

Beaufort Community School Physical Education Department

Scheme of Work for Swimming

Key Stage: 3	YEAR:7	DURATION: 4 LESSONS
<p>AIM: In this unit pupils will accurately replicate a range of recognized strokes, techniques and personal survival skills. They will carry out a number of activities aiming to provide pupils with an opportunity to identify and solve problems when swimming. Pupils will analyse and evaluate stroke proficiency and technique and suggest changes for improvement. In all swimming activities pupils will understand the importance of water safety. They will set targets for improvement.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced a range of strokes. ➤ Understand the basic rules of water safety. 	<p style="text-align: center;">Language for learning</p> <p>Pupils will be able to understand and use words relating to swimming e.g streamlined, glide, arm action, breathing action, leg action. Opportunities for pupils to record results and evaluate their own and other stroke technique using a variety of methods. Watch video/analysis correct technique. Communication, speaking, working together and discussing the correct techniques with each other.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Stopwatches/measuring equipment. ➤ Floats ➤ Visual resources/task cards ➤ Video/ICT software (dartfish) ➤ Whistle ➤ Buoyancy aids ➤ Noodles ➤ Pull buoys ➤ Kick boards
Key Concepts and Processes:		
<p style="text-align: center;">Accurate Replication</p> <p>Pupils will be introduced to basic swimming skills and develop an accurate replication. Pupils will develop skills associated with a variety of strokes. Pupils should understand the different demands of each stroke. Pupils should be able to adapt their skills to the demands of each stroke. Pupils should be able to describe the correct technique for each stroke.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different strokes require different type of muscle action. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of speed, linear motion, angles and drag.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will develop the skills necessary to compete and achieve in a number of swimming events. To gain a baseline experience at at least 3 different strokes including frontcrawl, backstroke and breaststroke. In all strokes, demonstration of accurate technique and related performances will be assessed.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils will develop and refine skills and tactical decisions in order perform each stroke. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt& refine these strategies to the need of each stroke. To encourage the ability to become a reflective learner.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of swimming based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any swimming clubs within the school timetable and promote community links. To understand the type of fitness swimmers need to perform at a high level.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of swimming activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Self assessment through use of video analysis and dartfish. Success criteria conveyed through modelling & video recordings. Appropriate questioning on teaching points of the skills and processes developed.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship& cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Beaufort Community School Physical Education Department

Scheme of Work for Swimming

<p>Extension & Enrichment</p> <p>Schools could:</p> <ul style="list-style-type: none"> • provide school- clubs for swimming activities • provide links to local community-based clubs • set up inter-form/house and inter-school competitions and challenges • encourage pupils to watch quality performance live, on television or on the internet 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: use sound basic techniques in a range of swimming activities and events; apply a good knowledge of basic principles to specific strokes; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the stroke; identify and describe elements of performance and technique which are effective; explain what needs to be practiced and improved</p> <p>some pupils will not have made so much progress and will: use basic techniques in each stroke in modified events and using modified equipment; identify some basic principles related to technique associated with each stroke; set themselves goals, which they achieve; warm up and cool down safely with guidance; recognise effective performance and identify some of the factors which make it effective; select, with help, aspects that they need to practice</p> <p>some pupils will have progressed further and will: use refined techniques in a wide range of swimming activities; demonstrate a good understanding of the principles of effective swimming performance; focus their efforts on specific aspects of their technique; show a clear idea of what they can achieve and know how to practice to meet their goals; explain how warming up and cooling down help performance; have a good understanding of the way to perform in events; help others to improve by giving effective, focused feedback</p>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • Frontcrawl, <i>eg breathing rate, leg and arm action, head position, pacing</i> • Backstroke, <i>eg arm position, follow-through.</i> • Water Safety – Buoyancy, floatation, rescue. <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems 	
<p>By the end of this unit a pupil will reach level:</p>	
<p>3</p> <ul style="list-style-type: none"> • Water confident in depths greater than head height. • Discuss safety concerns regarding the pool and appropriate responses. • Swim 25m on either front or back with basic technique. • Enter the water safely using a range of techniques in various depths of water. • Link basic water confidences and apply them to swimming short distances on their front. • Water Skills are completed with some control. • Can apply and copy basic demonstration form teacher and pupil. Pupil able to evaluate their own techniques when performing a skill – teacher led questions • Identify some rules of safety for using the pool • Pupil able to answer leading questions from teacher about muscles and warm up / cool down 	

Beaufort Community School Physical Education Department

Scheme of Work for Swimming

- Pupils to be able to state some reasons why we warm up

4

- Demonstrate a range of entry techniques into deep water from a jump.
- Swim 25m on either front or back with good technique.
- Use a basic bilateral breathing technique for front crawl
- Demonstrate basic arm action for Back crawl over short distances.
- The ability of the pupils to link basic skills together with some degree of control of effort and speed.
- Pupils to understand the need for good body position in order to swim.
- To be able to coach and give basic teaching points of a skill to others.
- To identify simple good and bad points of another
- To explain in simple terms the importance of streamlining to stroke technique.
- Explain how to prepare for a before entering the water.
- Identify some muscles whilst working in small select groups

5

- Demonstrate basic diving action safely into water greater than reach depth.
- Swim 25m demonstrating an effective breaststroke swimming action.
- Perform a good backcrawl racing start with basic flutter kick.
- Demonstrate an effective backcrawl technique over 25m
- Using basic techniques to maintain body heat while in the water.
- Demonstrate ability to select appropriate strokes for various distances and events.
- Ability to link basic skills for an effective start when swimming competitively.
- Pupils show the ability to use BLABT as a self-assessment tool for their strongest strokes.
- Able to use pool marking effectively as an aid to effective turns.
- Use BLABT as a tool to break down a stroke technique.
- Basic assessment of own and others areas for improvement
- Pupils able to name the muscles in the legs and arms and the appropriate stretches for them.
- Pupils able to lead a sport specific warm up / cool down
- Pupils to name and select detailed reasons why we warm up and the effect warm ups have on our body
- Explain and describe the different phases of a warm up

Beaufort Community School Physical Education Department

Scheme of Work for Swimming

<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
Taught in the Summer term (5 & 6) – Priority: Water confidence and enjoyment in the water.	Frontcrawl Arm and Leg Action To be able to perform the basic technique for front crawl arm and leg action. To replicate the correct breathing, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness involved in swimming events. Discuss how the concept of streamlining can be used in swimming. Demonstrate basic push and glides with good FC leg kick technique. Demonstrate deep water entry using safe technique.	Warm up –Teacher led. Discuss type of fitness needed- speed, power & reaction time. Pupils perform a number of widths within a given time. Focusing on how they use their arms and legs. Discussion of breathing technique. T.P's; movement of arms, hip to shoulder, leg movement, leg position, water entry with arms & leg position. Paired 2 width technique focus – focus on arms / legs / head. Using floats and equipment. Using evaluation cards pupils evaluate each other's performance based on model. Stroke broken down into leg kick, Arm stroke and breathing technique. Highlight world record.	Events to be performed in any order. All lessons start with swimming related warm-up and re-cap work of previous lesson. Make learning as active as possible
	Back Stroke Arm and Leg Action To accurately replicate basic technique for backstroke arm, and leg action. To combine the leg arm and breathing technique for the stroke. To understand the related swimming terminology for swimming events.	Warm up –Teacher led. Discuss type of muscles associated with backstroke and how it differs from front crawl. Assess pupils prior knowledge of back stroke. Discuss pupils knowledge of leg kick and arm action for backstroke. Pupils perform a number of widths within a given time. Focusing on how they use their arms and legs. Discussion of breathing technique. T.P's; movement of arms, hip to shoulder, leg movement, leg position, water entry with arms & leg position. Paired 2 width techniques focus – focus on arms / legs / head. Using floats and equipment. Using evaluation cards pupils evaluate each other's performance based on model. Stroke broken down into leg kick, Arm stroke and breathing technique. Highlight world record.	Give opportunities to plan tactical and strategic ideas Differentiated tasks for varying ability Video to analyse performance
	Breast Stroke Arm and Leg Action To accurately replicate the technique for an effective breaststroke technique. To perform the breaststroke with correct arm, leg and breathing technique. To understand the rules relating to swimming events. To understand the fitness needs of swimming events. To develop the ability to recognise good performances.	Warm up –Teacher led. Evaluation of knowledge gained from previous lessons. Discuss pupils prior knowledge of breast stroke. Pupils perform a number of widths within a given time as a warm up. Focusing on how they use their arms and legs. Model shown of correct breast stroke technique. Discussion of breathing technique. T.P's; movement of arms, hip to shoulder, leg movement, leg position, water entry with arms & leg position. Paired 2 width technique focus – focus on arms / legs / head. Using floats and equipment. Using evaluation cards pupils evaluate each other's performance based on model. Stroke broken down into leg kick, Arm stroke and breathing technique. Highlight world record.	

Beaufort Community School Physical Education Department

Scheme of Work for Swimming

Assessment	To demonstrate an accurate replication of stroke techniques. To show an understanding of the rules for each event and the underlining principles of each.	Teacher grades against the national curriculum levels. Use scoring/recording of pupils distance and times to form an appropriate level.	
-------------------	---	---	--