

P.E- Lower Key Stage two - Swimming Yr3 and Yr4

<u>Pupils should be taught to:</u>	How we do this in Y3	How we do this in Y4	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	<p>Children in Y3 will go swimming all year, children in Y4 will go swimming Autumn term, Spring term and Summer term 1.</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Begin by discussing water safety with children including while in and around the swimming pool. This also includes changing areas. - Children should learn how to enter the water safely and calmly – sit on edge of pool with feet in the water, place both hands on one side of the body, turn towards the side of the pool and gently lower self into water, when feet touch the floor bend knees slightly, release hands once stood up securely - Children should take part in water safe games to get them comfortable with being in the water. These could include getting their faces wet, blowing bubbles, moving about safely, etc. - Children should be able to extend their arms out in front of them and attempt to glide away from the side. They should then be able to practise gliding towards the wall from standing. 		<p>Yr3</p> <p>Year 4</p>	<p>Vocabulary Yr3</p> <p>Vocabulary Yr4</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>Please note pupils should be active a minimum of 80% of the session</p>

- Children should be able to float using a flotation aid (float, pool noodle, armbands, etc). They should then be able to float on their fronts and backs without the help of a flotation device.
- Floats should include horizontal front float with support at a wall, noodle back float, and other assisted floats using a range of flotation devices.
- Demonstrate the correct arm action when moving around the pool on their fronts – focus on one arm at a time, using a scooping motion and lifting it out of the water.
- Coordinate arm and leg movement across the pool – combine the arm movements with legs kicking to move across the pool. Use arms in isolation to begin with, before moving on to the full front crawl action.
- Children should be confident when gliding on their backs with the arms stretched above their heads. Children should understand the benefits of a streamlined position when swimming.
- Demonstrate backstroke arms and give children opportunities to practise this without the leg movements. Once they have grasped this, then include the kicking and arm movements together, first focusing on one arm at a time, then both.
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