

Scheme of Work

Subject: PE

Year Group: Year 9
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	Front crawl Front crawl legs. Development. Back Stroke Safe entry (swivel entry shallow water) & warm up. Intro to front crawl arm action. Floating on front and back with or without aids.	<ul style="list-style-type: none"> a) Teaching points and development of free style. b) Body position and arm movement. c) Breathing technique for optimum speed. To enter shallow water safely and confidently. d) To swim continuously for 25m on back. e) To develop back crawl arm action. f) To understand and developing the importance of buoyancy. 	What is the most effective stroke for speed/saving energy?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	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	Breast stroke Step in entry & warm up. Intro to breast stroke legs. Climb out of deep end without using the ladder.	<ul style="list-style-type: none"> a) To demonstrate swivel entry into shallow water safely and confidently. b) To develop breaststroke leg kicks. c) To tread water for 1 minute 	When might you need to demonstrate floating with no aids?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		Pupils will be given the opportunity to develop a sense of understanding of water safety
4	Butterfly Step in entry & Warm up. Butterfly legs with floating aid. Intro to head first sculling.	<ul style="list-style-type: none"> a) To demonstrate and further develop the butterfly leg action. b) To introduce and develop head first sculling. 	When might you need to demonstrate climbing out of deep water – onto what?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets 	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"> - Counting skills for organising

		To develop butterfly leg action.		- Teacher-pupil question and answer		themselves into groups Understanding the techniques in swimming
5. (Year 9)	Personal survival	Shallow entry Deep dive HELP position (H eat, E scape, L essening, P osture) Treading water & International Distress signal. Deep water exit.	When might you need to deep dive or use the HELP position?	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback Video analysis		Through the activities in this unit pupils will be given the opportunities to: - Take part in pair and group work (teamwork) Leading a warm up (leadership)
6	Relay	a) In twos pupils practise change over and dive. b) Development into 4 and looking at tactics for weaker swimmers c) Full relay race and analysis.	How would you place your relay team?	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback	Research the 'turn' on the internet	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Swimming
7	Gala	- In teams of 5 Pupils decide on who is taking part in which event. - Fly, Free, BS, Breast s, tread water and relay - Points awarded.	Leadership and selection skills will need to come into play. Communication is key!	- On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis		Speaking and listening – follow instructions - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems

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"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 	Look at the GCSE/Btec syllabus.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems
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