



Subject:

Year 7 Tennis

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Overview

Intent: Our intent is to create a culture where students are able to carry themselves with pride when participating in Physical Education lessons and representing the school in extra-curricular fixtures. This will be achieved through a progressive approach, where we embrace new thinking in the pursuit of continuous improvement. Students play with respect and we set the standards for respect across Ravens Wood School. Lessons are inclusive and we champion the fact that tennis is and will remain an activity for all abilities. We promote determined learners who are tenacious and accountable to each other in serving the whole game and doing the right thing. We promote excellence in encouraging the students to achieve the very highest outcomes, which can only be achieved by sustained excellence in performance.

Ultimate questions: This unit of work will provide students with the knowledge and skills that will provide the foundations for their entire journey within Physical Education and sport at Ravens Wood School. Through a holistic approach, students will learn the rules, values, tactics and traditions of the sport. This approach will allow students to develop upon the knowledge gained in term one, but with sport-specific features, due to the differing intricacies of our varying sports. This module builds on the key facets of Physical Education that were introduced in term one; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.

Joining Up

Looking ahead:

- ‘What are the key skills and why do you need to know them?’ – students will be introduced to the key skills in the game and will be taught how and when to apply these in a safe manner
- ‘What are tactics and why are they important?’ – students will be challenged to think tactically across a range of situations and will be encouraged to explore the reasons behind different tactical approaches
- ‘How do we achieve success as individuals and doubles?’ – students will be encouraged to become reflective and analytical learners by evaluating their own and the performance of others and justifying suggestions for improvement

Looking back:

This unit of work builds on the various curricula across our feeder schools

	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p><i>‘What are the key skills and why do you need to know them?’</i></p> <p><u>Acquiring and developing skills</u> to improve the consistency, quality and use of skills in the games played</p> <ul style="list-style-type: none"> • to adapt and develop their skills • to apply more specific techniques in the activities undertaken <p>How can you use your skills to help yourself or your doubles partner? How can you improve your own skills?</p>	<p><i>‘What are tactics and why are they important?’</i></p> <p><u>Select and apply appropriate skills and tactics</u> to organise themselves as a doubles team and select and apply strategies consistently and effectively</p> <ul style="list-style-type: none"> • to adapt strategies and tactics used in one set and apply them to a different scenario <p>Are you able to demonstrate appropriate skills under pressure? Are you able to use appropriate skills with multiple shots?</p>	<p><i>‘How do we achieve success as individuals and as teams?’</i></p> <p><u>Evaluate and improve their own and others performance</u> to make effective evaluations of strengths and weaknesses in their own and others’ performance</p> <ul style="list-style-type: none"> • to make suggestions to improve play, eg <i>choice of shot or positioning on the court</i> <p>Can you match the tactics of yourself and doubles partner to the skills of yourself and partner? Can you maximise your ability by playing a style of tennis where you are able to fully use your skillset?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p><u>Acquiring and developing skills</u> use an increasing range of personal techniques consistently, accurately and fluently while playing skill related game scenarios adapt skills to different situations within a match e.g. positioning of opponent or where shot was received from</p>	<p>Ask pupils to play skill related versions of tennis, managing the rules and organising themselves into doubles with varying partners.</p> <ul style="list-style-type: none"> • We will help pupils consolidate the basic techniques and teach new techniques. Explore ways in which pupils anticipate the flight or movement of the ball and learn the importance of types of shot and placement when trying to outwit an opponent. • Help pupils investigate techniques employed when attacking, eg <i>selection of shot type, placement of shot</i>, and consolidate defensive techniques, eg <i>reaction to spin/shot type, return to rally or playback to win</i>. 	
<p><u>Selecting and applying skills, tactics and ideas</u> organise themselves as a double team to attack and defend and play together select and use a range of tactics and strategies and apply them successfully in different game scenarios</p>	<p>Talk to pupils about patterns of play in attack and defence, and teach the pupils how to make decisions about when and where to pass.</p> <ul style="list-style-type: none"> • Help pupils explore the basic principles of attack, eg <i>shot selection, placement, rallying and identifying opponent position</i>, the basic principles of defence, eg <i>positioning of opponent and their shot type, identify spin</i>, and the skills and techniques to put the principles into operation. Help the pupils to recognise patterns of play. • Help pupils consolidate their understanding of simple tactics and explore the way these tactics can be adapted to game related scenarios 		

	<p>explain the similarities between the different games played and how they apply to tennis</p>	<ul style="list-style-type: none"> • Listen to pupils explain why tactics may succeed in one game scenario and fail in another. Help them to adapt their tactics to the current scenario • Ask pupils to explore simple game plans that increase the chances of successful outcomes in attack and defence.
	<p><u>Evaluating and improving performance</u></p> <p>explain the range of decisions they have to make in a game</p> <ul style="list-style-type: none"> • identify their own and others' strengths and weaknesses • implement practices to improve their performance • identify aspects of technique that require practice and improvement • assess and comment on the ways in which they can improve, <i>eg attack and defence tactics</i> 	<p>Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Teach them how to 'read' a game.</p> <ul style="list-style-type: none"> • Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving. • Talk to pupils about the ways they think both the games and their own play can be improved. Listen to what they think they need most help with, and then invite ideas on how to adapt and vary the games. • Talk to pupils about their knowledge of rules and develop their ability to officiate games.
	<p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • to prepare for and recover from exercise safely and effectively and to know the principles used • to recognise the benefits to their health of regular exercise and good hygiene and the benefits of being active in games 	<p>Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing game scenarios</p> <ul style="list-style-type: none"> • Help consolidate pupils' knowledge of warm-up and cool-down activities relevant to game scenarios. • Ask pupils to refine their own warm-up routines, <i>eg mobilise, raise the body temperature and stretch.</i> • Talk to pupils about different ways of improving performance in game scenarios, <i>eg draw upon knowledge of training to improve speed or acceleration.</i> • Help pupils understand the importance of specificity in training.