore will have to work with others in an organised fashion and</p>

<p>complicated or simplified so that they can best suit the ability of all students taking part in the lessons. For example, students' can learn skills through feeding practices before moving onto controlled rallies when ready.</p> <ol style="list-style-type: none"> 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 space – Increasing or decreasing the working area for students to complete the given task (Target areas on table etc). <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>and its accessibility to all learners, has made it ever more popular to be taught in 21st century schools. Students will know and appreciate the world leading countries for table tennis, such as China, South Korea and Japan.</p>	<p>without disagreement – this is required in the world of work.</p> <p>Students are able to use and develop their skills at a the many lunchtime table tennis session held in the gym. Additionally, students will be able to compete in fixtures against other schools.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>HSMSC will be developed through our ubiquitous PE values and more specifically:</p> <ul style="list-style-type: none"> • Inspiration – from videos shown to demonstrate the perfect model for the different shots • Determination – to practice and improve technique for each type of shot • Courage – to take on more challenging opponents to become a better player 	<p>In table tennis, students will be able to figure out if the score is correct by working out the sum of the two players' points. This is because each player takes two serves, so using this mental arithmetic, they will know when to swap server.</p>	<p>Smash shots – often students can see these as wild shots. However, they are controlled forceful shots and the teacher will coach this principle to the students.</p> <p>Backhand slice – students can often open their bat face up too much which leads to them missing the ball completely. Teachers will ask students to gradually open up the bat during practice to ensure this does not occur.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, a ladder tournament will take place to ascertain each student's ability in table tennis. This will enable the teacher to place individual in small groups to work with so they can progress at the correct level which is personalised to them. A ladder tournament will naturally differentiate students into highest to lowest performance ability.</p> <p>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</p>		

when they are making progress. The final lesson of the scheme of learning will be match based to enable the teacher to derive a 'head' and 'hands' level for the skills and concepts. The 'heart' level will be derived lesson by lesson and will be an average from a cross the unit.

Home learning

Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:

- Backhand slice - <https://www.youtube.com/watch?v=E5xZXjaRfwk>
- Spin serves - <https://www.youtube.com/watch?v=eMUPrs3vvpI>
- Smash/loop - <https://www.youtube.com/watch?v=T8dHrFpZ8LA>

Feedback

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.**

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.

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:																													