

	Subject: <b>Swimming</b> Exercising safely, effectively and active lifestyles	Year:	Group:	Total No.:	M:	F:
	Lesson Description: <b>Water Familiarisation</b>	Ability:	Period:	SEN:		
	1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b, 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d; 2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Duration:	w/c			

**Objectives:**  
 To be able to perform safely the correct methods of getting in and out of the pool  
 To be able to use a variety of swimming techniques  
 To know and understand how to get in and out of the water correctly and safely

<b>Key Aspect of Transfers of Skills and Analysis</b>	Throughout every aspect of this session : <ul style="list-style-type: none"> <li>- Discuss and analyse the different types of safe approaches used when perform safely in a range of activities, circumstances and environments</li> <li>- Identify the similarities and the teaching points found when perform safely and effectively in a range of activities, circumstances and environments</li> <li>- Enhance knowledge, understanding and the ability to perform safely, set up and practice safely and effectively</li> </ul>
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Activity	Description	Objectives	Teaching Points	Evaluation	Differentiation and Creativity
<b>WORK ONLY IN SHALLOW END. MAKE SURE YOU KNOW THE LEVEL OF EVERY INDIVIDUAL BEFORE THEY ENTER THE WATER</b>					
<b>Warm Up</b>	Individually running and follow commands within water e.g. knees up, kick bottom.	To know and understand the importance of warming up before exercise.	<ul style="list-style-type: none"> <li>- Light on feet</li> <li>- Knees bent</li> <li>- Use arms for balance</li> <li>- Hold stretches still.</li> </ul>	Observe pupils performances <b>Q &amp; A</b> on benefits of warming up	<b>Q&amp;A</b> About the benefits of a warm up and stretching when perform safely physical activity
<b>Pair Stretching</b>	Students arranged in a circle. Teacher leads through series of stretches and questions students as to what muscles we were stretching.	To understand the importance of stretching at the start of the session. To know the names of major muscles. To carry out in pairs correct stretching routines safely.	<ul style="list-style-type: none"> <li>- Hold stretches for 7 seconds.</li> <li>- No bouncing.</li> </ul>	<b>Q &amp; A</b> on benefits of stretching	⬆️ Get pupils to incorporate stretching with Objects used in the lesson
<b>Water Familiarisation</b>	- Talk about widths, length, areas in the pool, signs, dangers and safety in pool - pupils get in correctly	To understand the importance of raising heart rate and stretching at the start of the session and be able to demonstrate stretches appropriate to Swimming. To be able to perform safely the correct methods of getting in and out of the pool To be able to use a variety of swimming techniques To know and understand how to get in and out of the water correctly and safely To know all the dangers; signs; procedures and hazards found within a Swimming pool To increase confidence both on the surface and under water	<ul style="list-style-type: none"> <li>- Enter backwards on a ladder.</li> <li>- One step at a time</li> </ul>	Observe performances, skills and techniques.	Observe pupils entries
	- Pupils perform safely stretches in pool		<ul style="list-style-type: none"> <li>- Hold stretches for 7 seconds.</li> <li>- No bouncing.</li> </ul>		⬆️ Get pupils to show other stretches
	- Walking through a width in shallow water		<ul style="list-style-type: none"> <li>- Gently walk from one side to the other</li> </ul>		Observe pupils
	- Running (no arms) – use arms		<ul style="list-style-type: none"> <li>- Keep head up</li> <li>- Increase pace</li> </ul>		
	Talk about movement of person and water		<ul style="list-style-type: none"> <li>- Observe movements</li> <li>- Give precise answers</li> <li>- Listen to proposed answers</li> </ul>		Listen to answers
	- Touch toes		<ul style="list-style-type: none"> <li>- Try and touch toes in water</li> </ul>		
	- Try to get hair wet and body under water		<ul style="list-style-type: none"> <li>- Place head under water</li> </ul>		
	- Tiggy scarecrow – using shallow areas and catchers tig opponents		<ul style="list-style-type: none"> <li>- Use any method to try and get away</li> <li>- Must travel through partners legs when they are caught to free them</li> </ul>		⬆️ Perform safely a burped or star jump after touching toes ⬆️ Opponents must be freed by a team-mate going through legs

	- Retrieve a brick in shallow water		- Use any method to retrieve the brick from the floor - Grab with two hands and come up to surface		Perform safely in shallow end ✎ - Pupils devise strategies and skills to improve performances
	- Ask the pupils to swim across and up and down the pool using as many different strokes and leg and arm actions as they can		- Use any form of arm stroke and leg kick to propel them selves		Allow floats to be used
<b>Cool Down</b>	To understand why you Cool Down and do rhythmical movement after exercise	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	Ask students for feedback about their performances	⬆ Ask pupils questions why a Cool down is essential after exercise
<b>Informed Choices and Lifestyle</b>	Discuss the benefits of taking part in Swimming to your health and lifestyle. Highlight any Swimming clubs within school and any upcoming fixtures Discuss the benefits of being healthy				
<b>Equipment</b>	Snorkel, Goggles, Block, Arm bands / floats, Kickboards, Bricks, Stopwatch, Whistle				

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning
Analysis of per.	Evaluation	Feedback	Q & A	Mathematics	Art	English
					Science	Technology

**Comments / Notes:**

**HEALTH AND SAFETY THROUGHOUT THIS LESSON**

**PLEASE FAMILIARISE AND SEE RISK ASSESSMENT AND HEALTH AND SAFETY POLICIES WITHIN THE SCHEMES AND AT THE END OF EACH YEAR OF LESSON PLANS**

**ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT**

<b>Competence</b>	<b>Performances</b>	<b>Creativity</b>	<b>Health and Active Lifestyle</b>
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>