**Year 4 P.E. Curriculum – Summer Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Swimming Sessions led by Harborough Leisure Centre Swim Coaches To develop a range of strokes effectively (front crawl, backstroke and breaststroke) To swim competently, confidently and proficiently over a distance of at least 25 metres. | | **Keyword** | Definition |  |  | | PSHE – Water safety |
| buoyancy | How well objects float |  |  | |
| Front crawl | Facing down with arms going overarm |  |  | |
| breaststroke | Facing down with arms in to out |  |  | |
| submersion | Going under water |  |  | |
| gliding | Moving throughout the water without froce |  |  | |
| **Prior Learning:**    To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. | | | | **Future Learning:**    Sessions led by Harborough Leisure Centre Swim Coaches To develop a range of strokes effectively (front crawl, backstroke and breaststroke) To swim competently, confidently and proficiently over a distance of at least 25 metres | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop and understand buoyancy | Social: To work with others to plan a strategy  Emotional: To be confident to learn new skills.  Thinking: To plan and decide on the best technique to swim with my noodle. | | | | | •Breathe in for increased buoyancy. | |
| To develop independent and movement and submersion | Social: To swim safely around others.  Emotional: To show perseverance and determination to improve on my score.  Thinking: To plan on a route that avoids the catchers. | | | | | •Take a big relaxed breath before submerging. | |
| To develop gliding and crawl legs | Social: To make safe decisions when creating an obstacle course.  Emotional: To work honestly when competing against others.  Thinking: To observe my partners technique and use this to provide them with feedback. | | | | | •Stay in a streamlined shape. | |
| To develop front crawl breathing | Social: To work safely around others.  Emotional: To try my best.  Thinking: To remember to breathe every six seconds | | | | | •Breathe every three strokes. | |
| To develop gliding and backstrokes | Social: To collaborate with others to achieve a set outcome.  Emotional: To try my best.  Thinking: To think tactically to overcome a task. | | | | | •Keep your hips lifted to keep your body close to the surface of the water. | |
| To develop rotation, sculling and treading water | Social: To enter the water safely ensuring the water is clear before I enter.  Emotional: To be aware of other people’s feelings and am inclusive when I play games.  Thinking: To understand how to use my body to scull, tread water and rotate. | | | | | •Push the water towards and away from you using cupped hands. | |