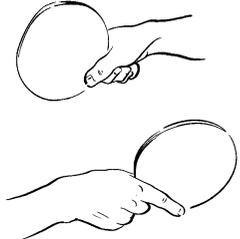


Topics: Table Tennis	Timescale: Term				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<p>Backhand push</p> <p>Why To keep the ball safe from the opponent attacking the ball. To increase the opportunity to attack.</p> <p>When The approaching ball is likely to bounce twice.</p> <p>Extension Strike the back bottom part of the ball with a very light touch.</p> <p>Multiball This technique is very similar to the ball firer technique but, in this instance, the coach or another player feeds balls continuously to the player. The use of different feeding sequences and rates of feeding can determine the level of performance and fitness which can be improved. It can be used on all of the skill development lessons in the unit.</p>	<p>Students will learn and understand the technique involved in the backhand push.</p> <p>They will apply the shot in cooperative rallies, focussing on consistency and accuracy.</p> <p>Ensure that the thumb and forefinger lay flat in the blade of the bat. The three remaining fingers should be loose around the handle.</p> <p>Backhand push Stance: Facing the line of play Table Position: Close Bat Angle: Open Length of Swing: Short with 50% before contact 50% after Timing: Top of the bounce Body Movement: Nil Bat Arm Movement: Moves from the elbow in an horizontal plane Free Arm: Points to ball acting as a reference point</p>	 <p>https://www.youtube.com/watch?v=i_NAMempMvs</p>	Extra curricular clubs (out of school)	<p>-Success criteria for the lesson can be qualitative or quantitative.</p> <p>-Peer and self-assessment</p> <p>-Strategic questioning</p> <p>-Teacher observation</p>	See SMSCD grid

	<p>Start with a FEEDER – success with any shot is most easily achieved if the ball is fed to the correct position on the table every time, so FEEDER uses a gentle throw over the net rather than hitting the ball. Feeding is best achieved by use of a dart throw action made from very close to the net.</p> <p>When feeding exercise is successfully achieved by all or majority of class try for a rally. Pupils really enjoy trying to get the highest rally in the class. Comparison between pupils in the class and even with other classes increases motivation to work on CONTROL, but if you set an exercise where you are looking for the highest rally always remember to find out which table was the best before going on.</p>				
<p>Backhand push Consolidation and development.</p>	<p>Students will apply the backhand push in a competitive situation, focussing on accuracy and positioning.</p> <p>They will understand the importance of footwork and use the correct movements to align themselves with the bounce of the ball.</p> <p>Obviously table tennis is not a static game so the next stage is footwork. The important point to relate to pupils is that the arm action for a shot should be the same each time a shot is played i.e. wrist is not bent or elbow raised to enable the ball to be hit</p>	<p>. Therefore, quick, efficient footwork is necessary to get into the appropriate position to play a correct shot.</p> <p>Following closely on from footwork exercises are those relating to varying the length of a shot. Apart from the sideways movement necessary to reach the ball, the degree of body movement and weight transference to and</p>	<p>Extra curricular clubs (out of school)</p>	<p>-Success criteria for the lesson can be qualitative or quantitative. -Peer and self-assessment -Strategic questioning -Teacher observation</p>	<p>See SMSCD grid</p>

		<p>from the table has to be carefully controlled depending on the distance one is required to hit the ball across the net and onto the table.</p> <p>The next stage of teaching is the link work between the situation in which the player opposite is a partner to the one in which he/she becomes an opponent. Instead of hitting the ball directly to one's partner the skill of varying the direction of a shot has to be learned. From this, direct competition, principles/tactics of play, service and scoring may all be introduced.</p>			
<p>Forehand drive</p> <p>Why To decrease the amount of time available to the opponent.</p> <p>When The approaching ball has either height and/or depth.</p> <p>Extension</p>	<p>Students will learn and understand the technique involved in the forehand drive.</p> <p>They will apply the shot in cooperative rallies, focussing on consistency and accuracy.</p>	<p>Forehand drive</p> <p>Stance: Side to facing the line of play</p> <p>Table Position: Close</p> <p>Bat Angle: Closed</p> <p>Length of Swing: Medium with 50% before contact and 50% after</p> <p>Timing: Top of the bounce</p>	<p>Extra curricular clubs (out of school)</p>	<p>-Success criteria for the lesson can be qualitative or quantitative.</p> <p>-Peer and self-assessment</p> <p>-Strategic questioning</p> <p>-Teacher observation</p>	<p>See SMSCD grid</p>

<p>Strike the top back part of the ball with a forceful brush in an upward direction.</p> <p>Differentiation (LA) Place the forefinger of the free hand on the playing wrist to aid the feeling of the upper body rotation.</p>		<p>Body Movement: Upper body rotates approx. 45 degrees to the right, turning back to face the ball. The body weight moves from the right foot to the left on production.</p> <p>Bat Arm Movement: The bat moves forward and slightly upward in the direction that the ball is to travel.</p> <p>Free Arm: Points to the ball as a reference point, assisting with the body turn and balance</p> <p>When introducing the forehand shot do not take for granted a transference of skills to the new action. Body position and angle to the table, bat face angles and lines of trajectory are all different and, therefore, necessitate a return of the partner feed practice first used in the backhand.</p> <p>Faults and corrections: Ball goes into the net – bat is too closed, arm</p>			
---	--	---	--	--	--

		<p>swing too short or too slow Ball flies off the table – bat is too open Ball goes off the side of the table – faulty stance, usually too square to the line of the ball on contact</p> <p>https://www.youtube.com/watch?v=3D9VWKR-iFc</p>			
<p>Forehand drive Consolidation and development.</p>	<p>Students will apply the forehand drive in a competitive situation, focussing on accuracy and positioning.</p> <p>They will understand the importance of footwork and use the correct movements to align themselves with the bounce of the ball.</p>	<p>Obviously table tennis is not a static game so the next stage is footwork. The important point to relate to pupils is that the arm action for a shot should be the same each time a shot is played i.e. wrist is not bent or elbow raised to enable the ball to be hit. Therefore, quick, efficient footwork is necessary to get into the appropriate position to play a correct shot.</p> <p>Following closely on from footwork exercises are those relating to varying the length of a shot. Apart from the</p>	<p>Extra curricular clubs (out of school)</p>	<p>-Success criteria for the lesson can be qualitative or quantitative. -Peer and self-assessment -Strategic questioning -Teacher observation</p>	<p>See SMSCD grid</p>

		<p>sideways movement necessary to reach the ball, the degree of body movement and weight transference to and from the table has to be carefully controlled depending on the distance one is required to hit the ball across the net and onto the table.</p> <p>The next stage of teaching is the link work between the situation in which the player opposite is a partner to the one in which he/she becomes an opponent. Instead of hitting the ball directly to one's partner the skill of varying the direction of a shot has to be learned. From this, direct competition, principles/tactics of play, service and scoring may all be introduced.</p> <p>https://www.youtube.com/watch?v=h-Qqe0Ty9KI</p>			
--	--	---	--	--	--

<p>Backhand drive</p> <p>Why To decrease the amount of time available to the opponent.</p> <p>How The action is similar to that of throwing a Frisbee. Striking the top back part of the ball with a forceful brushing action.</p>	<p>Students will learn and understand the technique involved in the backhand drive.</p> <p>They will apply the shot in cooperative rallies, focussing on consistency and accuracy.</p>	<p>Backhand drive</p> <p>Stance: Facing the line of play</p> <p>Table Position: Close</p> <p>Bat Angle: Closed</p> <p>Length of Swing: Medium with 50% before contact and 50% after</p> <p>Timing: Top of the bounce</p> <p>Body Movement: Nil</p> <p>Bat Arm Movement: The bat moves forward and slightly upward in the direction that the ball is to travel. The elbow produces the forward movement with a loose wrist the topspin aspect</p> <p>Free Arm: Points to the ball as a reference point.</p> <p>https://www.youtube.com/watch?v=cgdeQlLahE</p>		<p>-Success criteria for the lesson can be qualitative or quantitative.</p> <p>-Peer and self-assessment</p> <p>-Strategic questioning</p> <p>-Teacher observation</p>	<p>See SMSCD grid</p>
--	--	---	--	--	-----------------------

<p>Backhand drive</p> <p>Consolidation and development.</p>	<p>Students will apply the backhand drive in a competitive situation, focussing on accuracy and positioning.</p> <p>They will understand the importance of footwork and use the correct movements to align themselves with the bounce of the ball.</p>	<p>Obviously table tennis is not a static game so the next stage is footwork. The important point to relate to pupils is that the arm action for a shot should be the same each time a shot</p>	<p>Extra curricular clubs (out of school)</p>	<p>-Success criteria for the lesson can be qualitative or quantitative.</p> <p>-Peer and self-assessment</p>	<p>See SMSCD grid</p>
---	--	---	---	--	-----------------------

		<p>is played i.e. wrist is not bent or elbow raised to enable the ball to be hit. Therefore, quick, efficient footwork is necessary to get into the appropriate position to play a correct shot.</p> <p>Following closely on from footwork exercises are those relating to varying the length of a shot. Apart from the sideways movement necessary to reach the ball, the degree of body movement and weight transference to and from the table has to be carefully controlled depending on the distance one is required to hit the ball across the net and onto the table.</p> <p>The next stage of teaching is the link work between the situation in which the player opposite is a partner to the one in which he/she becomes an opponent. Instead of hitting the ball directly to one's partner the skill of</p>		<p>-Strategic questioning -Teacher observation</p>	
--	--	--	--	--	--

		<p>varying the direction of a shot has to be learned. From this, direct competition, principles/tactics of play, service and scoring may all be introduced.</p> <p>https://www.youtube.com/watch?v=cgdeQllLahE</p>			
--	--	--	--	--	--