

Aim	Types of knowledge	Complex composite skill	Component skill	Component knowledge of the skill
This planning document is designed to support teachers in delivering a curriculum that, by the end of KS2, enables pupils to develop the strength of character to perform technically and physically demanding activities, including competitive sport, with confidence and proficiency.	Knowledge of the accepted, safe techniques and skills	Swimming is offered to all children in Year 4 with a catch-up programme in Year 6 for those who have not met the expected standard Swimming The ability to perform, for sustained periods of time and with a high level of competence.	Develop awareness of the impact of swimming on health and fitness	To recognise the impact of exercise on the body To understand how to exercise safely To understand the importance of warming up before exercise and cooling down after To understand the importance of being healthy
			To become familiar with water	To develop a confidence in water
			To use a range of swimming strokes	
				To swim on their front
				To swim on their back
	Personal characteristics	Is able to be physically active for sustained periods of time	Complete personal best, life skills and questions to support teaching	Focus on life skills: These life skills will be taught throughout EYFS – Year 6 and will be referenced specifically in each knowledge organiser document. Honesty Fairness Curiosity Gratitude (Pride) Imagination Concentration Self-Belief Concentration Imagination Resilience Problem Solving Encouragement Cooperation Trust Communication
		Is able to receive and reflect on feedback to develop their own performance		
		Engage in competitive sports and activities coping appropriately with winning and losing		
		Collaborate with others to produce performances or to work as a team competing against another team. Put the good of the team first		
		Communicate appropriately with others - team mates, opposition, officials, coaches		

		Can lead the decision making and encourage others to perform well		Responsibility Decision Making Reflection Self-Discipline Resourcefulness Integrity Self-Motivation Evaluation Respect
		Discovers their own interests and areas of enjoyment so that interest can be sustained over time		
	Sematic knowledge of artistic concepts and the vocabulary related to them	Use semantic knowledge of key performance concepts and vocabulary to talk, think about and improve their work	See vocabulary progression document	
	Think like a sports person/ athlete/ dancer' understanding the disciplinary thinking of high quality performance.	Be aware of the importance biomechanical movements when learning individual techniques	Complete questions to support teaching	
		Understand that practise improves and eventually automates techniques so that they become skills that can be deployed without thinking		
		Understand that each part of a performance usually demands combining a number of skills		
		Reflect on the physiological demands needed to deploy skills in a performance situation (e.g. stamina, speed, fatigue, flexibility, power)		
		Understand the psychological factors that impact on performance		

		e.g. motivation, positive encouragement, self-belief, technique confidence, criticism (constructive and destructive)		
		Be aware of the influence of their performance on others and team outcomes. Adapt within the performance.		
		Understand the quality of performance is determined by all the above factors		

Aim	Types of knowledge	Complex composite skill	Component skill	Components of the skill	Unit objectives
This planning document is designed to support teachers in delivering a curriculum that, by the end of KS2, enables pupils to develop the strength of character to perform technically and physically demanding activities, including competitive swimming with confidence	Knowledge of the accepted, safe techniques and skills	Swimming The ability to perform, for sustained periods of time and with a high level of competence.	Develop awareness of the impact of swimming on health and fitness	To recognise the impact of exercise on the body	Year 4 Describe how the body reacts at different times and how this affects performance
				To understand how to exercise safely	Year 4 Understand the importance of using specific equipment correctly and the consequences of misuse
				To understand the importance of warming up before exercise and cooling down after	Year 4 Know some reasons for warming up and down
				To understand the importance of being healthy	Year 4 Explain why exercise is good for your health
			To become familiar with water	To develop a confidence in water	Year 4 To be able to put their face in water and blow bubbles
					Year 4 To fully submerge themselves underwater
					Year 4 To dive down below the water surface to pick up an item
					Year 4 To swim 10 metres across the pool without support
					Year 4 To swim 20 metres across the pool without support
					Year 4 To be able to swim in the deep end of the pool with confidence
			To use a range of swimming strokes	To swim on their front	Year 4 To swim 10 metres front crawl Year 4 To swim 25 metres in any style, unsupported
				To swim on their back	Year 4 To swim 10 metres back crawl Year 4 To swim 25 metres in any style, unsupported