

Swimming:

Big Ideas/ Key Elements of PE		
<ul style="list-style-type: none"> - Movement - Development of skills and techniques - Application of skills and techniques - Co-operation/teamwork 	<ul style="list-style-type: none"> - Competition - Games - Tactics - Challenge 	<ul style="list-style-type: none"> - Analysis and evaluation - Preparation for life and participation - Health and fitness - Swimming

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions (skills)	Knowledge	Vocabulary
1/2		<p>In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.</p> <p>In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities.</p>	<p>This is an introduction to swimming. The aim is get the children confident in the water and get them used to putting different body parts in the water. They will learn and use different kicking and arm actions.</p>	<ul style="list-style-type: none"> • Some idea of what swimming is • Be used to having water over different parts of the body • move in the water with support • developed the ability to listen to instructions 	<ul style="list-style-type: none"> • move through water in a chosen way <ul style="list-style-type: none"> ▪ blow bubbles in the water ▪ confidently put face in the water • kick legs whilst holding onto the wall on your back and front • confidently move through the water, immersing different parts of the body • use one basic stroke, breathing correctly • begin to control leg movements when propelling through water 	<ul style="list-style-type: none"> -How to enter and exit the water safely -to understand how to be safe around water -to notice and discuss the effects of our body when swimming -begin to understand the importance of learning how to swim -know how to evacuate safely from the pool 	<ul style="list-style-type: none"> • walk, hop, skip, run • push and pull with the arms • kick with the legs • lie on front and back • armbands, floats, support • breathe • under water • in water • on water
3/4		<p>Phe7</p> <p>In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time,</p>	<p>In the next unit, for developing and competent swimmers, children will be introduced to specific swimming strokes on their front and on their back. They will learn and use different kicking and arm actions. They will also be introduced to some personal survival skills and</p>	<ul style="list-style-type: none"> • Some idea of what swimming is • developed the ability to travel in different ways on land • played in pairs and groups • developed the ability to listen to instructions 	<ul style="list-style-type: none"> • swim between 25 and 50 metres unaided in shallow water, using their arms and legs to propel themselves; • use more than one stroke to swim distances and coordinate 	<ul style="list-style-type: none"> -How to enter and exit the water safely using different methods e.g. climbing out without steps -to understand how to be safe around water and why it's important 	<ul style="list-style-type: none"> • walk, hop, skip, run • push and pull with the arms • kick with the legs • lie on front and back • armbands, floats, support • breathe • under water • in water

		<p>some children will manage without these.</p> <p>In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities.</p>	<p>will set and complete water-based challenges.</p> <p>In other physical education units, children will learn how using their arms help to balance them in different activities. They will use a range of different ways of travelling which they will explore in the water during swimming lessons.</p>		<p>breathing as appropriate for the stroke being used</p> <ul style="list-style-type: none"> • using floats, swim over longer distances and periods of time with a more controlled leg kick; • join in all swimming activities confidently; • explore freely how to move in and under water; • recognise how the water affects their temperature; • recognise how their swimming affects their breathing; • Learn front crawl, breaststroke and back crawl and begin to understand the key elements of each stroke • perform a push and glide 	<p>- Understand the importance of learning how to swim</p>	<ul style="list-style-type: none"> • on water • front crawl • breaststroke • back crawl • butterfly
5/6		<p>Phe16</p> <p>In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</p> <p>In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities.</p>	<p>In the next swimming unit, in the key stage 3 scheme of work, children will learn a wider range of strokes, in particular butterfly. They will learn how to use these strokes in different situations, including water polo and synchronised swimming activities. They will learn to swim further and for longer periods of time, developing their overall level of fitness. They will improve their personal survival techniques and take on specific tasks and challenges linked to work in outdoor and adventurous activities. They will also learn how to</p>	<ul style="list-style-type: none"> • started to swim, with or without support and swimming aids • learned how to move confidently in and under water • used a variety of leg actions • used a variety of arm actions • learned how to behave safely in and around water 	<ul style="list-style-type: none"> • swim over 100 metres and keep swimming for 45 to 90 seconds; • use three different strokes, swimming on their front and back (breaststroke, front crawl, backstroke and butterfly) • control their breathing; • swim confidently and fluently on the surface and under water; • Turn efficiently at the end of a length • to be able to perform a range of jumps, dives 	<p>- recognise how swimming affects their body, and pace their efforts to meet different challenges</p> <p>-to begin to relate water safety to real life situations</p> <p>-understand how the position of your body can effect how streamline you are</p> <p>- suggest activities and practices to help improve their own performance</p>	<ul style="list-style-type: none"> • front crawl • back crawl • breaststroke • float, scull • surface diving • pull, push, kick • lie flat, streamlined • breathe • turning

warm up and cool down for different types of swimming activity.

In other physical education units, especially outdoor and adventurous activities, children will develop problem-solving skills similar to those needed for personal survival tasks in this unit. Their work on safety and personal survival links with learning about safety in a range of subjects.

and floats into the water safely

- perform water safety skills competently e.g. help position, huddle
- be able to apply learnt strokes and water safety to games e.g. water polo