**Colton Hills Community School medium term planning**

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| **Topic title:**Swimming | **Year 8: Cooperation**To work as part of a team and cooperate in competitive situations.**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 8 to give students the opportunity to learn swimming which is a vital life skill. Allow students to work with others in team and group situations and reflect on their own performances as well as that of others.  |
| **Big questions:**1) What are the safety rules and procedures when in the swimming pool?2) What are the required elements to swim frontcrawl?3) What are the required elements to swim backstroke?4)How do I perform basic water skills such as star and mushroom floats?5) How do I jump in?6) How do I retrieve an object off the bottom of the pool?7) What are the rules for water polo? | **Builds on previous topics:**Links to any previous knowledge and understanding of swimming taught at year 7 building on confidence and skills gained | **Links to future topics:**Builds on the confidence gained and knowledge and understanding of skills for future swimming lessons.Allows transferable skills, routines and tactics when playing water polo  |
| **Key knowledge:*** Be able to respond to questions regarding pool rules
* Understand the key characteristics needed to perform stroke techniques
* Assess body actions
* Measure what skills need to improve when pulling and kicking
* Watch / describe swimming actions of others
* Describe the swimming action of a team member and help them to improve
* Describe how swimming a longer distance affects heart and lungs
* Retrieve an object from the bottom of the pool
 | **Key knowledge continued:****LPA** – Swim unaided for half a width* Attempt to perform basic water skills

**MPA** – Swim a width on front* Swim a width on back
* Perform basic water skills

**HPA** – Swim a length on one stroke* Demonstrate breaststroke legs
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| **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
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| **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 – FrontcrawlWeek 2 – BackstrokeWeek 3 – Floating/SubmergingWeek 4 – Pencil Jump/DivingWeek 5 – BreaststrokeWeek 6 – Water Polo | **Key vocabulary 1:**FrontcrawlBackstrokeStar floatMushroom FloatBreaststrokeButterflyDoggy PaddleSubmergeStreamlineHygieneShallow End Deep EndWoggles/NoodlesKick Boards/FloatsPull BuoysWater Polo | **Key vocabulary 2:**Treading WaterPersonal SurvivalDivingExtendCatchPropulsionHigh ElbowPencil JumpPush and GlidesSurface DivesFrictionDragResistanceBilateral BreathingTumble TurnsScullingPace Clock  |
| **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:**… |
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| 6 | **Small Questions:** … |
| **Key Activities/Resources:** … | **Retrieval focus:**…**Independent study:**… |