





## Scheme of Work: Table Tennis

Key Stage: 4	Year: 11	Duration: 6 lessons
<p><b>Intent:</b> To build on core skills and apply them in a range of competitive contexts and physically demanding conditional drills. To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate &amp; compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness.</p>		
<p><b>Impact:</b>  <b>Emerging:</b> Will be able to take part in competitive games and react to opponent's pressure with the replication of core skills. Will physically exert themselves while taking part in games and maintain a simple scoring system.  <b>Developing:</b> Use a sound selection of core skills and apply them against opposition. Work effectively in a pairing to attack and defend with confidence showing a good knowledge of game rules. Take part in physical demanding exercise. Referee games with some confidence.  <b>Mastery:</b> Demonstrate a good level of tactical awareness and respond to changing situations by refining core skills often using advanced variations of these. Identify the main aspects of a good performance and suggest ways to improve. Can score and run games effectively.</p>		
Knowledge	Skills	Sequencing
<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts.</li> <li>• Use of deception and game strategies to outwit opposition.</li> <li>• Understanding of specific terminology and accurate application of game rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Grip and stance</li> <li>• Push – Backhand/Forehand</li> <li>• Backhand Drive – application of spin</li> <li>• Forehand Drive – application of spin</li> <li>• Serve</li> </ul>	<p>Learning should:</p> <ul style="list-style-type: none"> <li>• Build upon core skills but increase in speed and level of challenge.</li> <li>• Involve pressurised game situations to allow for tactical planning and refinement.</li> <li>• Allow students to make decisions independently, assess outcome and suggest improvements.</li> <li>• Build on coaching and officiating roles.</li> </ul>
Key Concepts and Processes:		
Outwitting an opponent	Developing Physical & Mental Capacity	Development & Replication of Skills
<p>Pupils will be further encouraged to develop the ability to outwit opponents using placement of the ball using a range of core skills. Improved control &amp; consistency should be evident. Continual development of hand-eye coordination skills will allow for a more frequent shot execution and improved through game play.</p>	<p>Pupils will further develop mental capacity &amp; creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Development of a coaching role and leading part of the session will help to improve mental capacity and gain communication &amp; leadership skills.</p>	<p>Pupils will perform and replicate the core skills necessary in response to a competitive environment. Pupils will develop advanced principles of play using variations of service, forehand, backhand and spin variations. Replication will be challenged through game play and conditional situations.</p>
Problem Solving, Setting Challenges & Decision Making	Personal Development	Evaluating and Improving
<p>Pupils will be encouraged to create new defensive &amp; attacking strategies to improve their performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to develop communication &amp; decision making skills will be provided.</p>	<p>To understand the importance of sportsmanship, values and character traits for success. Highlight the benefits of being healthy and living an active lifestyle post 16. Discuss the components of fitness needed to perform effectively. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p>To improve analytical skills and to develop either their own or others performance. To develop leadership and more advanced skills through a self and peer assessment process. Appropriate questioning on teaching points of core skills and processes.</p>
<p><b>Scan these QR codes for information</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <b>Battleships</b> </div> <div style="text-align: center;">   <b>Backhand topspin</b> </div> <div style="text-align: center;">   <b>Forehand topspin</b> </div> </div>		<p><b>Careers:</b>            Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p> 

Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<b>Recap range of shots</b> To perform and replicate a range of table tennis shots with control, power and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To understand the value of co-operation & teamwork.	Target scoring warm up – use 4 numbered pieces of paper (1 to 4) Players to score as many points as possible while rallying with partner. Pairs to rally with backhand push only. Progress to forehand only. Make a competition. If opponent plays any other shot than the one highlighted then loss of point. Keep a competitive score. Recap double game play and rule <i>i.e. alternate shots + service rules</i> . King of the court competition.	Increase/decrease the speed of warm up/maintain ball low over the net. Mid-lesson plenaries check – Highlight footwork and movement to prepare for shot execution. Recap doubles game rules and strategies to beat opposition during game play.
2	<b>Backhand/forehand topspin</b> To be able to accurately replicate topspin shot. To describe and confidently understand the effect of topspin on a balls flight & bounce. To begin to develop strategic and tactical play during a rally. To begin to analyse opponents weaknesses & devise strategies to exploit them.	Warm up - Play 'battleships' (See QR code) Use paper/markers/spots to focus pupils to direct shots towards a target area. Remove target once hit. Discuss benefits of topspin + physics of topspin creation. Watch dartfish clip of topspin (See QR codes). Highlight teaching points; close bat face, action = low to high & follow through up high (shoulder level). Discuss when might you use it? 1-1 – cross court rally, 1 play backhand topspin, 1 play forehand topspin. Competition-count consecutive shots. Double games - King of the court-winners up, losers down.	Challenge pupils by making targets smaller. Mid-lesson plenaries check – how can top spin be used during a game? What are the common mistake experienced when applying spin to a shot? How can players counter spin and negate its effects?
3	<b>Serve</b> To perform and replicate a legal serve with control, accuracy & variation. To begin to develop the use of spin on service. To develop the skill of outwitting an opponent using disguise of shot. To confidently score and officiate a doubles game.	Recap prior learning in a warm up rally. Recap service rules- T.P's; present ball, (no disguise), must be behind line, 6 inch throw up, doubles = diagonal. 1 vs 1 – cross court serves. Experiment with spin & backhand serves. Use of short and long serves. Highlight doubles tactics- play shot back towards pupil who just played. Why? Discuss? Double games; Recap rules & scoring. <i>i.e. service order (A serves two diagonally to C, C serves two to B, B serves two to D, D serves two to A)</i> King of the court-winners up, losers down.	Mid-lesson plenaries check – Recap teaching points a legal serve. What variations in serve have pupils explored or seen as an opposition? How does the action/stroke differ depending on spin required from a serve?
4	<b>Tactics and analysis of strengths</b> To know and understand the need to place ball in areas of the table based on opposition movement. To develop strategic and tactical play during a rally. To evaluate own strengths of performance and suggest a weakness to improve.	Warm up rally ½ court to provide opportunity to recap previously learnt skills. Discuss strategic benefits of attacking and defensive shots. Slice-recovery shot, Topspin-attacking. Encourage pupils to anticipate ball flight and use disguise. Explore short shots and other advanced variations of core skills. Recap game rotations & service rules. Doubles games – king of the court competition.	Increase/decrease speed of movement ability dependent. Mid-lesson plenaries check – Recap teaching points for a slice and top spin shot. How can shot selection be altered to exploit opposition weaknesses?
5	<b>Organising a Small Sided Tournament</b> To demonstrate an ability to play, score and umpire doubles games with confidence. To understand the importance of effective communication with others. To reinforce an understanding and knowledge of how to outwit opposition during game play.	Warm up - Play 'battleships' - Use paper/markers/spots to focus pupils to direct shots towards a target area. Remove target once hit. Pupils to organise doubles competition-king of the court-winners up, losers down. 1 pupil to keep score and officiate correctly/fairly on each game. Pupils to develop a clearer idea of scoring and rules when officiating. Pupils to suggest weaknesses in own game and highlight possible ways to improve.	Place targets in harder positions on the table <i>i.e. nearer the edges and the net</i> . Mid-lesson plenaries check – What information did players extract from opposition's game play? Did teams make adjustments?
6	<b>Organising a Small Sided Tournament</b> To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop knowledge and understanding of table tennis rules. To understand the importance of effective communication with others.	Warm up - Play 'battleships' - Use paper/markers/spots to focus pupils to direct shots towards a target area. Remove target once hit. Recap previously learnt core skills in a warm up rally. Organise class tournament to allow all pupils to demonstrate learning against outcomes. King of the court competition - 3 minute games. Pupils to officiate and score doubles matches. Peer assessment - pupils to suggest weaknesses in opposition's game and highlight possible ways to improve.	Make targets smaller to increase difficulty. Mid-lesson plenaries check – discuss ways to beat an opposition? Can players highlight others' weaknesses? How can pupils improve these areas of their game?