

**AQUATIC SCHEME OF WORK**

**&**

**AWARD SCHEME**

**Teachers Handbook 2019**

Dawn Clark/v4/Public

**INTRODUCTION**

This handbook has been designed to support all staff involved in the delivery of aquatic activities as part of the school swimming programme.

This combined Scheme of Work and Award Scheme has been developed as an all-inclusive programme which takes the child from the non-swimmer stage to the point where the child is safe, confident and competent in a wide range of aquatic skills and recognised swimming strokes. This provides the basis for life long participation in aquatic activities.

***Children will learn most effectively through a programme based around enjoyable games activities***. Games are an ideal way for children to develop the wide range of skills required to become safe, confident and competent.

Key areas covered in this Scheme of Work include:

Entries and Exits

Buoyancy and Balance

Rotation and Orientation

Streamlining

Aquatic Breathing

Travel and Co-ordination

Water Safety

Health and Fitness

The Scheme of Work (Units 1 & 2) operates in conjunction with the Aquatic Award Scheme (Awards 1 – 7, National Curriculum Award and Water Safety 1 & 2). The Aquatic Awards are a reflection of some of the learning experiences within the scheme and should be used as a tool to measure achievement in each level of the scheme of work.

**The Scheme of Work is a planning tool and the Award Scheme is a measurement tool.**

**Unit 1** is made up of 3 levels:

* **Non-swimmers** (Aquatic Award 1)
* **Beginners 1** (Aquatic Award 2)
* **Beginners 2** (Aquatic Award 3)

Water Safety 1 should be taken alongside this Unit. However **all** pupils should take WS1 regardless of their initial ability.

**Unit 2** is made up of a further 5 levels:

* **Improvers 1** (Aquatic Award 4)
* **National Curriculum ( National Curriculum Award)**
* **Improvers 2** (Aquatic Award 5)
* **Advanced 1** (Aquatic Award 6)
* **Advanced 2** (Aquatic Award 7)

Water Safety 2 should be taken alongside this unit.

**Other Awards:**

Advanced Aquatic SKILLS Awards

Triple ‘A’ Awards (Alternative Aquatic Achievement)

**NEW – NATIONAL CURRICULUM AWARD – Introduced in 2018 and should be taken between Aquatic Awards 4 & 5**

**Lessons**

Each lesson should consist of the following:

1. Introductory activity/Warm up
2. Main Theme – including a games based learning activity
3. Cool down and recap

The activities planned for each lesson should be based on the scheme of work at the appropriate pupil’s ability level.

Each pupil should be assessed at the start of their school swimming programme and be taught from the appropriate level.

**AQUATIC AWARD 1 Recommended Pool Position: teaching pool/shallow end**

**Pupils will be able, with or without aids, equipment or support to:**

* 1. Enter the water from the poolside with a swivel turn entry.
  2. Walk forwards and backwards for a distance of 5 metres each with shoulders under the water.
  3. Walk sideways to the right and left for a distance of 5 metres each with shoulders under the water.
  4. Put full face in the water and blow bubbles for at least 3 seconds.
  5. Using aids, equipment or support move into a stretched floating position.
  6. Demonstrate regaining an upright position from a floating position on the front (aids may be used).
  7. Demonstrate regaining an upright position from a floating position on the back (aids may be used).
  8. Either from the pool wall, or towards the pool wall, push and glide in a flat position.
  9. Take part in a teacher led, partner orientated game.

**UNIT 1 Aquatic Awards 1 – 3 and Water Safety 1**

**Suitable for: Non swimmers, Beginner 1 and Beginner 2**

|  |  |
| --- | --- |
|  | **Children should learn to:** |
| **Non-Swimmers**  *How do you recognise*  *non-swimmers?*  They:-   * Always work with swimming aids and support * Are more often vertical than horizontal when moving through the water | **Develop Competence in a broad range of Skills**   * Enter the water safely, down the steps and from the side, with a swivel turn entry * Travel forwards and backwards with shoulders under the water * Travel sideways to the right with shoulders under the water * Put full face in the water and blow bubbles continuously * Move from upright into a stretched floating position * Regain an upright position from a floating position on the front and back * Either from the pool wall or towards the pool wall, push and glide in a flat position * Exit the water safely   **Link, Evaluate and Improve Skills**   * Link 3 or more travel actions together eg walk, hop, run, skip and turn * In pairs take part in teacher led games * Explore and use skills, actions and ideas individually and in combination * Remember, repeat and link their actions * Describe how they choose to enter the pool. Share the different ways with others * Evaluate different ways of moving in the water, noticing the effect of resistance * Begin to choose and use appropriate skills for different swimming tasks * Develop the control and coordination of their bodies in the water * Describe how their bodies feel during an activity * Watch, copy and describe what they and others have done and to use this information to improve their work * Describe how to move in water without bumping into each other and whyit is important to talk little and quietly   **Develop Healthy Competition**   * Team 1 tells Team 2 the pool rules and Team 2 explains to Team 1 how the pool rules make them safe * See who can enter the water making the least amount of splash * See who can move around the pool without bumping into others, increase the speed of movement * Move across the pool using a specific number of steps or jumps then try to reduce the number |

**AQUATIC AWARD 2 Recommended Pool Position: teaching pool / shallow end**

**Pupils will be able, with or without aids, equipment or support to:**

* 1. Jump safely into the water at the shallow end (min 0.9m) bending knees on landing.
  2. With full face submerged, blow bubbles into the water at least 3 times (min 3 seconds each).
  3. Demonstrate regaining an upright position from a floating position on the front without any aids.
  4. Demonstrate regaining an upright position from a floating position on the back without any aids.
  5. Hold on the side with 2 hands and push from wall and glide on back.
  6. Push from wall and glide on front with hands outstretched.
  7. Float on the back, roll onto the front and stand up.
  8. Float on the front, roll onto the back and stand up.
  9. Move forward on the front for 5 metres with feet off the bottom **(aids or equipment may be used).**
  10. Move forward on the back for 5 metres with feet off the bottom **(aids or equipment may be used).**

|  |  |
| --- | --- |
| **Beginner 1**  *How do you recognise a*  *Beginner 1?*   * Beginners are more often horizontal than vertical when moving through the water * They use fewer swimming aids and support than non-swimmers, or no swimming aids and no support | **Develop Competence in a broad range of Skills**   * Jump safely into the water at the shallow end (min 0.0m) bending knees on landing * With full face submerged, blow bubbles into the water repeatedly * Regainan upright position from a floating position on the front and back without any aids * Hold onto the side with two hands, push from the wall and glide on the back * Push from the wall and glide on the front with hands outstretched * Float on the back, roll onto the front and stand up * Float on the front, roll onto the back and stand up * Move forward on front with feet off the pool floor * Move forward on back with feet off the pool floor   **Link, Evaluate and Improve Skills**   * Choose and co-ordinate several actions (eg, jump into water, float, regain, move forward) whilst remaining balanced and in control of their bodies * Choose safe ways of getting in and out of the water and also moving and playing around others * Copy the swimming actions they are shown and describe the differences in actions * Explain why some pupils travel further on a push and glide * Watch others stand up after floating and explain what they did * Compare their own actions with others   **Develop Healthy Competition**   * See how far they can go in a push and glide. Can they go further next time? * How many shapes can they make whilst floating on their front and back? * In pairs or teams, how many letters can they make whilst floating on their front or back? |

**AQUATIC AWARD 3 Recommended Pool Position: shallow end**

**Pupils will be able, without support or aids to:**

1. Jump in safely from the side of the pool and submerge fully (min depth 0.9m).
2. Demonstrate a mushroom float on the front and a star float on the back for 4 seconds.
3. Show a 15 second sequence of (minimum of 3) floating shapes.
4. Push and glide on the back with arms fully extended and log roll onto the front – hold as long as possible.
5. Push and glide on the front with arms fully extended and log roll onto the back – hold as long as possible.
6. Pick up an object from the pool bottom (min depth 0.9m). The whole body must be under water.
7. Swim 10 metres on the back using both arms and legs.
8. Swim 10 metres on the front using both arms and legs.
9. Demonstrate an understanding of buoyancy.

|  |  |
| --- | --- |
| **Beginner 2**  *How do you recognise a*  *Beginner 2?*   * They are able to swim without aids and support using basic strokes for short distances * They are comfortable and confident in and around water | **Develop Competence in a broad range of skills**   * Jump in safely from the side of the pool & submerge fully (min 0.9m) * Develop floating into specific shapes e.g. a mushroom float, a star float * Push & glide on both back and front * Log roll from front to back and vice versa * Submerge whole body in water * Pick up an object from the pool bottom (min depth 0.9m) * Swim on the back using both arms and legs * Swim on the front using both arms and legs   **Link, Evaluate and Improve Skills**   * Create a sequence of 3 or more floating shapes * Select and link arm and leg movements to swim effectively * Demonstrate an understanding of buoyancy * Show some understanding of simple tactics in water games * Answer correctly 3 questions on the Water Safety Code   a) spot the dangers, b)signs / safety advice, c)how to help yourself and others   * Explain why it is difficult to stay on the pool floor * Explain what they do with their hands to enable them to move forwards /backwards * Recognise when there is good co-ordination of arms, legs and breathing   **Develop Healthy Competition**   * How many items can they collect from the pool floor? * In teams, how many items can your team collect from within the pool area, floating and sinkable items? |

**NEW Water Safety Award 1**

**To be taken along side Aquatic Awards 1- 3**

**Pupils will be able to:**

1. Demonstrate an understanding of pool rules by using questions and answers.
2. Demonstrate good behaviour consistently at the swimming pool and demonstrate the ability to listen and respond to instructions.
3. Demonstrate an understanding of the S.A.F.E Code.
4. Be able to recognise and understand the meaning of beach flags.
5. Enter the water safely and move around the pool in different directions wearing clothes (pupils to explain how different it feels).
6. Walk through the rapids (the rest of the class creating the rapids) for 5 metres. Explain where you may find tides and currents.
7. Answer correctly a question on *“Where it is not safe to swim and why?”*
8. State the correct actions they would take if they saw a swimmer in difficulty in the water.

**WATER SAFETY - Unit 1**

|  |  |
| --- | --- |
|  | **Children should learn:** |
| **Water Safety:**  **The Swimming Pool** | * **how to be safe during the swimming lesson by demonstrating they understand the swimming pool rules and regulations** * **the hygiene rules applied to swimming** * **how their actions and behaviour should ensure their safety on the poolside** * **how to respond to emergency alarms or whistles** |
| **Water Safety:**  **Water Safety Code** | * **how they can identify various dangers and how to avoid them** * **about water safety signs, be able to recognise them and comply with them** * **about appropriate actions to help themselves and others in dangerous aquatic situations** |

**Example questions**

* + Why should you walk on poolside?
  + Why do you listen carefully to the teachers?
  + Where is the deep end and how deep is it? Where is the shallow end and how shallow is it?
  + Why should you not splash other children or push anyone in the pool?
  + Why should you wear a swimming hat or tie long hair back?
  + Why is it important to shower before going swimming?
  + What would you do if you heard an emergency alarm or whistle in the swimming pool?
  + Why is good behaviour more important near and around water?
  + Where is the safest place to swim, and why?
  + Where should you never swim, and why?
  + Name 3 places you should never swim.
  + Why should people be careful when playing near water?
  + If you saw a person in trouble in the water what is the first thing you should do?
  + How would you know if it was safe to swim at the beach?
  + Where would you find water safety signs?



****

|  |  |
| --- | --- |
| FLAGS  Children should understand the meaning of the different flags at the beach | |
| **RED AND YELLOW** | **Lifeguards on patrol, you should only swim or boogie board in the area between the flags** |
| **RED** | **Dangerous – No Swimming or playing in the water** |
| **QUARTED BLACK AND WHITE** | **Area for surfing and other water activities – NO Swimming OR Boogie / Body Boarding** |
| **ORANGE WIND SOCK** | **Indication of wind conditions. If the wind is strong, swimmers should not take inflatables into the sea.** |

**AQUATIC AWARD 4 Recommended Pool Position: shallow to middle**

**Pupils will be able to:**

1. Push and glide from the pool wall into a handstand.
2. Demonstrate Front Crawl leg action for 10 metres.
3. Demonstrate Back Crawl leg action for 10 metres.
4. Demonstrate a Butterfly leg action on the front, side or back for 5 metres (no floats).
5. Demonstrate Breaststroke leg action on the front or back for 10 metres.
6. Demonstrate head first sculling for a minimum of 5 metres.
7. Swim 10 metres on the back, roll over in a continuous movement onto the front. Regain feet.
8. Swim 10 metres on the front (Front Crawl or Breaststroke); roll over in a continuous movement onto the back. Regain feet.
9. Sink down the wall and push away on your side & maintain a long stretched position until you reach the surface (streamlined).
10. Move forwards on the front for 5 metres, tuck to rotate around the horizontal axis to return on the back for 5 metres.

**UNIT 2 Aquatic Awards 4 - 7 , National Curriculum and Water Safety 2**

**Suitable for: Improvers 1, Improver 2, Advanced 1 and Advanced 2**

|  |  |
| --- | --- |
|  | **Children should learn to:** |
| **Improver 1 Swimmers**  *How do you recognise an Improver 1 swimmer?*     * They swim confidently for short distances * They are able to swim on their front and back with streamlined body position | **Develop Competence to excel in a broad range of Skills**   * Push and glide linking into a hand stand * Demonstrate Front Crawl leg action * Demonstrate Back Crawl leg action * Demonstrate Butterfly leg action on the front, side or back * Demonstrate Breaststroke leg action on the front or back * Demonstrate Sculling to move head first through the water   **Link, Evaluate and Improve Skills**   * Link actions together to propel the body and travel though the water in a streamlined position * Change direction in the water, through body rotation, when travelling and swimming * Choose the most appropriate swimming stroke to answer a variety of tasks * Show some understanding of simple tactics in games activities * Demonstrate how to choose and use skills for different swimming tasks * Improve the control and co-ordination of their bodies in water * Describe the best position of their feet in water during a kicking action   **Develop Healthy Competition and Fitness**   * They understand that being active is enjoyable and good for them * They are able to recognise what their bodies feel like during different activities * Take part in a kicking duel – how far can you push for partner back. Try 2 pupils on each side of the woggle * Relays races - using legs only (alternating leg action and simultaneous leg actions), sculling, swimming 5 metres on the front, tuck and rotate onto the back |

**NATIONAL CURRICULUM AWARD Recommended Pool Position: middle**

**Pupils will be able to:**

1. Swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Swim 15 metres using a range of strokes on their front and back ensuring change of strokes is fluent.
3. Tread water for 20 seconds just out of pupil’s depth and then float on the back.
4. State the correct actions they would take if they saw a swimmer in difficulty in water – reach rescue, throw rescue, phone 999 (never go in).
5. Have knowledge on the dangers of water, locally and nationally, including cold water.
6. Have the knowledge of how to save themselves if fell in water by accident – treading water, floating on their back, H.E.L.P and HUDDLE position.

PRIMARY SCHOOL SWIMMING - NATIONAL CURRICULUM STANDARDS

|  |  |  |
| --- | --- | --- |
| National Curriculum outcomes by Year 6 | What should Pupils know and do | Minimum standards of swimming strokes |
| **Swim Competently, confidently and proficiently over a distance of at least 25 metres** | * A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water. * Strokes are as strong at the end as at the start * Strokes are recognisable to an informed onlooker.   Pupils choose stroke and start in the water, must be relaxed. | Front Crawl |
| * Body Position- as flat as possible, streamlined * Legs – move up and down close together, alternating legs * Arms – hand pulls underwater to the hips and then over the top of the water * Breathing – in and out regularly, face in the water most of the time * Timing – legs and arms alternating |
| **Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke** | Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.  E.g. swim 15 metres using a range of strokes, with change of strokes to be fluent, treading water using a breaststroke type action and sculling with hands. | Backstroke |
| * Body Position- as flat as possible, streamlined, eyes looking up * Legs – move up and down close together, alternating legs * Arms – hand pulls underwater to the hips and then over the top of the water * Breathing – in and out regularly * Timing – legs and arms alternating |
| **Perform safe self- rescue in different water – based situations** | Water Safety Message:  **S**pot the Dangers  **A**dvice – take advice  **F**riends – go with a friend  **E**mergency- learn what to do in an emergency  Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble. | Breaststroke |
| * **Body Position-** as flat as possible, streamlined * **Legs –** feet drawn up to the bottom, kick backwards with feet * **Arms –** eachhand pulls in a narrow semi-circular movement, arms stretched forward * **Breathing –** in and out regularly * **Timing –** arm , then leg action |

**AQUATIC AWARD 5 Recommended Pool Position: middle**

**Pupils will be able to:**

1. Show a horizontal stationary scull on the back for 5 seconds and then scull feet first for 5 metres.
2. With a partner, plan and then demonstrate a sculling sequence for 30-45 seconds to include a rotation and movement in more than one direction.
3. Tread water for 30 seconds out of depth, head to be above the water at all times.
4. Show either a straddle, pencil or star entry into deep water.
5. Swim 10 metres Back Crawl using both arms and legs.
6. Swim 10 metres Front Crawl using both arms and legs and with the face in the water.
7. Swim 10 metres Breaststroke, breathing every stroke.
8. Swim 5 metres Butterfly.
9. Swim 5 metres on the front and demonstrate a forward somersault, tucked in the water.

|  |  |
| --- | --- |
| **Improver 2 Swimmers**  *How do you recognise an Improver 2 swimmer?*   * They swim confidently for longer distances * They are able to swim on their front and back with streamlined body position and faces in the water * They are able to swim a variety of different strokes | **Develop Competence to excel in a broad range of Skills**   * Show a horizontal stationary scull on the back for 5 seconds, then scull feet first for 5 metres * With a partner, plan and then demonstrate a sculling sequence for 30 – 45 seconds to include a rotation and movement in more than one direction * Tread water for 30 seconds out of depth, head to be above the water at all times * Show either a straddle jump, pencil jump or star jump into deep water * Swim Back crawl using both arms and legs * Swim Front crawl using both arms and legs and with the face in the water * Swim Breaststroke breathing every stroke * Swim Butterfly * Use the specific strokes to travel through the water and gradually increase the distance covered * Swim 5 metres on the front and demonstrate a forward somersault, tucked in the water   **Link, Evaluate and Improve Skills**   * They choose to apply the correct swimming procedures from a range of skills to answer a task, linked to games, activities and synchronised movements * Decide which leg kick is best for treading water, and explain why * Watch a partner swim different strokes and say which is faster, and why   **Develop Healthy Competition and Fitness**   * The pupils can talk about the rules they need to follow in and near water * Monitor the intensity of swimming different strokes and describe how it feels to perform them (e.g. easy, energetic and exhausting) * See who can jump the highest on take-off when doing pencil/start jumps in the water * See who can do the most efficient straddle jump (head remaining above the water) * Pupils to score each other’s sculling routines |

**AQUATIC AWARD 6 Recommended Pool Position: deep**

**Pupils will be able to:**

1. Plan and demonstrate a warm up activity for the swimming lesson. Explain the importance of preparing for exercise.
2. Sink down the pool wall, push off on the side, glide, kick and rotate into Back Crawl. Repeat but rotate into Front Crawl*.*
3. Swim Front Crawl to include a regular breathing pattern.
4. Swim Breaststroke to include a breath every stroke.
5. Swim Butterfly to include at least 4 regular breaths.
6. Swim 25 metres any stroke in a smooth and relaxed manner.
7. Perform two surface dives, one head first and one feet first.
8. Exit the water without using steps.

|  |  |
| --- | --- |
| **Advanced 1**  *How do you recognise an Advanced 1 swimmer?*   * They swim confidently for longer distances on a variety of strokes * They are confident in deep water * They are able to swim a variety of different strokes with correct techniques | **Develop Competence to excel in a broad range of Skills**   * Sink down the pool wall, push off on the side, glide, kick and rotate into Back Crawl. Repeat, this time rotating into Front Crawl * Swim Front Crawl to include a regular breathing pattern * Swim Breaststroke to include a breath every stroke * Swim Butterfly to include at least 4 regular breaths * Swim 25 metres any stroke in a smooth and relaxed manner * Perform 2 surface dives, one head first and one feet first * Exit the water without using the steps   **Link, Evaluate and Improve Skills**   * They choose, use and vary strokes and skills according to the task and challenge * They work with others to plan and implement strategies and ideas * They construct rules to play water games and activities fairly   **Develop Healthy Competition and Fitness**   * Plan and demonstrate a warm up activity for the swimming lesson, explain the importance of preparing for exercise * They explain why physical activity is good for their health * In teams, surface dive relay. The winning team is the team with the least amount of splash being created when performing surface dives * In teams of four - medley relays - **all** pupils get a chance to do **all** strokes |

**AQUATIC AWARD 7 Recommended Pool Position: deep**

**Pupils will be able to:**

1. Swim 25 metres Front Crawl in a smooth continuous action and a regular breathing pattern.
2. Swim 25 metres Back Crawl in a smooth continuous action and a regular breathing pattern.
3. Swim 25 metres Breaststroke with correct co-ordination and breathing every stroke.
4. Swim 10 metres Butterfly.
5. In a small group devise a routine to last one minute showing a variety of skills and strokes. The routine must include sculling skills, rotation skills and floating skills.

6.Perform a minimum of one sitting dive in deep water.

7.50 metre continuous swim using one stroke only.

8. 100 metre continuous swim using at least 3 different strokes.

1. 30 seconds treading water using an egg beater action.
2. Complete an obstacle course which involves swimming through two items and picking up two items from

the bottom of the pool.

|  |  |
| --- | --- |
| **Advanced 2**  *How do you recognise an Advanced 2 swimmer?*   * They swim confidently for longer distances on 4 different strokes with correct techniques * They are very confident in deep water | **Develop Competence to excel in a broad range of Skills**   * They consolidate and develop the quality of their skills * They improve linking movements and actions * Swim 25 metres Front Crawl with a smooth continuous action and a regular breathing pattern * Swim 25 metres Back Crawl with a smooth continuous action and a regular breathing pattern * Swim 25 metres Breaststroke with correct coordination and breathing every stroke * Swim 10 metres Butterfly * Perform a sitting dive * 50 metre continuous swim using one stroke only * 100 metre continuous swim using at least 3 different strokes * 30 seconds treading water using an egg beater leg action   **Link, Evaluate and Improve Skills**   * They work in small groups to devise a routine showing a variety of skills and strokes, such as :   *Sculling – stationary/head /feet first,*  *Rotation – Forward /backward somersault, log roll*  *Floating – star on front/back, mushroom float, create own*  *Eggbeater – moving, lifting one or both arms out of the water*   * They work independently to complete a challenge course through and under the water * Identify objects which might make good flotation aids * Observe what happens to body position when breathing on various strokes   **Develop Healthy Competition and Fitness**   * They know and can describe the short term effects of exercise on their bodies and how it reacts   to different types of activity   * Work to improve personal best times by adapting their stroke technique * In role play- working as a team, rescue someone in difficulty. Which team makes the safest rescue? |

**NEW Water Safety Award 2**

**To be taken alongside Aquatic Awards 4 - 7**

**Pupils will be able to:**

1. Answer 3 questions on the S.A.F.E Code.
2. Demonstrate a reaching rescue to a person in difficulty 2-3 metres away.
3. Demonstrate a throwing rescue to a person in difficulty 8-10 metres away.
4. Explain the reasons for using different types of rescue and why you would not enter the water when performing any rescue.
5. Swim through the rapids (the rest of the class creating the rapids) for 10 metres. Explain where you may find tides and currents.
6. Enter the water safely, swim 20 metres with clothes on (t-shirt and shorts/skirt) and tread water for 1 minute with head above the water.
7. Demonstrate the **H.E.L.P** (Heat Escape Lessening Position) position for 3-5 minutes. Explain when and why you would use this.
8. Demonstrate the **HUDDLE** position. Take a turn waving to attract attention. Show an understanding of the importance of this. Climb out without assistance.

**WATER SAFETY - Unit 2**

|  |  |
| --- | --- |
|  | **Children should learn:** |
| **Water Safety:** | * **deep water safety skills:**  1. **to tread water** 2. **to swim with clothes on** 3. **to demonstrate a reaching rescue** 4. **to demonstrate a throwing rescue** 5. **to demonstrate the H.E.L.P position ( Heat Escape Lessening Position)** 6. **to exit deep water safely**  * **how their actions and behaviour should ensure their safety on the poolside** * **how to respond to emergency alarms or whistles** |
| **Water Safety:**  **Water Safety code** | * **how they can identify various dangers and how to avoid them** * **about water safety signs, be able to recognise them and comply with them** * **about appropriate actions to help themselves and others in dangerous aquatic situations** |

**Example questions**

* + What would you do if you heard an emergency alarm or whistle in the swimming pool?
  + Where is the safest place to swim, and why?
  + Where should you never swim, and why?
  + Name 3 places you should never swim.
  + If you saw a person in trouble in the water what is the first thing you should do?
  + Why should you never enter the water when doing a reach or throw rescue?
  + Who is the most important person when seeing someone in difficulty in water?
  + How would you know if it was safe to swim at the beach?
  + Where would you find water safety signs and how would you interpret them?
  + What are the differences between swimming pool water and other water sources?
  + What should you wear if you go out in a boat in open water?
  + What can happen if a person falls into water with clothes on?

**Good Swimming Style Descriptors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Front Crawl** | **Back Crawl** | **Breaststroke** | **Butterfly** |
| **Body**  **Position** | Horizontal, straight, streamlined, face in water | Almost horizontal, straight, streamlined, back of the head in the water | Stretched, streamlined on the front following the kick;  lifting of the head and shoulders to breathe during the pull | Lying on the front, varying with the undulation throughout the stroke cycle |
| **Leg**  **Action** | Feet and legs in line with body; close to surface; steady alternate kick; whole leg movement with feet and toes pointed; small splash | Feet and legs in line with the body; steady alternating kick, whole leg movement with feet and toes pointed making a small splash; knees kept under the surface | Simultaneous kick;  bring feet towards the seat; flatten and turn out;  kick round and back in a circular pattern, and bring the feet and legs together again at full stretch | Simultaneous kick, starting at the seat; the movement travels down through the legs to the feet; toes pointed |
| **Arm**  **Action** | Alternating action with controlled entry in front; fingers first; hands pull close to the body and towards the thighs; over the water circular recovery action | Alternating circular action over and under the water; controlled hand entry overhead at full stretch in line with the shoulder; hand and arm pulls round by the side to the thigh | From stretch position, both hands press out and round in a small circular action in front of the shoulders | Simultaneous circling action, hands enter the water in front of the shoulders, press slightly outwards, then pull in and under the body through towards the hips; hands swing low over the water back to entry position |
| **Breathing** | Controlled turn of head to the side; regular pattern; ensure exchange of air. | Breath is exchanged regularly as required | Lifting the head to the front during the arm action and before each kick | Lifting the head to the front during the arm action |
| **Timing** | Co-ordination of kicking, pulling and breathing into a continuous movement | Co-ordination of kicking and pulling into a continuous movement | From the front extended position, the hands and arms pull during which action the breath is taken followed by the kick and a return to the extended position | Kick; pull; kick; recover;  breath taken during the pull |

**FAULTS AND CORRECTIONS:**

**FRONT CRAWL**

|  |  |  |
| --- | --- | --- |
| **Fault** | **Cause** | **Corrective Practices** |
| Head high and out of water | Fear of water on face  Poor breathing technique | Water confidence; streamlined kicking with face in water; isolate breathing action |
| Hips/legs low | Head too high | Water confidence; breathing action; leg action |
| No movement when kicking | Cycling action; toes not pointed;  legs too straight | Kicking practices |
| Excessive body roll | Entry/pull over centre line; turning head too far to breathe | Early arm action practices; breathing practices |
| Elbow dropped during propulsive phase | Weak 'catch' position  Moving elbow before hand | Sculling practices; arm action practices |
| Legs swinging from side to side | Swinging recovery; entry over centre line; weak leg action | Arm and leg practices |

**FAULTS AND CORRECTIONS:**

**BACK CRAWL**

|  |  |  |
| --- | --- | --- |
| **Fault** | **Cause** | **Corrective Practices** |
| Hips and legs too low | Sitting in water; head too far forward; eyes not looking upwards | Body position practices; floating on back |
| Knees breaking surface | Kicking from knee; cycling action | Kicking practices |
| Legs swinging from side to side | Swinging recovery action; ineffective leg action; hand entry across centre line; arm pulling round to side | Arm practices; kicking practices |
| Bobbing action | Head lifted too high; pulling too deep; uncontrolled recovery | Body position practices; arm practices |
| Entry over centre line | Excessive body roll; not finishing propulsive phase; arm bent during recovery; thumb first entry | Arm practices |
| Arm action not alternating | Stopping when arms are at side; incorrect timing | Arm practices; full stroke practices |

**FAULTS AND CORRECTIONS:**

**BREASTSTROKE**

|  |  |  |
| --- | --- | --- |
| **Faults** | **Causes** | **Corrective Practices** |
| Screw kick | Shoulders not level; one hip lower than other; knee turned inwards; foot turned inwards | Body position practices; leg kick practices |
| Incorrect timing | Stroke not co-ordinated; leg action not completed | Push, glide and add one arm and leg cycle to finish in glide position; build up to two stroke cycles with glide in between and to finish etc. |
| Knees pulled too far forward | Bringing knees forward in recovery rather than heels to seat | Leg practices |
| Pulling beyond centre line | No in-sweep in arm action; very wide out-sweep | Exaggerated correction of full stroke – small arm stroke; arm practices |
| Breathing too early in arm cycle | Not showing fully stretched position with face in water; lifting head during initial movement to ‘'catch'’ | Full stroke emphasising stretched position; standing arm practices combined with breathing |
| Not breathing every stroke | Incorrect timing | Timing practices |

**FAULTS AND CORRECTIONS:**

**BUTTERFLY**

|  |  |  |
| --- | --- | --- |
| **Faults** | **Causes** | **Corrective Practices** |
| Excessive undulation | Kicking from knees; entry too close to head | Body position practices; leg and arm practices |
| Lifting head too high to breathe | Chin lifting rather than being pushed forward; excessive undulation | Body position practices; breathing practices |
| Alternating leg action | Legs not kept together | Leg practices |
| Arms not clearing water | Body not horizontal; head too high | Body position practices; leg practices |
| One leg kick for each arm cycle | Excessive knee bend during kick; pause after arms enter; body not horizontal | Body practices; timing practices |

**Games Activities**

**TOOLBOX**



**Introduction to Developing Skills through Games Activities**

Games activities are integral to Physical Education and are an essential part of a pupil’s education, development and enjoyment. Swimming should be fun and any games activity used in the teaching of swimming, must be selected because it achieves an outcome or reinforces a skill already learned.

Many games played during dry land P.E can be adapted and adjusted to work in the water.

The following guide has been produced as an aide for use by anyone actively involved in the delivery of a school swimming programme.

The Games activities in Section 1 can be utilised across all ability levels with some adaptations. The games activities in Section 2 are suggested for the swimmers within Unit 2 of the Scheme of Work as they incorporate the more difficult aquatic skills.

The basic description is directed at the lower ability groups i.e. Non swimmers and Beginners; the progression box describes how to adapt the games activity for the higher ability groups.

There are no set rules that say how many games activities should be used or when in a lesson they should be planned. Therefore they can be utilised as an introductory/ warm up, during the main theme to introduce a new skill and check learning or at the end of a session during the warm down.

The games activities are based on the core aquatic skills that are essential for every swimmer - fun games activities can be used to deliver these:

**A**quatic **B**reathing (AB) **B**alance & **B**uoyancy (BB) **T**ravel & **C**oordination (TC)

**S**treamlining (S) **R**otation & **O**rientation (RO) **S**culling & **T**reading Water (ST)

Attempting to teach stroke technique without first ensuring the swimmers have a good knowledge and understanding of the core skills may result in execution of the stroke being incorrect.

**Fun**damental Movement Literacy is a framework we also use to teach a variety of sports including swimming. The Basic Movement skills in an aquatic environment that need to be developed are:

**ABC’S** (Agility, Balance, Coordination, Speed), **KGBS** (Kinaesthetics, Gliding, Buoyancy, Striking with the body),

**RJT** (Running, Jumping, Throwing), **CKS** (Catching, Kicking, Striking with an Implement)

**Section 1**

**Games Activities - suitable for Swimming Scheme of Work, Units 1 & 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Swim Fishes Swim | Choose 3 children to be the sharks. All other children are fish at one end of the pool. One of the sharks shouts swim fishes swim. Fish travel from one edge of the pool to the other without the sharks catching them. If a fish gets caught they become seaweed and are stuck to the floor. They can use their arms to catch other fish but cannot move their feet. Game continues until all fish are caught. | Walking with an aid, walking unaided, swimming in shallow water, swimming in deep water. | BB, TC & ST |
| Pip, Squeak, Wilfred | Children stand in a circle. Label each child ‘Pip’, ‘Squeak’ or ‘Wilfred’. Shout out one of the names. Those children run round the circle and back to their original place. Last child back is out. (the children that are out should be given an appropriate activity to keep warm e.g. jog slowly on the spot) | Walking, running, travelling in different ways, swimming using different strokes, deep water so treading water is needed, add in a roll as they travel around the circle. | BB, RO, TC & ST |
| The Bean Game | Children move round a given space behaving in the way the teacher shouts out. (Runner bean, speedy bean, slow bean, underwater bean, skipping bean, baked bean, rolling bean, sculling bean etc). | Vary instructions according to ability. Complete in different depths of water. | AB, RO, TC & ST |
| Simon Says | The teacher or a swimmer to be ‘Simon’. The participants to follow the instructions that begin ‘Simon Says’. Movement through the water in different ways or tasks like jumping, splashing or skipping | Face in water to blow bubbles, floating, travel feet off the floor or speed up the game. | AB,BB, RO & TC |
| Bobbing for Treasure | Each swimmer is given an object as a sinker. The sinker is held at the surface and released, a predetermined number is counted before the swimmer is allowed to catch the sinker | The number is changed to a higher one to allow the sinker to sink further down until it is eventually allowed to sink to the floor.  The swimmers move to deeper water. | AB & BB |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Traffic Lights | For the traffic lights use a red, yellow and green card or object like a float or sinker. When the red light is shown the swimmers must stop, when the yellow light is shown they move slowly and when the green light is shown they move quickly. | Teacher to increase the speed of the changing lights. Swimmers to move with the feet off the floor and float when red card is shown. For higher levels they must perform a task i.e. handstand, forward roll or sculling | TC & BB |
| Choppy Seas | Two lines of swimmers facing each other, each swimmer with a float held vertically and half the float in the water. The swimmers holding the floats move the floats backwards and forwards to create small waves and a swimmer then moves through the waves. | Swim through the waves.  Make the waves bigger by pushing harder. | AB & BB |
| Splat | Children stand in a circle with one child in the middle. The middle child chooses another child, puts their hand up to that child and says ‘splat’. The child who has been splattered bobs under the water blowing bubbles. The two children either side then splat each other by facing each other, putting their hand up and saying ‘splat’. The last person to do this is out (the children that are out should be given an appropriate activity to keep warm e.g. jog slowly on the spot). Last two children in are the winners. | Vary the depth the splattered child has to go under. (Beginners – shoulders under, advanced blowing bubbles for 30 seconds). Play in different depths of water according to ability. Change action to be done when splattered. | AB, BB & RO |
| Starboard | Children start in the middle of the pool. Teacher points out North, South, East and West and goes through other actions that will be needed. Actions:  **‘Climb the rigging’** – children pretend to climb a ladder, **‘Two/three men in a boat’** – children join together in two’s or three’s and travel around joined,  ‘**Captains coming’** – children salute the captain,  **‘Man overboard’** – children jump up in air and then go under water and blow bubbles  **‘Scrub the decks’** – children go to bottom of pool and pretend to scrub the pool bottom. | Children can walk, run or swim to the different areas of the pool.  Deeper water will present a bigger challenge.  Vary the actions according to children’s ability. | AB, BB, RO, TC and ST |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Sky Divers | The group stand in a circle with a woggle under the arms for support and the swimmers link wrists. Number the swimmers 1 or 2. The Number 1’s move into a stretched front floating position and are become sky divers. They hold the position for a predetermined length of time then regain their feet. The numbers 2’s then attempt the same and then they become the sky divers. | The swimmers put their full face in the water and blow bubbles.  All the sky divers go at the same time.  Attempt to sky dive without the woggle for support. | AB & BB |
| Woggle Bikes | Tie a woggle into a knot and ask the swimmers to imagine these are the handlebars of a pedal bike.  They pedal across the pool raising their knees. | Change to a motorbike to move faster around the pool. Drive around the pool feet off the floor.  Blow out into the water to make a motorbike sound. | AB, BB &TC |
| Chain reaction | Swimmers to make two teams (in lines). The children should link hands. Each line/team should have a large hoop at the start. The hoop must reach the other end without breaking the chain, so each swimmer must pass through the hoop. The team to get their hoop to the end first wins. | The swimmers must complete the task in a set time. Use smaller hoops | BB & TC |
| No Hands Relay | In teams/pairs they must move a floating object across the pool without using their hands. Instead they can use chest, shoulder, chin. | To bring the face closer to the water they must use nose or forehead.  Progress to top of head so the full face is in the water. Repeat with feet off floor | BB, TC & AB |
| Under the Rainbow | Selected swimmers to hold different coloured woggles over the water in an arch, swimmer moves under the rainbow using a push & glide on the front. | The arch is moved lower to the water to encourage the face closer to the water and eventually all the face in the water.  The exercise can be repeated with the swimmer on the back. The challenge is to get as far as possible. | S, AB & BB |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Rats and Rabbits | Children start in the middle of the pool, ‘rats’ stood in one line and ‘rabbits’ in another. Lines should be about one metre apart. Teacher shouts out ‘rats’ or ‘rabbits’. If ‘rats’ is shouted the ‘rats’ move as fast as they can to their side of the pool. The winner is the first one back to the side. Same goes for ‘rabbits’ when shouted.  Extension – Play in the same way but if ‘rats’ are shouted ‘rabbits’ must try and tag the ‘rats’ before they get to the side of the pool | Children could travel in different ways. They could swim using different strokes.  Add an obstacle like going through a hoop or picking up an object from the bottom of the pool.  Play in deeper water so treading water is necessary. | BB, RO,TC & ST |
| Reds, Blues, Yellows, Greens | Have coloured cones at different points in the swimming area. Children start at a chosen coloured cone. Pick three children to be catchers. One catcher shouts out two colours. The children by those cones have to swap places without being caught by the catchers. | Children could travel in different ways. They could swim using different strokes.  Children under water blowing bubbles could be safe from the catchers. | AB, BB and TC |
| Moon and Sun | Children spread out in the playing area. Three children are ‘moons’ and one child is the ‘sun’. The ‘moons’ try and catch the rest of the children if they do that child must freeze. The ‘sun’ child can free the frozen children. Change ‘moons’ and ‘suns’ every few minutes. | Children could travel in different ways. They could swim using different strokes.  Play in deeper water so treading water and swimming is necessary. | BB, TC & ST |
| Tag Tail challenge | All children except 2 chasers and 2 providers have one tag which they attach to their swimwear as a tail. Chasers pull as many tails as they can. Once tagged a child stands still. Providers run to children who have been tagged and give them another one. Allow two minutes for each game. The winner is the chaser with the most tags collected. | Children can walk, run or swim.  Deeper water will present a bigger challenge and require the children to swim. | BB, RO, TC & ST |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Mirror! Mirror! | Children stand face to face with a partner about one metre apart. Label themselves 1 and 2. Children start with their hands up and palms facing forward, almost touching their partners and imagining there is a mirror between. Number 1 produces movements that number 2 must follow. Think about hand, foot, head and body position. Swap roles. | Mirror actions will vary depending on ability of the children and the depth of the water they are working in.  Children could experiment moving across the pool and mirroring. How perfectly can they stay together? | S, BB, RO, TC & ST |
| Canoe Relay | 2 Woggles, the ends pushed through a sinker hoop, armband or large arm disc. The swimmer must get in the canoe and race to their other team mate and hand the boat over the first team to get their boat to the end wins. | The swimmers can be made to travel in the boats together, collect objects along the way, travel around obstacles. | BB, RO & TC |
| Hot Potato | The group make a circle and a ball is used as the hot potato. Using both hands to throw and catch the hot potato. A swimmer is “out” if they drop the potato, hold it for more than a few seconds, throw the potato out of the circle or throws the potato to the same person as threw it to them. This game is ideal for a concluding activity for the end of the lesson as when the swimmer is “out” they leave the pool. | Have more than 1 potato. Ask them to speed up, have 2 teams and the last person in wins for their team.  They use just one hand to throw and catch with. Move to deeper water where they must tread water. | BB, TC & ST |
| Stretch Long  -  Stand  Tall | Standing one foot behind the other, knees bent so shoulders are under the water, holding a float or woggle out in front, the swimmers lean forward allowing their feet to float up and they must stretch into a glide. When the glide stops they regain their feet and repeat the exercise thus travelling. | Stretch long stand tall on the back.  Once on the front then once on the back. Stretch long on front, roll onto back then repeat. Stretch long on back, roll onto front and stand. | AB, S, BB, RO &TC |
| On tow | In pairs, each pair has a woggle. They stand one behind the other with the swimmer in front placing the woggle around the waist for their partner to hold on to. The person holding the woggle lifts their feet and lays flat on their tummies to allow themselves to be towed. | The swimmer towing must travel backwards. They must manoeuvre around obstacles in the water.  They tow the partner whilst swimming. | S, BB, & TC |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Woggle Duel | In pairs, a woggle in-between the pair. Both swimmers should hold the woggle in the centre arms extended. They then use a Front Crawl or Breaststroke leg action to push their opponent to a predetermined point. (Butterfly leg action should not be used**)** | Different floats or balls could be used.  Swimmer must put face in water.  Two against two. | BB & TC |
| Waiter Waiter!!! | Group spilt into small teams. Each team is given a float which must be balanced on their fingers and kept out of the water. They must carry the tray (float) across the pool and collect an item (small toy or sinker) on the tray and carry it to their teammate without dropping it. First team to get all their items safely to the other side wins. | Complete the relay moving backwards. Carry the tray (float) on the head.  Swim on the front or back whilst carrying the tray. | AB, TC & BB |
| Head Shoulders Knees & Toes | Swimmers should be in shallow water where they can place their feet firmly on the floor. They must place both hands on each of the body parts as they are called. The feet should not leave the floor at any time. | Move to deeper water where the head will have to submerge fully for the swimmer to be able to touch their toes. | AB, BB & RO |
| Don’t wake Grumpy | The group is split into two teams and large floating hoops are placed in the water at each side. A swimmer is selected to be the sleeper in the centre (can use a woggle). The teams must circle the sleeper and gently try to touch the sleeper without waking them. Each touch is worth one point. The sleeper can wake at any time and chase the group. If the sleeper tags someone they too become a sleeper. The aim is to touch the sleeper and make it back to the safety of the hoops. The game is over when either every one is back in the hoops or are a sleeper. The team with the most points wins. | Fewer hoops are used.  The hoops are placed further away.  Smaller hoops are used. | AB, BB, RO, TC & ST |

Key for Core Aquatic skills:

**AB** = Aquatic Breathing, **S** = Streamlining, **BB** = Buoyancy and Balance, **RO** = Rotation and Orientation,

**TC** = Travel and Coordination, **ST** = Sculling and Treading Water

**Section 2**

**Games Activities - suitable for Swimming Scheme of Work, Unit 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Handstands | In water just below chest depth and in small groups using a large floating hoop the swimmer must attempt to hold the handstand for 3 seconds and regain feet without touching the hoop. If one swimmer holds the hoop, one attempts the task and the others observe and feedback if the hoop is touched. | Use hoops of a smaller diameter. Extend the time the handstand is held for. | BB, AB & RO |
| Sculling Relay | Split into teams.  Swimmers must scull over a predetermined distance in relay. | Swimmers to scull carrying objects between their feet (floats, balls, pull buoys etc). Change direction to feet first. | AB, S, BB, TC & ST |
| Push It | Split into small teams, each team has an object that sinks. The team must take it in turns to submerge and push the object along the floor as far as they can before resurfacing. The winning team is the one that reaches the predetermined finish line first. | The sinkers increase in size and weight.  The swimmers may only use arms or legs to swim with.  They may only use a limited amount of kicks or pulls. | AB, S & TC |
| Me and My Reflection | Swimmers in pairs, facing each other, must tread water staying opposite each other. They should travel sideways, using a sculling action with their hands & feet. | Linking wrists, just using their feet to travel.  Travel in different directions. (Forwards, Backwards, Left & Right)  Travel and pass a ball between themselves. | BB, TC & ST |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Activity/Description** | **Progression** | **Key Aquatic Skill** |
| Circuits | * Sculling * Treading water * Handstands * Swimming different strokes * Surface Dives * Towing partners * Different jumps into the water * Forward rolls * Log rolls | Ask the swimmers to design their own circuit. | AB, S, BB, RO, TC & ST |
| Sequences | Split into small groups and use the aquatic skills such as handstands, forward rolls, log rolls, treading water and changing direction to create a movement sequence. | Allow the swimmers to devise a sequence to music. | AB, S, BB, RO, TC & ST |
| Water Safety | Clothes required: Shorts, skirts, t-shirt, ¾ length trousers  **(NO JEANS, LINED TRACKSUIT BOTTOMS OR NIGHT WEAR)**  Casualty Recognition, Reach Rescue (Woggle), Throw Rescue (Ball) | Swimming in clothes for 20 metres then treading water for 1 minute. | AB, BB, RO & ST |

Key for Core Aquatic skills:

**AB** = Aquatic Breathing, **S** = Streamlining, **BB** = Buoyancy and Balance, **RO** = Rotation and Orientation,

**TC** = Travel and Coordination, **ST** = Sculling and Treading Water