**Year 5 P.E. Curriculum – Autumn 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 |  |  | |  |
| Gliding | Moving through the water without swimming (once kicked off from edge) |  |  | |
| Front crawl | Swimming technique on your front |  |  | |
| Back stroke | Swimming technique on your back |  |  | |
| Treading water | Keeping yourself afloat |  |  | |
| Sculling | Making small movements with your hands to stay afloat |  |  | |
| **Prior Learning:**  **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. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop breast stroke and breathing technique | Social: To work collaboratively with a partner to retrieve items from the bottom of the pool.  Emotional: To be confident to add breathing technique into my breast stroke.  Thinking: To plan tactics to overcome a task. | | | | | •Inhale through your mouth. | |
| To develop basic skills of water safety and floating | Social: To work with a partner to discuss and collaborate on ideas.  Emotional: To try my best.  Thinking: To plan my own float sequence. | | | | | •Push your hips up to the surface when floating. | |
| To develop the dolphin kick | Social: To use positive words to help congratulate and celebrate other pupil's effort and achievements.  Emotional: To be confident to attempt new skills.  Thinking: To understand and apply technique. | | | | | •Keep your legs together and create the movement from your hips. | |
| To learn techniques for personal survival | Social: To collaborate with others to create the huddle position for safety.  Emotional: To persevere when learning something new.  Thinking: To understand what the huddle position is and how to create it. | | | | | •Communicate with others to get into the positions quickly. | |
| To develop water safety skills and an understanding of personal survival | Social: To work in collaboration with others to achieve a set goal.  Emotional: To try my best.  Thinking: To design and create a personal survival course to include set criteria. | | | | | •Use strokes that conserve energy. | |
| To identify fast strokes and personal bests | Social: To work collaboratively with others to complete a team challenge.  Emotional: To show determination to achieve my personal best.  Thinking: To understand and apply technique. | | | | | •Breathe at regular intervals.  •Communicate with your group so that you can support one another. | |