**Colton Hills Community School medium term planning**

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| **Topic title:**  Swimming | **Year 11: Challenge**  Lead a healthy active lifestyle  **Term:** Autumn to Summer | **Why we teach this:**  Learning to swim is a skill that once learnt is rarely forgotten and it is open to people of all ages.  The most important reason is that swimming is the only sport which can save a life | **Why we teach this here:**  We teach this in Year 11 to give students the opportunity to swim in their endeavour to lead a healthy active lifestyle and challenge themselves to progress with their swimming skills | |
| **Big questions:**  1) How does my stroke technique affect the way I swim?  2) Why is it important to raise your heart rate?  3) How do I perform the straddle jump and why do we enter the water this way?  4) What is the H.E.L.P and Huddle position and why do we use them?  5) How do I perform an effective rescue? | | **Builds on previous topics:**  Links to any previous knowledge and understanding of swimming taught at year 10  whilst building on challenge to ensure students are working to develop self-progression, personal best and encourage students to lead a healthy active lifestyle. | **Links to future topics:**  Builds on the skills, knowledge and understanding gained and the experience to be able to go on and swim in their own time as part of leading a healthy lifestyle  Allows students to be able to progress on to taking their NPLQ qualification once they turn 16 to become qualified lifeguards with the opportunity to work within the school or at local leisure centres. | |
| **Key knowledge:**   * able to anticipate, avoid, and survive common drowning situations, as well as being able to recognize and provide assistance to those in need * swim competently, confidently and proficiently over a specified distance * know how a continuous timed swim benefits a swimmer * be able to measure own fitness * Know how to develop and improve overall fitness * use a range of strokes and personal survival skills * Retrieve weighted objects from varying depths of the pool safely and in control | **Key knowledge continued:**  **LPA** – Swim a length on front and back demonstrating overarm recovery   * Swim breaststroke over a set distance     **MPA** – Swim 50m on one stroke   * Tread water for 1 minute   **HPA** – Swim 100m using a medley of 3 strokes using overarm recovery and correct breathing technique   * Perform personal survival skills | |
| **Skills developed:**   * Practical swimming skills such as strokes and water skills * Be physically active for sustained periods of time * Develop confidence and excel in a range of skills * Work individually and in teams * Swimming provides challenges and rewards accomplishments, which helps children to become self-confident and believe in their abilities * Ability to know how swimming can affect your health and fitness * Develop the knowledge to be able to train as a lifeguard | |
| **Mini/Interim assessments:**   * Initial baseline assessment * Mini assessment when mastering a stroke or water skill * Final Assessment conducted at the end of the unit where pupils have gained maximum knowledge and practice of techniques * Opportunities for use of Peer assessment tasks with pupils reflecting on success criteria and technique.   **End of unit assessment: Linked to assessment criteria** | | **Independent study tasks/resources:**  Week 1 – Frontcrawl/Backstroke  Week 2 – Breaststroke/ Butterfly  Week 3 – Pencil Jump/Diving  Week 4 – Treading Water/Personal Survival  Week 5 – Water Polo  Week 6 – Lifesaving | **Key vocabulary 1:**  Frontcrawl  Backstroke  Star float  Mushroom Float  Breaststroke  Butterfly  Doggy Paddle  Submerge  Streamline  Hygiene  Shallow End  Deep End  Woggles/Noodles  Kick Boards/Floats  Pull Buoys  Water Polo | **Key vocabulary 2:**  Treading Water  Personal Survival  Diving  Extend  Catch  Propulsion  High Elbow  Pencil Jump  Push and Glides  Surface Dives  Friction  Drag  Resistance  Bilateral Breathing  Tumble Turns  Sculling  Pace Clock  HELP  Huddle |
| **Cultural capital opportunities:**  **Social –** Can I work responsibly with others and sensibly in potentially dangerous circumstances when taking on different roles and responsibilities  **Moral –** Can I use equipment appropriately and safely.  **Spiritual –** How does swimming positively affect my emotions (confidence, determination, resilience, stress relief)  **Cultural –** Can I respect and show an awareness of other cultures and traditions within swimming | | **Whole school Curricular Concept links:**  **Civic** Students learn that sport has rules to keep people safe as does society for the same reason. Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.  **Cultural Diversity** – exploring gender in sport  **Healthy Living** – mental health and healthy living focus  **Artistic Creativity** – approach to improving technique, flexibility, strength and stamina across all strokes |

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| **Week/ Phase** | **Key Features** | |
| 1 | **Small Questions:** … | |
| **Key Activities/Resources:** … | **Retrieval focus:**  …  **Independent study:**  … |
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| 2 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 3 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
| **Week/ Phase** | **Key Features** | |
| 4 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 5 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
|  | | |
| 6 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |