

Scheme of Work

Subject: PE

Year Group: Year 8
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>Assess safety Safe entry (swivel entry) & Warm up. To assess swimming ability. Front crawl legs. Casualty recognition & 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"> - 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 their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<p>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.</p>	<p>a) Teaching points and development of free style. b) Body position and arm movement. c) Breathing technique for optimum speed. d) To enter shallow water safely and confidently. e) To swim continuously for 25m on back. f) To develop back crawl arm action. g) To understand and developing the importance of buoyancy.</p>	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 breaststroke 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. a) 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 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	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. c) To develop butterfly leg action. 	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 - Teacher-pupil question and answer 	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 themselves into groups Understanding the basic scoring in Rugby.
5	Tumble Turns Recap the step in entry and warm up. Focus on somersaults in the water and introduction into tumble turns	<ul style="list-style-type: none"> a) To demonstrate a straight forward somersault in the water b) Perform a front somersault at arms distance from the wall and place feet on wall when ½ way round c) Start to turn as feet hit the wall to remain on front d) Approach the wall and perform a tumble turn 	When might you use head first sculling?	<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 		Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
6	Relay	<ul style="list-style-type: none"> 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?	<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 	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: warm-up, cool-down, passing, tackling, teamwork, fair play

				<ul style="list-style-type: none"> - Peer analysis, evaluation and feedback 		
7	Gala	<ul style="list-style-type: none"> - In teams of 5 Pupils decide on who is taking part in which event. - Fly, Free, BS, Brest s, tred water and relay - Points awarded. 	Leadership and selection skills will need to come into play. Communication is key!	<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 		<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
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