

## Scheme of Work

### Subject: PE

**Year Group: Year 7**  
**Specification: Swimming**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<p><b>Assess safety</b>            Safe entry (swivel entry) &amp; Warm up.            To assess swimming ability.            Front crawl legs.            Casualty recognition &amp; simulation (non-swimmer, weak, injured and unconscious swimmer).</p>	<p>a) To introduce swivel entry into shallow water safely and confidently.            b) To develop front crawl legs with float.            a) To demonstrate and recognise a casualty in distress</p>	When might you need to use 'shallow entry'	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<p>Front crawl            Front crawl legs.            Development.</p>	<p>a) Teaching points and development of free style.            b) Body position and arm movement.            c) Breathing technique for optimum speed.</p>	What is the most effective stroke for speed/saving energy?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	What is personal survival?	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	<p>Back Stroke            Safe entry (swivel entry <b>shallow water</b>) &amp; warm up.            Intro to front crawl arm action.            Floating on front and back with or without aids.</p>	<p>a) To enter shallow water safely and confidently.            b) To swim continuously for 25m on back.            c) To develop back crawl arm action.            d) To understand and developing the importance of buoyancy.</p>	When might you need to demonstrate floating with no aids?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority

4	Breast stroke Step in entry & warm up. Intro to breaststroke legs. Climb out of deep end without using the ladder.	<ul style="list-style-type: none"> <li>a) To demonstrate swivel entry into shallow water safely and confidently.</li> <li>b) To develop breaststroke leg kicks.</li> <li>c) To tread water for 1 minute.</li> </ul>	When might you need to demonstrate climbing out of deep water – onto what?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Look at the world record times for each event. What does this tell you?	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.
5	<b>Butterfly</b> Step in entry & Warm up. Butterfly legs with floating aid. Intro to head first sculling.	<ul style="list-style-type: none"> <li>a) To demonstrate and further develop the butterfly leg action.</li> <li>b) To introduce and develop head first sculling.</li> <li>c) To develop butterfly leg action.</li> </ul>	When might you use head first sculling?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.
6	Relay	<ul style="list-style-type: none"> <li>a) In twos pupils practise change over and dive.</li> <li>b) Development into 4 and looking at tactics for weaker swimmers</li> <li>c) Full relay race and analysis.</li> </ul>	How would you place your relay team?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>	Research the 'turn' on the internet	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b>

7	<b>Gala</b>	<ul style="list-style-type: none"> <li>- In teams of 5 Pupils decide on who is taking part in which event.</li> <li>- Fly, Free, BS, Brest s, tred water and relay</li> <li>- Points awarded.</li> </ul>	Leadership and selection skills will need to come into play. Communication is key!	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
8	Assessment	<p>a) To apply skills in a competitive situation.</p> <p>b) To analysis a race (lesson/youtube).</p>	Race each event. How can you improve?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Look at the GCSE/Btec syllabus.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
9 (Year 9)	Personal survival	<p>Shallow entry</p> <p>Deep dive</p> <p>HELP position (<b>H</b>eat, <b>E</b>scape, <b>L</b>essening, <b>P</b>osture)</p> <p>Treading water &amp; International Distress signal.</p> <p>Deep water exit.</p>	When might you need to deep dive or use the HELP postion?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>