****Year 8**

**Table Tennis - Scheme of Work**

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| **Aim:** In this unit pupils will focus on consistently replicating core skills through conditioned situations. Pupils will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games. |

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| **Motor Competence**  Use table tennis skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Ask questions about the effectiveness of these tactics. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understanding the law of physics and how topspin and slice will effective the ball flight and after effect. | **Rules, Strategies & Tactics**  Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the table using a variety of spin & skill execution. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. | **Healthy Participation**  Suggest any table tennis clubs within the school timetable and promote community links. Highlight table tennis fitness needs and the necessary components of fitness needed. *i.e. coordination, speed, balance and agility.* To understand why regular exercise has a positive effect on their health, fitness and social wellbeing. |

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| **Cross-Curricular Links**  Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**  **A Late Return: Table Tennis à la carte – William Rees** |

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**Table Tennis Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

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| **Lesson** | **Core Skill** | **Lesson Objective** | **Teaching Points** | **Teaching Points** | **Questions to be asked?** |
| 1 | Backhand Push | To continue to develop my backhand push and to demonstrate this is practice and competitive situations | 1. Body is square to the table and knees are bent – Ready position 2. Bat facing slightly towards the sky 3. Keep wrist still 4. Extend the arm at the elbow |  | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 2 | Serving  (rules) | To continue to develop serving and to demonstrate this is practice and competitive situations | 1. Stand behind white line along hand/bat 2. Open palm with ball displayed to opponent 3. Toss ball up 4. Eyes on the ball 5. Extend arm contacting the ball bouncing it on your side of the table then your opponent’s side. | . | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 3 | Forehand Push | To continue to develop my forehand push and to demonstrate this is practice and competitive situations | 1. Have your body in the ready position 2. Bat facing slightly towards the sky 3. Keep wrist still 4. Extend the arm at the elbow | - Target Game – Students have to perform isolated shots towards 3/5 targets (pieces of paper) if successful at hitting them they collect a point.  - Continuous Rally – Students will perform a continuous rally with their partner and count how many shots they can do consecutively. | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 4 | Forehand Drive | To continue to develop my forehand drive and to demonstrate this is practice and competitive situations | 1. Body shape is side on 2. Bat starts next to the body at hip height 3. Keep a flat bat (facing down) 4. Push bat away from the body |  | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 5 | Backhand Drive | To continue to develop my backhand drive and to demonstrate this is practice and competitive situations | 1. Stand square to the table 2. Start with the bat at your stomach 3. Bat facing down 4. Brush the ball with your bat 5. Extend arm at elbow | <https://www.youtube.com/watch?v=EnrbMBqabGE> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 6 | Smash Shot | To continue to develop my smash shot and to demonstrate this is practice and competitive situations | 1. Side on body position 2. Bat facing down 3. Bat up and to the side of your body 4. Strike down on the table tennis ball. | * **Throw and Smash:** Students will work in pairs. One will throw the ball up for their partner to smash across the net.   **Progressions:**   * Add a target to keep score   Add an opponent to return the shot | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 7 | Lob Shot | To continue to develop my lob shot and to demonstrate this is practice and competitive situations | 1. Stand away from the table 2. Bat open faced 3. Bat starts by the side of your body 4. Open bat face 5. Looped shot over to opponents’ side of the table | * **Double Table Drill**: Students will join two table together length ways. They will play a match or rally over using the two ends of the extended table. | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use WWW. EBI**  **Application of knowledge to peer assess** |
| 8 | Core Task | Assessment | Core Task | **Students to be assessed against Assessment Matrix for final grade.** |  |