

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"> Some core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) Leadership Roles: (<i>officiating and therefore effectively understanding the application and sanctioning of the following rules</i>) <ol style="list-style-type: none"> Service start 				At the end of the year 8 Table Tennis unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> Many core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) Leadership Roles: (<i>officiating and therefore effectively understanding the application and sanctioning of the following rules</i>) <ol style="list-style-type: none"> Service start Ball toss 				At the end of the year 9 Table Tennis unit students will be able to competently demonstrate : <ol style="list-style-type: none"> Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) Some Advanced skills such as High Toss Serve, Loop, Counter hits, Blocks, Lobs, and spin serves. 				At the end of the year 10 Table Tennis unit students will be advanced at demonstrating the following: <ol style="list-style-type: none"> Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 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"> Most core skills including Serves, Offensive strokes (Hit, Flick and Smash), defensive strokes (Push, Slice and Chop) and spin shots (Top and Back Spin) 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"> 2. Ball toss 3. Visibility 4. Let serve 5. No double bounce 6. Scoring system 7. Volleying 	<ol style="list-style-type: none"> 4. Visibility 5. Let serve 6. No double bounce 7. Scoring system 8. Change of ends 9. Volleying 	<p>Leadership Roles: <i>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> 1. Service start 2. Ball toss 3. Visibility 4. Let serve 5. No double bounce 6. Scoring system 7. Change of ends 8. Body contact 9. Volleying 	<p>Leadership Roles: <i>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> 1. Service start 2. Ball toss 3. Visibility 4. Let serve 5. No double bounce 6. Scoring system 7. Change of ends 8. Body contact 9. Volleying 10. Doubles order of play 11. Serving in doubles 	<p>competitive situation effectively.</p> <p>Leadership Roles: <i>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</i></p> <ol style="list-style-type: none"> 1. Service start 2. Ball toss 3. Visibility 4. Let serve 5. No double bounce 6. Scoring system 7. Change of ends 8. Body contact 9. Volleying 10. Doubles order of play 11. Serving in doubles 12. Doubles rotations 	
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>	<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>
Cultural values	<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 	<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. 	<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. 	

	<p>participating and socialising through team sports.</p> <ul style="list-style-type: none"> 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"> 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. 			
Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning Willingness to reflect on their experiences, both within and outside of school Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives Showing understanding of the consequences of their actions Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively Willingness to participate in, and respond to sporting opportunities</p>				
British values	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life. Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values. Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions. Tolerance of different cultures and religions Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values. Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>				

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.