

Medium Term Plan: Supporting Implementation of

Subject: Year 4 Spring – Swimming:

In this unit, pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills

N/C links:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Perform a safe self-rescue in different water-based situations.

Key skills:

- Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.
- Social: communication, support and encourage others, keep myself and others safe, collaboration
- Emotional: confidence, honesty, determination, independence, perseverance
- Thinking: comprehension, observe and provide feedback, tactics, select and apply skills

Prior Learning (what pupils already know and can do)

- Pupils can swim competently, confidently and proficiently over a distance of at least 25 metres.
- Pupils can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Pupils can perform safe self-rescue in different water-based situations.

Long-term Learning (what pupils MUST know and remember) End Goals

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- I can perform safe self-rescue in different water-based situations.

Key Vocabulary

Alternate, backstroke, breaststroke, breathing, buoyancy, crawl, floating, front crawl, glide, H.E.L.P position, handstand, huddle, rotation, sculling, sidestroke, sinking, stroke, submerge, surface, surface dive, survival, tactics, technique, treading water, water safety

Session 1 – To develop an understanding of buoyancy and balance in the water.

Success Criteria

- Breathe in for increased buoyancy.

Whole Child Objectives

- Social: To work with others to plan a strategy.
- Emotional: To be confident to learn new skills.
- Thinking: To plan and decide on the best technique to swim with my noodle.

Session 2 – To develop independent movement and submersion.

Success Criteria:

- To take a big relaxed breath before submerging.

Whole Child Objectives:

- Social: To swim safely around others.
- Emotional: To show perseverance and determination to improve on my score.

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- Thinking: To plan on a route that avoids the catchers.

Session 3 – To develop gliding and crawl legs.

Success Criteria:

- Stay in a streamlined shape.

Whole Child Objectives:

- Social: To make safe decisions when creating an obstacle course.
- Emotional: To work honestly when competing against others.
- Thinking: To observe my partner's technique and use this to provide them with feedback.

Session 4 - To develop front crawl breathing.

Success Criteria:

- Breathe every three strokes.

Whole Child Objectives:

- Social: To work safely around others.
- Emotional: To try my best.
- Thinking: To remember to breathe every six seconds.

Session 5 –To develop gliding and backstroke.

Success Criteria:

- Keep your hips lifted to keep your body close to the surface of the water.

Whole Child Objectives:

- Social: To collaborate with others to achieve a set outcome.
- Emotional: To try my best.
- Thinking: To think tactically to overcome a task.

Session 6 – To develop rotation, sculling and treading water.

Success Criteria:

- Push the water towards and away from you using cupped hands.

Whole Child Objectives:

- Social: To enter the water safely ensuring the water is clear before I enter.

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- Emotional: To be aware of other people's feelings and am inclusive when I play games.
- Thinking: To understand how to use my body to scull, tread water and rotate.

Session 7 – To develop surface dives, submission and handstands.

Success Criteria:

- Tuck your chin in and bring your arms over head.

Whole Child Objectives:

- Social: To congratulate and support progress.
- Emotional: To listen and pay attention to the rules of the game.
- Thinking: To judge the distance between myself and other swimmers when surface diving.

Session 8 – To develop head above water breaststroke technique.

Success Criteria:

- Begin the arm action once your legs are together.
- Glide after each kick.

Whole Child Objectives:

- Social: To move safely around others.
- Emotional: To work independently when learning a new technique.
- Thinking: To understand which part of the stroke helps me to gain distance.

Session 9 – To develop head above water breaststroke technique.

Success Criteria:

- Keep a steady consistent breath.

Whole Child Objectives:

- Social: To work safely, ensuring the water is clear before jumping in.
- Emotional: To show perseverance to complete the course.
- Thinking: To observe my partner's breaststroke technique and count the number of strokes it takes them to swim 25m.

Session 10 - To develop basic skills in water safety and floating.

Success Criteria:

- Cover your face when falling in.
- Float, breathe, relax after falling in.

Whole Child Objectives:

- Social: To work with others to create a whirlpool.
- Emotional: To be confident to fall into the water.
- Thinking: To understand key safety messages when I am around water.

Session 11 – To learn techniques for personal survival.

Success Criteria:

- Cover your face when falling in.

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- Float, breathe, relax after falling in.

Whole Child Objectives:

- Social: To work within a small group to practice a new skill.
- Emotional: To persevere when learning a new skill.
- Thinking: To think of ways to swim without using my arms, and then without using my legs.

Session 12 – To develop water safety skills and an understanding of personal survival.

Success Criteria:

- Keep the huddle position in a tight circle.
- Keep your head clear of the water.

Whole Child Objectives:

- Social: To communicate and collaborate with others to achieve a set task.
- Emotional: To try my best.
- Thinking: To plan a strategy to swim with others whilst staying in contact with a float.

Future learning this content supports: