


Bilton School – Planning for progress over time. Tennis

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

IMPLEMENTATION						Year 7 Big Picture- Introduce basic skills in Tennis including: Groundstrokes (forehand and backhand), volley (forehand and backhand), court positioning.					Year 8 Big picture- Embed skills previously covered in year 7 by looking at progressing each student’s basic skills Tennis including: Groundstrokes (forehand and backhand) develop with topspin, volley (forehand and backhand), court positioning.					Year 9 Big Picture- To Improve skills covered in both year 7 and 8, including:) and advanced skills such as; Groundstrokes (forehand and backhand), Volleys, Lob, court positioning and advanced skills such as, drop shot, topspin, Serving and smash.				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5					
	L2 Footwork and court positioning	L2 Outwit opponents	L2 Service	L2 recap CORE skills - Scoring	L2 Assessment Lesson	L2 Forehand topspin	L2 Volley in doubles	L2 Doubles tournament – formations and appropriate shot	L2 Outwitting opponents – Attack and defence principles	L2 Assessment lesson	L2 Backhand drop shot	L2 Appropriate use of shot	L2 Roles and rules	L2 Outwitting opponents – Attack and defence principles	L2 Assessment lesson					
L1 Speed and mobility	L1 Forehand - groundstroke	L1 Back hand - groundstroke	L1 Volley	L1 Outwit opponents – Attack and defence principles	L1 Mobility and court positioning	L1 Backhand topspin	L1 Serve and return	L1 Forehand lob and strategies	L1 Roles and rules	L1 Topspin forehand	L1 Forehand drop shot	L1 Serving and volley in doubles	L1 Doubles – lob and the smash	L1 Recap ADVANCED skills						
End Point	At the end of the year 7 Tennis unit students will be able to begin to demonstrate : <ol style="list-style-type: none"> Some core skills including court positioning, ground strokes and volleys Some physical fitness that is required to participate in a competitive situation. Using appropriate skills in some correct situations Applying strategies and tactics to competitive situations rarely. Some awareness of the rules/regulations of a game of tennis Attempts some communication with other performers. An attempt to evaluate their own performance or of other performers. 					At the end of the year 8 Tennis unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> Court positioning, ground strokes and volleys. Few advance skills such as topspin and serve Sufficient physical fitness that is required to participate in a competitive situation. Effectively. Using appropriate skills in some correct situations Apply strategies and tactics to competitive situations on occasions. An improved awareness of a range of rules/regulations of a game of tennis communication with a range of other performers 					At the end of the year 9 Tennis unit students will be able to competently demonstrate : <ol style="list-style-type: none"> Most core skills including court positioning, ground strokes and volleys Some Advanced skills such serve, topspin, drop shot and smash. Appropriate physical fitness that is required to participate in a competitive situation effectively. Using appropriate skills successfully on occasions Applies appropriate strategies and tactics to competitive situations showing a good understanding of the activity. A good awareness of the rules/regulations of a game of tennis 									

		8. An attempt to evaluate the skills that they or a peer uses in their performances.	7. Applies good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game
Progress and Assessment	<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in individual and team sports Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in individual and team sports Students will be assessed on the techniques they can demonstrate of taught skills in an individual and team sport. 	<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in individual and team sports Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in individual and team sports Students will be assessed on the techniques they can demonstrate of taught skills in an individual and team sport. 	<p>Head</p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in individual and team sports Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p>Heart</p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in individual and team sports Students will be assessed on the techniques they can demonstrate of taught skills in an individual and team sport.
Key Vocabulary/ Literacy	Position Outwit Space Communication Movement Evaluation/ Analysis	Position Tactical Outwit Preparation Space Follow through Communication Movement Evaluation/ Analysis	Position Undercut Outwit Transference of weight Space Communication Movement Evaluation/ Analysis
Connected Knowledge within Physical Education	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Previous learning Basic footwork and movement, alongside basic skills.</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of</p>	<p>Previous learning Developing basic skills to give a more tactical advantage.</p> <p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of</p>

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Links to Character and Culture	<ul style="list-style-type: none"> Develop understanding of the importance of maintaining good health and diet. The three different types of health. Explore what the term 'wellbeing' means. The different types of wellbeing. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through team sports. Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem 	<ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence. 	<ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you. Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport?
Links to other subjects	Year 7 Science Topic – Lungs and the respiratory system – both will be covered in Term 1 Block 3 (in home learning tasks and embedded into LO's for practical lessons)	<ul style="list-style-type: none"> Year 8 science topic – Energy Systems both will be covered in Term 2 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Year 8 Science Topic – Skeletal System + Muscular System – both will be covered in Term 3 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Joint Year 8 Respiratory homework project with science 	
Impact	Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport. assessment		