Colton Hills Community School medium term planning

<table>
<tr>
<td>Topic title:
Swimming</td>
<td>Year 8: Cooperation
To work as part of a team and cooperate in competitive situations.

Term: Autumn to Summer</td>
<td>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</td>
<td colspan="2">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.</td>
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<td colspan="2" rowspan="2">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?</td>
<td>Builds on previous topics:
Links to any previous knowledge and understanding of swimming taught at year 7 building on confidence and skills gained</td>
<td colspan="2">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</td>
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<td colspan="2">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</td>
<td colspan="2">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</td>
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<td colspan="2">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</td>
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<td colspan="2">Mini/Interim assessments:
- Initial baseline assessment</td>
<td>Independent study tasks/resources:
Week 1 – Frontcrawl</td>
<td>Key vocabulary 1:
Frontcrawl</td>
<td>Key vocabulary 2:
Treading Water</td>
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<td>- 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</td>
<td>Week 2 – Backstroke
Week 3 – Floating/Submerging
Week 4 – Pencil Jump/Diving
Week 5 – Breaststroke
Week 6 – Water Polo</td>
<td rowspan="2">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</td>
<td rowspan="2">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</td>
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<td>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</td>
<td>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</td>
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Week/ Phase	Key Features	
1	**Small Questions: …**	
	Key Activities/Resources: …	**Retrieval focus:** … **Independent study:** …
2	**Small Questions: …**	
	Key Activities/Resources: …	**Retrieval focus:** … **Independent study:** …
3	**Small Questions: …**	
	Key Activities/Resources: …	**Retrieval focus:** … **Independent study:** …

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