



TOPIC	Swimming – Developing Basic Skills	Block 1 Week 1
WHAT	<i>Introduce the swimming pool safety procedures and obtain baseline swimming level.</i>	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>lifelong participation</u> - To understand swimming pool protocol in relation to rules and emergency procedures and understand their starting swimming level.</i>	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	Name at least 3 swimming pool rules Explain one or two of the whistle blasts	Name and explain at least 5 rules Explain all the whistle blasts	Name and explain all rules Demonstrate a quick reaction to each emergency procedure (less than 10 seconds to respond)
 APPLICATION OF SKILL	Identify current swimming level	Explain why you are at your current swimming level	Compare your swimming level with others and set a target for the block of work.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamline/ reaction/
protocol.

Crucial Learning – Know
the individual whistle
commands.

SMSC – Understand
that rules to keep
people safe.

TOPIC	Swimming – Developing Basic Skills	Block 1 Week 2
WHAT	Understanding Drag and why Streamlining is important	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>life long participation</u></i> <i>- To streamline swimming technique to improve efficiency of strokes</i>	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	I can suggest the key teaching points to maintaining a streamlined position.	I can explain the key teaching points to streamlining and how to avoid drag.	I can analyse the key teaching points to streamlining and suggest improvements for myself and others.
 APPLICATION OF SKILL	I can demonstrate some of the key teaching points to streamlining.	I can consistently demonstrate the key teaching points to streamlining.	I confidently demonstrate the key teaching points to streamlining even within a competitive race.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamlining/ Drag

Crucial Learning – Demonstrate key teaching points – effective streamline position.

SMSC – Listening to the teacher and peer feedback.

TOPIC	Swimming – Developing Basic Skill	Block 1 Week 3
WHAT	<i>To develop an understanding of propulsion in swimming</i>	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>lifelong participation</u> - To be able to move more quickly through the water</i>	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	I can suggest how propulsion will help me in front crawl.	I can explain how to use propulsion effectively in front crawl.	I can analyse the effectiveness of my propulsion and suggest how to improve.
 APPLICATION OF SKILL	I can demonstrate propulsion in my front crawl.	I can demonstrate propulsion in competitive conditions.	I can demonstrate the use of efficient propulsion to generate more speed than my peers.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamline/Propulsion

Crucial Learning – learning an Effective Kick. The kick action comes from the hip not the knee.

SMSC – Use teaching points to help peers achieve a better developed kick.

TOPIC	Swimming – Developing Basic Skills	Block 1 Week 4
WHAT	<i>Develop the technique of front crawl arms</i>	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>lifelong participation</u> - To be able to develop a more efficient arm stroke in front crawl</i>	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	I can suggest how a good front crawl arm action is beneficial in swimming.	I can explain the teaching points to the front crawl arm action and suggest how to perform it.	I can explain the teaching points to the front crawl arm action and how to use it to generate more speed in a competition.
 APPLICATION OF SKILL	I can demonstrate teaching points to the front crawl arm action.	I can demonstrate the front crawl arm action in a competitive situation.	I can demonstrate an excellent front crawl arm action and perform it efficiently to help generate more speed than my peers.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamlining/ Drag

Crucial Learning – Demonstrate key teaching points – remember the elbow exits the water first.

SMSC – using the teaching points help your peers to perform an accurate arm action.

TOPIC	Swimming – Developing Basic Skills	Block 1 Week 5
WHAT	<i>Develop the technique of how and when to breathe during front crawl</i>	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>Lifelong participation</u></i> - To be able to regulate breathing efficiently when swimming front crawl	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	I can suggest teaching points of how to breathe efficiently during front crawl.	I can explain the teaching points of how to breathe efficiently during front crawl and suggest how to adapt breathing rate.	I can explain the teaching points of efficient breathing in front crawl and how to adapt it during a race to gain an advantage.
 APPLICATION OF SKILL	I can demonstrate teaching points to the correct breathing technique.	I can demonstrate the correct breathing technique in a competitive situation.	I can demonstrate how to breathe efficiently in competition and adapt it to outpace my opponent.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamlining/ Drag

Crucial Learning – Demonstrate key teaching points – your ear should stay in the water when taking the breath.

SMSC – using the teaching points help your peers to achieve an efficient breathing pattern.

TOPIC	Swimming – Developing Basic Skills	Block 1 Week 6
WHAT	<i>Apply skills learned in a competitive swimming gala</i>	
WHY	<i>To develop <u>skill and knowledge</u>/ To develop <u>Growth Mindset</u> - To be able to apply techniques learned in competitive situations</i>	

Student success criteria	SWIMMING MEA 3/4/5	SWIMMING MEA 6/7	SWIMMING MEA 8/9
 KNOWLEDGE	I can perform one stroke with sound technique in a race.	I can perform one strokes with very good technique and have won some individual races.	I can perform all strokes with excellent technique and I have a good start and finish in all races.
 APPLICATION OF SKILL	I understand and demonstrate tactics in races to beat opponents.	I can influence my team and develop team tactics to outwit other teams.	I demonstrate excellent knowledge of the rules for a race – I can adapt my team to outwit other teams.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps

ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Streamlining/
Drag/technique/tactics.

Crucial Learning – Demonstrate
key teaching points you have
learnt in this block of swimming.

SMSC – working as a team to
achieve the highest score.
Show good sportsmanship to
the competing teaming.