

Table Tennis

Intent-

- Use a range of tactics to overcome opponents in Table Tennis
- To develop the knowledge and understanding to be able to analyse students own and a peer's performance.

• Impact	Year 7				Year 8				Year 9				Year 10				Year 11			
	Big Picture- Introduce basic skills in Table Tennis including: Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin)				Big picture- Embed skills previously covered in year 7 by looking at progressing each student's basic skills Table Tennis including: Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin)				Big Picture- To Improve skills covered in both year 7 and 8, including: Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.				Big Picture- To advance in the skills covered in both year 7 and 8, including: Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.				Big Picture- to Master the skills covered in both year 7 and 8, including: Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
	L2 Return of serve – Forehand Push	L2 Forehand Slice	L2 Flick	L2 Assessment Lesson	L2 Return of serve – Forehand Push and Topspin	L2 Forehand Slice and chop	L2 Flick and smash	L2 Assessment Lesson	L2 Return of serve – Forehand Push, topspin and Loop	L2 Forehand Slice and chop backspin	L2 Flick and smash	L2 Assessment Lesson	L2 Return of serve – Forehand Push, topspin, and Loop, Counterhit	L2 Forehand Slice and chop backspin	L2 Flick and smash	L2 Assessment Lesson	L2 Return of serve – Forehand Push, topspin, and Loop, Counterhit	L2 Forehand Slice and chop backspin	L2 Flick and smash	L2 Assessment Lesson
	L1 The Grip and Serve	L1 Return of Serve – Backhand Push	L1 Backhand Slice	L1 Smash	L1 The serve – Low and High Toss	L1 Return of Serve – Backhand Push and topspin	L1 Backhand Slice and chop	L1 Smash	L1 The Serve – Low, High and Sidespin	L1 Return of Serve – Backhand Push, topspin and Loop	L1 Backhand Slice and chop backspin	L1 Block	L1 The Serve – Low, High, Sidespin and pendulum	L1 Return of Serve – Backhand Push, topspin and Loop	L1 Backhand Slice and chop backspin	L1 Block and Lob	L1 The Serve – Low, High, Sidespin and pendulum	L1 Return of Serve – Backhand Push, topspin and Loop	L1 Backhand Slice and chop backspin	L1 Block and Lob
End Point	At the end of the year 7 Table Tennis unit students will be able to begin to demonstrate : <ol style="list-style-type: none"> 1. Some core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 2. Some physical fitness that is required to participate in a competitive situation. 3. Using appropriate skills in some correct situations 				At the end of the year 8 Table Tennis unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> 1. Many core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) Sufficient physical fitness that is required to participate in a competitive situation. Effectively. 2. Using appropriate skills in some correct situations 3. Apply strategies and tactics to competitive situations on occasions. 				At the end of the year 9 Table Tennis unit students will be able to competently demonstrate : <ol style="list-style-type: none"> 1. Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 2. Some Advanced skills such as High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves. Appropriate physical fitness that is required to participate in a competitive situation effectively. 				At the end of the year 10 Table Tennis unit students will be advanced at demonstrating the following: <ol style="list-style-type: none"> 1. Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 2. Some Advanced skills such as High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves. Appropriate physical fitness that is required to participate in a competitive situation effectively. 				At the end of the year 11 Table Tennis unit students will have mastered the ability to demonstrate: <ol style="list-style-type: none"> 1. Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 2. Some Advanced skills such as High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves. Appropriate physical fitness that is required to participate in a 			

	<ol style="list-style-type: none"> 4. Applying strategies and tactics to competitive situations rarely. 5. Some awareness of the rules/regulations of a game of Table Tennis 6. Attempts some communication with other performers. 7. An attempt to evaluate their own performance or of other performers. 	<ol style="list-style-type: none"> 4. An improved awareness of a range of rules/regulations of a game of Table Tennis 5. communication with a range of other performers 6. An attempt to evaluate the skills that they or a peer uses in their performances. 	<ol style="list-style-type: none"> 3. Using appropriate skills successfully on occasions 4. Applies appropriate strategies and tactics to competitive situations showing a good understanding of the activity. 5. A good awareness of the rules/regulations of a game of Table Tennis 6. Applies good communication skills with other performers. 7. Can make an accurate assessment of the skills they or a peer uses in a game. 	<ol style="list-style-type: none"> 3. Appropriate physical fitness that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on many occasions. 5. Applies appropriate strategies and tactics to competitive situations showing a very good understanding of the activity. 6. A very good awareness of the rules/regulations of a game of Table Tennis 7. Applies very good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game. 	<p>competitive situation effectively.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness and psychological control that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on almost all occasions. 5. Applies appropriate strategies and tactics to competitive situations showing an excellent understanding of the activity. 6. An excellent awareness of the rules/regulations of a game of Table Tennis 7. Applies excellent communication skills with other performers. 8. Can make an accurate and thorough assessment of the skills they or a peer uses in a game.
Progress and Assessment	<p><u>Head</u></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 a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></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 a team sport • Students will be assessed on the techniques they can demonstrate of 	<p><u>Head</u></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 a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></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 a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></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 a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></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 a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></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 a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></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 a team sport <p>Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</p>	<p><u>Head</u></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 a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></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 a team sport <p>Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</p>

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Key Vocabulary/ Literacy	Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin)	Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin)	Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.	Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.	Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) and advanced skills such as; High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves.
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>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>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>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>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>
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? 	<ul style="list-style-type: none"> Understand about positive relationships and wellbeing – how does this translate over to sport? Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport. Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<ul style="list-style-type: none"> Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing and the role that exercise and physical activity can play in maintaining it. Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.

Spiritual, Moral, Social and cultural.	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so
British Values	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.
Cultural Capital	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.
Links to other Subjects	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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.