

Riversides School Scheme of Work: Tennis (Summer term)

Key Stage: 3	YEAR: 7,8,9	DURATION: 6 LESSONS
<p>AIM: In this unit pupils will aim to improve their individual technique. Pupils will develop their understanding of tactics and play shots within a rally more effectively and consistently. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and officiate tennis games.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Developed an understanding of where to hit the ball ➤ Developed an understanding of how to move their opponent out of position. ➤ Experienced a number of net/wall games using a variety of equipment 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to tennis. Example Ready position, strokes and shots. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game Communication, Speaking and Listening, Cooperation & Working together.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Tennis rackets (Various size) ➤ Tennis balls ➤ Hoops/cones <p>Information on local clubs</p>
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to choose, combine and perform basic tennis skills fluently and with accuracy and control. Pupils should evaluate their own and others performances. Development, adaptation and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use tennis to develop observation skills on peer performances, skills and techniques. To develop some understanding of the law of physics and how topspin will effective the ball flight and bounce.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for to produce a successful outcome. Pupils will develop the skills necessary to outwit opponents. Forehand, backhand, serve, volley, short and deep shots will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils will learn to identify and recognise similarities in principles of attack and defence tactics. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to umpire/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in tennis activities and discuss the need to stay healthy and active. Suggest any tennis clubs within the school timetable and promote community links. To understand the type of fitness tennis players need to perform at a high level.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Be able to understand the concept of tennis and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, ‘what makes good’ questioning/demos & targeted differentiated questioning).</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, *eg. ready position, angles, forehand, backhand, smash, overhead, volley, block, serve, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Expectations

After carrying out the activities and core tasks in this unit

All pupils will: experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching.

Most pupils will: make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance.

Some pupils will have progressed further and will: demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game.

By the end of this unit a pupil will reach level:

3 Can use basic techniques in a conditioned situation and can replicate shots with reasonable accuracy. Can demonstrate techniques usually applied with coordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.

4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Maintain a conditioned rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

5 Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the ball is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their shot selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

Week	Learning objectives	Task examples	Information/ Differentiation
1	Racket & Ball familiarisation To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. To begin to think about outwitting opponents with the movement of the ball.	Warm up – Student led. Coordination game. Pat ball in a hoop. Must bounce once inside hoop. Encourages movement of feet + preparation. Partners hold rackets out to each other and shake hands with grip. Partners check each other’s grip. Keep ball bouncing in air. Forehand – Backhand. Diff-spin. Racket dribble relay. Pairs-to bounce ball on racket whilst moving. Service box game. Points scoring-discuss; 15, 30 etc. Doubles games. Start points with underarm feed to opponent side.	All lessons start with Tennis related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Forehand To accurately replicate the basic technique for a forehand. To begin to outwit opponents with the use of a forehand stroke. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game of doubles.	Warm up – Student led. Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Recap prior learning– German service box game. Start with ball on tennis cord and let it drop. 1 bounce only, play out point. Intro Foot position & forehand stroke. Demo with no ball. Discuss basic rules (one bounce max). Pairs; practice forehands only-partner feed, progress to rally. Doubles games. Start with underarm feed. Accurate scoring. 15, 30 etc.	Give opportunities to plan tactics Research rules on internet
3	Outwitting opponents To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of the basic tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas.	Warm up – Student led. Recap court lines. Pupils to run to lines once called out. Forfeits for last to the line. Pairs; Service box rally warm up. Place hoop in service box. 2 points for hitting target. Diff-move hoop to harder positions. Discuss ball placement & outwitting opposition. ½ court-experiment. Recap scoring + doubles court marking. Must serve underarm from service box line & must go diagonal. 1 st /2 nd serve. Doubles games. King of the court. Winners up/losers down.	Tasks set to cater for levels of ability Number of touches Distance from target
4	Backhand To accurately replicate the basic technique for a backhand. To understand the importance of movement and preparation for an effective backhand shot. To understand how to adjust shot selection based on opponents positioning. To be able to use the backhand and forehand strokes to return a ball accurately in a rally.	Warm up – Student led. Pairs; Service box rally warm up. Score points. Intro positioning & backhand stroke. Demo with no ball (shadow movement). Partner feed. Backhand practice. Backhand groundstroke rally with partner. Recap scoring + doubles court marking. Can experiment with overarm serve on 1 st serve. Underarm 2 nd serve from service box line. Diagonal. Doubles games. 5 minute, king of the court. Winners up/losers down.	Size of practice area Size of target
5	Basic serves To perform and replicate a legal tennis serve with control and timing. To understand service laws in tennis. To be able to develop cooperative and competitive rallies starting with an overhead or underarm serve. To be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics.	Warm up – Student led. Pairs; Service box rally warm up. Throw up; place racket on floor. Practice toss up, must land on racket head. Toss and forehand stroke cross court, over net (No bounce). Gradually work backwards performing underarm serve. Once reach baseline, attempt overhead serve. Maintain timing and accuracy. Doubles games. 5 minute. Overarm serve on 1 st serve. Underarm 2 nd serve from service box line. King of the court. Winners up/losers down.	
6	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in tennis. To know and use the different types of shots. To demonstrate a variety of tactics based on the movements of others and the ball.	Warm up – Student led. Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Highlight assessment criteria. Play and perform the forehand and backhand shots using the correct technique- ½ court. Serve legally + play out point. Differentiation -applying spin to ball. Doubles games. 5 minute. King of the court. Winners up/losers down. Teacher grades against NC levels	