

Commissioned By:



**Buckinghamshire
Council**



Schemes of Work

Beginner; 0 – 5 meters

Bucks Swim Star Awards Criteria (1-7)	<u>Bucks Swim Star Awards - Criteria</u>
Key Stage: Any	DURATION: 12 LESSONS Assessment is continuous throughout the programme of study.
National Curriculum Outcomes: <ol style="list-style-type: none">1) <u>Perform safe self-rescue</u> in different water based situations2) <u>Swim competently, confidently and proficiently over a set distance of at least 25m</u>3) <u>Use a range of strokes</u> effectively, for example, front crawl, backstroke and breaststroke <u>Specific targets for this scheme of work:</u> <ul style="list-style-type: none">• Improve water confidence• Ability to travel across the pool (aided and unaided) a distance of 5m• Ability to float (aided and unaided)• Develop an understanding of safe self-rescue and can verbally recall key strategies	

Prior learning	Language for learning	Resources
<p>It is helpful if the pupils have experienced:</p> <ul style="list-style-type: none"> ☐ getting self changed ☐ being in a leisure centre ☐ water over their faces ☐ being in a swimming pool 	<p>Through the activities in this unit pupils will be able to;</p> <p>understand, use and spell correctly words relating to swimming. i.e. floating, breathing, kicking and water safety.</p> <p>observe, analyse and evaluate peers' strokes and feedback.</p>	<ul style="list-style-type: none"> ☐ Noodles ☐ Floats ☐ Discs ☐ Toys – as many as possible!

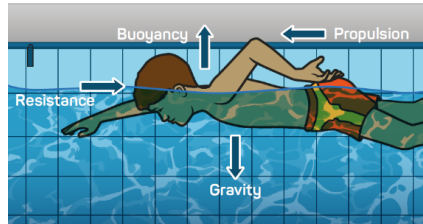
<p align="center">Key Concepts and Processes:</p> <p align="center">Developing key life skills and physical literacy through school swimming</p>		
<p>Outwitting an opponent:</p> <ul style="list-style-type: none"> ● Pupils will identify different areas of the swimming pool and be able to move between these areas using a variety of techniques including travel, floating and a basic demonstration of any stroke. ● Pupils will learn and perform more basic swimming core aquatic skills with limited accuracy and some control. ● Continual development and adaptation of the necessary skills will contribute to producing an improved performance. 	<p>Developing Physical and Mental Capacity</p> <ul style="list-style-type: none"> ● Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity i.e. games based to develop core aquatic skills through play. ● Use swimming skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. ● Ask questions about the effectiveness of these strokes and water safety. 	<p>Developing Skills/Performance</p> <p>Pupils will develop an understanding and ability to demonstrate the following core aquatic skills:</p> <ul style="list-style-type: none"> ● Entries and exits ● Buoyancy and balance ● Rotation and orientation ● Streamlining ● Aquatic breathing ● Travel and coordination ● Water safety ● Demonstrating high quality performances and accurate replication will be assessed.

<p>Making and Applying Decisions</p> <ul style="list-style-type: none"> • Pupils should be able to recognise the importance of responding to the different swimming strokes. • Pupils can verbally recall a safe self-rescue and identify the importance of being able to float. • Opportunities to score/coach pupils will develop communication and decision making skills. 	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <ul style="list-style-type: none"> • Suggest any swimming lessons within the school timetable and promote community links. • Highlight swimming based fitness and the necessary components of fitness needed. <i>i.e. coordination.</i> • Develop a deeper understanding of stretches for all major muscle groups and those specific to swimming. • Discuss the major benefits of being healthy and living an active lifestyle both during school and post 16. 	<p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Appropriate questioning on teaching points of the skills and processes developed. • Appropriate questioning on safe self-rescue strategies. • Observation and peer assessment. • Provide opportunities for pupils to assess their own performance and implement strategies for improvement.
<p>Cross Curricular Links: Literacy (key words), Maths (timing), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

<p style="text-align: center;">Expectations:</p> <p style="text-align: center;">After carrying out the activities and core tasks in this unit:</p>		
<p>Most pupils will be able to;</p> <ul style="list-style-type: none"> • demonstrate an understanding of water safety • improve their confidence of being in the water • demonstrate an ability to float (aided and unaided) • demonstrate an ability to travel (aided and unaided) a distance of 5m. 	<p>Some pupils will not have made so much progress and will be able to;</p> <ul style="list-style-type: none"> • demonstrate an understanding of water safety • have water on their face/head • demonstrate a float (aided) • demonstrate an ability to travel (aided) over a distance of 5m. 	<p>Some pupils will have progressed further and will be able to;</p> <ul style="list-style-type: none"> • demonstrate an understanding of water safety and a safe self-rescue • improve their water confidence and develop their aquatic breathing • demonstrate a float (unaided) • demonstrate an ability to travel (unaided) over a distance of 5m.

The Principles of Movement in the Water

Everyone moves differently in the water, depending on a range of factors. To teach effectively, swimming teachers need to know about the principles underpinning how people float, the scientific principles governing movement in and through the water, and the effects of different water conditions.



Buoyancy and gravity

Buoyancy is the ability of an object or body to float on liquid. Gravity is the force that attracts objects towards the earth.

Resistance

Water creates more resistance for a person than air does. As pupils move through the water they will experience resistance, which slows their progress through the water.

Propulsion

This is the force that drives the swimmer forward. It's generated by all parts of the body. The body will move forward when propulsion is greater than resistance

Repetitions and guidance

Each activity should be completed at least two widths of the pool (usually 10m in total). This allows for the pupils to be able to gain an understanding of the physical movement and their kinaesthetic awareness in the pool. We would always advise quality over quantity and it is down to your professional judgement when to move onto the next activity or spend a little more time on the current one.

Swim England Expected Standards – Visual resource with key teaching points for teaching strokes

Also really helpful for injured swimmers to ensure that they are still engaged and actively learning as part of the lesson.

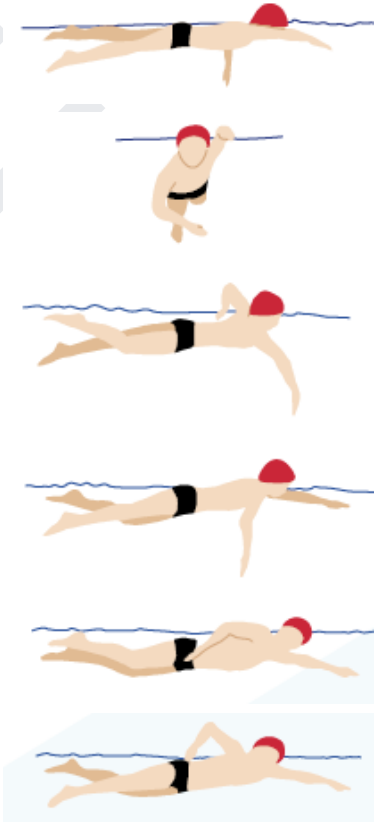
All imagery taken from Swim England resources including:

- Swim England Expected Standards - <https://www.swimming.org/swimengland/swim-england-expected-standards/>
- Swim England National Curriculum Training Programme Learner Guide
- Swim England School Swimming - <https://video.swimming.org/free-school-swimming>

Week	Learning Objective	Task Examples	Additional Guidance
1	Assessment	<ul style="list-style-type: none"> • H&S, Safe Entries & Exits, Whistle drills, pool procedures, personal/medical equipment on site, highlight specific aspects from RA, etc • 2 Non-Swimming/Beginner Groups - SHARKS (coloured cones could be used to differentiate the groups) 2 Intermediate Groups - MANTA RAYS 2 Advanced Groups – DOLPHINS • Relay format - 'Pool Rules'; collect a card, return to the team and read what the rule is to the rest of their group. <ol style="list-style-type: none"> 1. Travel forwards (differentiate the rules) 2. Travel backwards (differentiate the rules) 	<p>Sheep-Dip style assessments fuel an environment for heightened anxiety in weaker/nervous pupils.</p> <p>Write the names of the pupils on their swim hats to facilitate the grouping process (use a Sharpie or alternative permanent marker pen).</p> <p>Print & Laminate 'Pool Rules'</p> <p>Poolside Shallow water Based on swim data provided Coloured cones could be used to differentiate the groups</p> <p>Swim England; Best Practice (Holds, Clothing and Body Language)</p>

Week	Learning Objective	Task Examples	Additional Guidance
2	<p>Entries and exits</p> <ul style="list-style-type: none"> Safely perform the appropriate entry into the pool (swivel entry/ via steps) Demonstrate an understanding of the Water Safety Code Develop an understanding of aquatic breathing Exit the pool safely and unaided <p>Assessment Outcomes Bucks Swim Star 1</p>	<p>Introductions, expectations and aims of the programme of delivery</p> <ol style="list-style-type: none"> Entry and exit of the pool <ul style="list-style-type: none"> Rules of poolside, swivel entry/use of steps. Warm up (games based) <ul style="list-style-type: none"> “What’s the time Mr Wolf?”, Tag, Stuck in the Mud, Bean Game. Main activity – aquatic breathing <ul style="list-style-type: none"> Confidence activities/games – Simon says “Blow bubbles”, “Jump up and down”, “Run”, “Lay down”! Ball Challenges to set distances <ul style="list-style-type: none"> push, blow, throw and catch Extension – walking, kicking or travelling (aided; discs, noodle(s) and float(s)). Face in challenge – encourage students to get their faces wet (them washing their face, chin, mouth/nose in or whole face) <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div data-bbox="674 791 958 991" data-label="Image"> <p>Water over the head and face</p> </div> <div data-bbox="969 791 1254 991" data-label="Image"> <p>Blowing bubbles</p> </div> <div data-bbox="1265 791 1550 991" data-label="Image"> <p>Submerging the face and body under water</p> </div> </div> <ol style="list-style-type: none"> Contrast – water safety <ul style="list-style-type: none"> Using the equipment, explore ways of floating. Use the wall and/or floatation equipment. Extension – float unaided, rotating from back to front. 	<p>Reminders about entering the pool:</p> <div style="display: flex; flex-wrap: wrap;"> <div data-bbox="1653 328 1951 504" data-label="Image"> <p>Use of steps</p> </div> <div data-bbox="1653 512 1951 687" data-label="Image"> <p>Swivel entry</p> </div> </div> <p>Ways to exit the pool</p> <div data-bbox="1675 775 1928 1078" data-label="Image"> <p>Climbing out</p> </div> <p>Use steps if necessary</p>

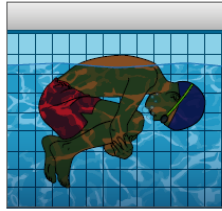
		<p>5. Water Safety Element - Float to Live Campaign (Promotion and Explanation, please see the link - RNLI Safety - Float 2 Live Students to explore floating aided and unaided – star, mushroom, pencil, HELP and HUDDLE Mushroom float - Mushroom Float Video Pencil float - Pencil Float Video HELP position - HELP Position Video HUDDLE position - HUDDLE Video</p> <p>6. Plenary – explain a rule of being in the pool.</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
3	<p>Introduce travel and coordination (front crawl basics)</p> <ul style="list-style-type: none"> Walk the width of the pool, ensuring that shoulders are under the water. Move through the water using a variety of movements i.e. run, skip, hop and jump in a variety of directions Wade 5m towards the side of the pool <p>Assessment Outcomes Bucks Swim Star 1</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> Warm up (games based) <ul style="list-style-type: none"> Captain's Coming , Weather Game, Keep Away (ball based game – defender goes in the middle). Main activity – travel and coordination <ul style="list-style-type: none"> Reinforcement of confidence building activities, e.g. washing self, pouring watering cans, blowing egg flips and toys/balls. Introduce noodle (additional one and/or discs can be used) – get pupils to <ul style="list-style-type: none"> hold onto the wall float explore kicking their legs. Key points for leg kick: <ul style="list-style-type: none"> Long legs kicking from the hip (not the knees) Floppy ankles one leg and then the other. Line game – pupils to stand on the line, explore leaning forward and travelling towards the wall (listening/understanding and improving confidence). Extend the distance and encourage pupils to lean and not jump forward. Extension – travelling the width of the pool using various aids to support. 	

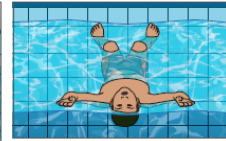
3. Contrasting activity – floating using equipment.

- Recap star floats, rotation from front to back and vice versa.

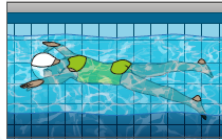
Tuck float
Gently curl up with chin on the chest, knees close to the chest. Arms around knees.



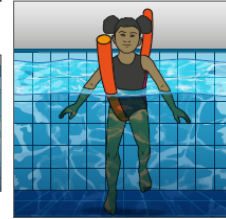
Floating on the back
Gently lie on the back with the ears in the water and the hips up.



Floating on the front
Gently lie on the front with face in the water.



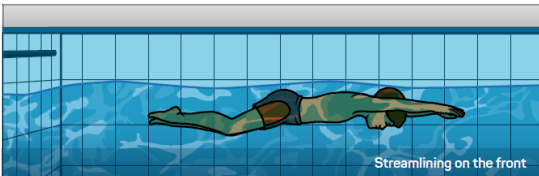
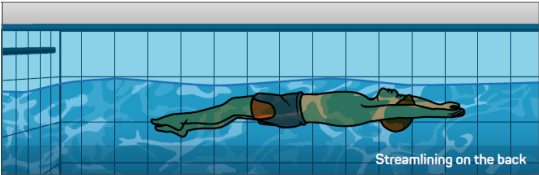
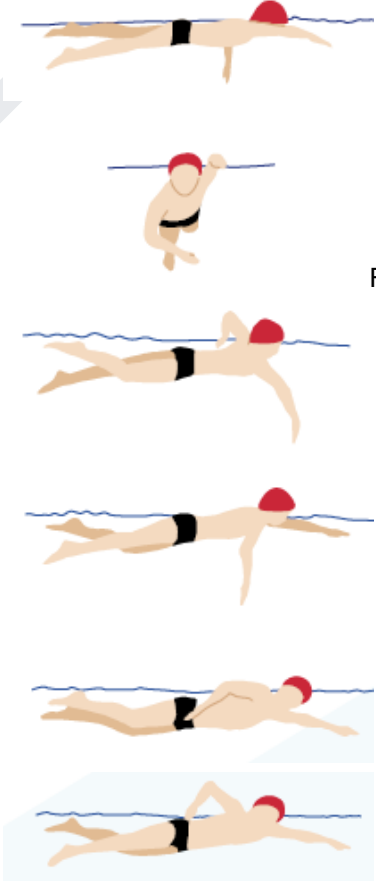
Noodle float
This keeps the face out of the water for new/nervous pupils.



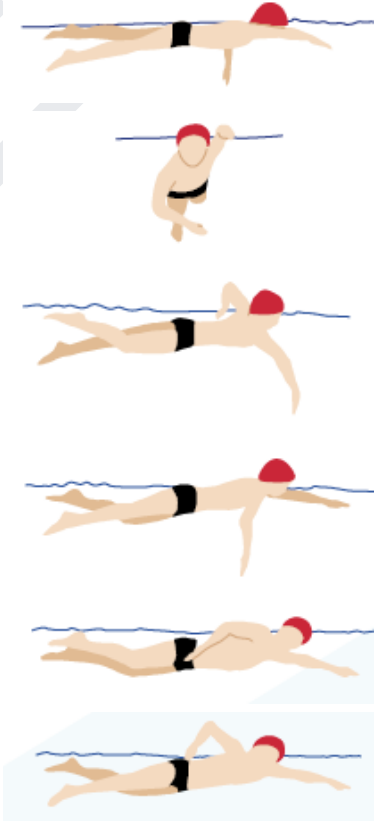
4. Water Safety Element – Simon Says

Command based game to measure progress (aids/unaided) e.g. “HELP”, “HUDDLE” and different types of floating.

5. Plenary – How have you moved today?

Week	Learning Objective	Task Examples	Additional Guidance
4	<p>Introduce buoyancy and balance (front and backstroke basics)</p> <ul style="list-style-type: none"> Play an aquatic game which include moving through the water using a variety of movements Find ways to lift both feet simultaneously off the pool floor Demonstrate a variety of different floating positions (shape suggestions include; pencil, star, letter and mushroom) Create a sequence using a variety of floats (aided and unaided) 	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> Warm up (games based) <ul style="list-style-type: none"> Stingray – pupils sit on a noodle (“seahorse”), place a disc (“sting”) on the end of the noodle. In an allocated (safe) area, pupils try to steal one another’s “stings”. The one with the most in the allocated time is the winner. Safety wise – can only steal one disc (sting!) at a time and not while someone is “loading”. Main activity – buoyancy and balance <ul style="list-style-type: none"> Floating progressions <ul style="list-style-type: none"> holding side with equipment star letters pencil tuck <div style="display: flex; flex-direction: column; align-items: center;">  <p>Streamlining on the front</p>  <p>Streamlining on the back</p> </div> <ol style="list-style-type: none"> Contrast activity – Wet Gymnastics! Over two lessons. <ul style="list-style-type: none"> Pupils create a sequence in small groups, to include; <ul style="list-style-type: none"> starting position, 3 floats and a finishing position Extension – can add in travel and rotation 	 <p style="text-align: right;">F</p>

	Assessment Bucks Swim Star 1 Bucks Swim Star 2	<ul style="list-style-type: none">• Performance – allow time for practice, performance and peer assessment (into next lesson). <p>4. Water Safety Element – Floating and Breathing regulation.</p> <ul style="list-style-type: none">• Cold Water Shock - What to do (Cold Water Shock) <p>5. Plenary – Question: If I'm an alien, how would you describe how to float? Why might floating be important in water safety?</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
5	<p>Introduce aquatic breathing (front crawl basics)</p> <ul style="list-style-type: none"> Blow an object or toy for 5m (with nose and mouth in the water) Fully submerge the whole face under the water Explore the concept of aquatic breathing <p>Assessment Bucks Swim Star 2</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> Warm up (games based) Simon Says, Crab Tag, Variations of Tag Main activity – aquatic breathing <ul style="list-style-type: none"> Reinforcement of confidence building activities, e.g. washing self, pouring watering cans, blowing egg flips and toys/balls. Relays (with aids) to encourage game play over a distance of 5m. Leg introduction (with aids; noodles/floats) <ul style="list-style-type: none"> long legs kicking from hip floppy ankles shake your socks off blowing an object across the pool. Introduce aquatic breathing <ul style="list-style-type: none"> blowing an object across the pool Introduce submerging of whole face Extension – progress to 2 floats; 1 under each arm. Contrasting activity – Wet Gymnastics! Over two lessons – performance lesson. Create a positive environment so that when one group is performing, another one will be evaluating it and identifying a star and wish for the group being observed. <ul style="list-style-type: none"> Pupils create a sequence in small groups, to include; <ul style="list-style-type: none"> starting position, 3 floats and a finishing position Extension – can add in travel and rotation Performance – allow time for practice, performance and peer assessment. 	

4. Water Safety Element – HELP and HUDDLE

Introduce/Explain these positions; with a noodle, pupils can explore how to get into them:

Heat Escape Lessening Position




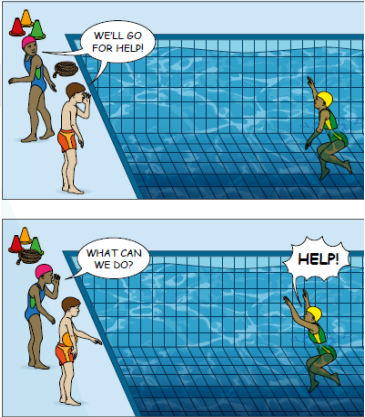
Huddle Position



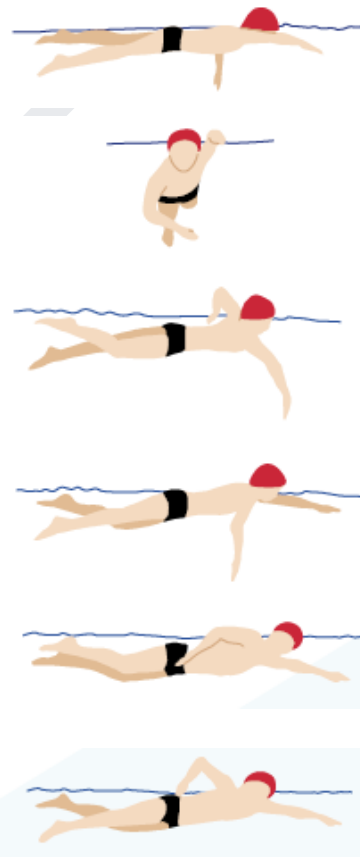


5. Plenary – exit ticket; Pupils to state a reason why water safety is important near a body of water.

Remind pupils that they need shorts and t-shirts for the next two lessons, ask school staff to support in this process.

Week	Learning Objective	Task Examples	Additional Guidance
6	<p>Water Safety 1</p> <p>A “no goggles” day</p> <ul style="list-style-type: none"> • Experience travelling (walking, travelling or swimming) wearing clothes. • Explain 2 pool rules • Describe how to signal for help • Describe how to make an emergency call <p>Assessment Bucks Swim Star 1 Bucks Swim Star 2</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> 1. Warm up (games based with clothes on) <ul style="list-style-type: none"> • Simon Says or Flag Game – using the Beach Flags to issue instructions e.g. red = climb out, red/yellow = travel in allocated area, white/black = use a piece of equipment to demonstrate a water sport. 2. Main body – Water Safety 1 <ul style="list-style-type: none"> • Q&A – discussion based activity on pool rules • Q&A – discussion based activity on how to make emergency phone calls • Signal – one hand up, treading water (use aids) 3. Contrasting activity – floating <ul style="list-style-type: none"> • Reinforcement of push and glides – rotating from front to back 4. Water Safety Element – Simon Says <ul style="list-style-type: none"> • Command style game to measure the progress made in the lesson. Develop the Beach Flags game suggested as a warm up. 5. Plenary – Spot the Dangers from the RNLI Resource (Print it off and laminate, select the scenario you want the students to evaluate) <p>Remind pupils that they need shorts and t-shirts for the next lesson, ask school staff to support in this process.</p>	<p>Signalling for help (unaided and aided)</p> 

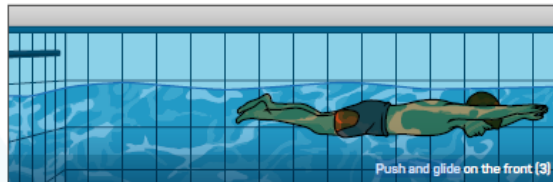
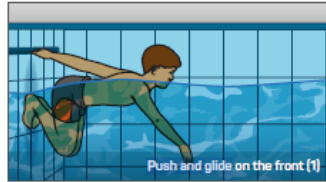
Week	Learning Objective	Task Examples	Additional Guidance
7	<p>Water Safety 2 (pupils need clothes remind them the week prior - suggest shorts & T-shirts and a “no goggles” day)</p> <p>Complete a Personal Survival Scenario to include:</p> <ul style="list-style-type: none"> • Shout and signal for help to attract attention • Demonstrate an understanding of the Water Safety Code • Floating on back (in a Personal Survival Scenario) • Explain where it is safe to swim and why • Describe hazards of one body of water and explain how to keep themselves safe <p>Assessment Bucks Swim Star 2 Bucks Swim Star 3</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> 1. Warm up (games based) Flag game using the Beach Flags to issue instructions, e.g. red = climb out red/ yellow = travel in allocated area white/ black = use a piece of equipment to demonstrate a water sport. 2. Main body – Personal Survival Scenario Shout and signal for help to attract attention Stand in shallow water with clothing completely wet - discuss differences from being in a swimming costume and clothed. - Which clothing would you remove and why? Floating on back / Float to live Discuss where it is safe/not safe to swim and why. 3. Contrasting activities - jumping in Jumping in: following Swim England Safety Guidance Jumps: pencil, tuck, star Jump in, submerge and resurface 4. Plenary – Demonstrate an understanding of the Water Safety Code <ul style="list-style-type: none"> • Explain where it is safe to swim and why • Describe hazards in one body of water (use cards from previous lesson) • Explain how to keep themselves safe 	

Week	Learning Objective	Task Examples	Additional Guidance
8	<p>Introduce rotation and orientation (front crawl basics)</p> <ul style="list-style-type: none"> To travel through the water on your front with your feet off the ground for 5m. To begin to understand how to breathe in front crawl To apply front crawl breathing over a distance of 5m (aided / unaided). Demonstrate basic arm and leg action, alternating simultaneously on their front. <p>Assessment Bucks Swim Star 2</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> Water safety recap <ul style="list-style-type: none"> Explain 2 pool rules Warm up (games based) <ul style="list-style-type: none"> Captain's Coming, Variations of Tag, Keep Away Main activity – rotation and orientation <ul style="list-style-type: none"> Noodles <ul style="list-style-type: none"> reinforce body position, leg kick and arm action. Floats <ul style="list-style-type: none"> a float under each arm (wings) one float out in front, face in and blowing bubbles Breathing <ul style="list-style-type: none"> (one hand on top of the float, one at the bottom) breathe to the open side (no smelly armpits). Take a breath and look back down. Repeat this multiple times on both arms. Extension – no aids. <div style="text-align: center;">  <p>Head turns to side to breathe in.</p>  <p>The face turns back into the water as soon as the breath is taken out under water.</p> </div>	

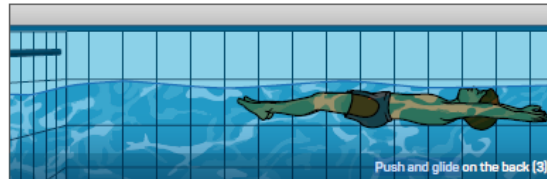
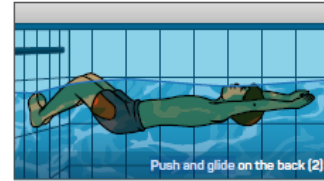
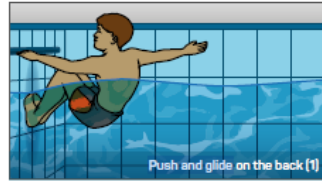
- Stroke development - introduction of **arm action**;
 - One hand at the bottom of the float, start with opposite hands fingers under the float
 - pull down straight to the hip, breathe,
 - elbow up and hand over the water as you look back down.

4. **Contrasting activity – push and glides**

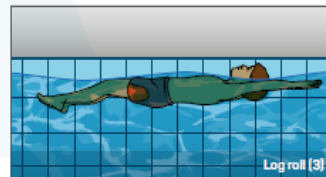
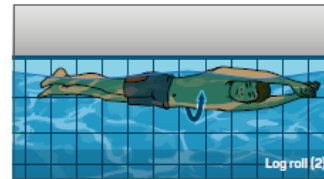
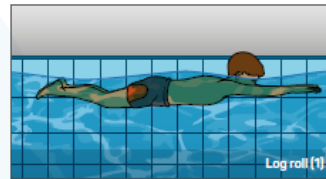
- Push and glide – front



- Push and glide on back



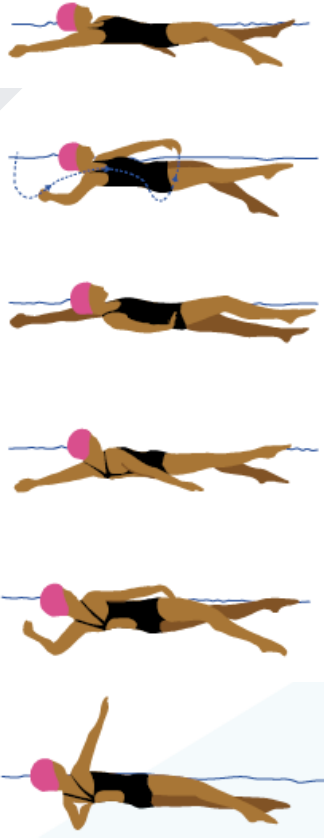
- [Log rolls \(front to back\)](#)
- [Log rolls \(back to front\)](#)



5. Water Safety Element – Floating Letters Game

- Team based or individually, create words or letters, using your body.

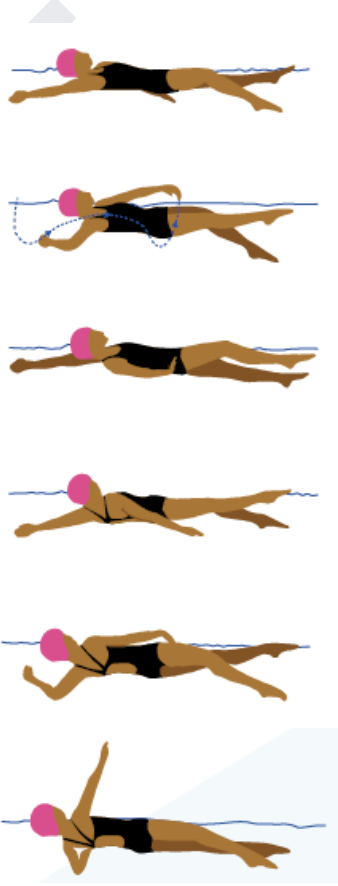
6. Plenary – Q&A: Why do you think you need to be safe around water?

Week	Learning Objective	Task Examples	Additional Guidance
9	<p>Introduce buoyancy and balance (backstroke basics)</p> <ul style="list-style-type: none"> In standing depth, play an aquatic game Undertake push and glide challenges to and from the wall (some may push and glide without aids) Perform a back glide with arms by the side and stand Demonstrate basic arm and leg action, alternating simultaneously on their back. <p>Assessment Bucks Swim Star 2</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> Warm up (games based) <ul style="list-style-type: none"> “What’s the time Mr Wolf?”, Tag, Stuck in the Mud, Bean Game. Main body – buoyancy and balance; backstroke <ul style="list-style-type: none"> Recap on floating and shapes Push and glide challenges to and from the wall Perform push and glides on the back – arms by side and stand (aided or unaided) Extension - Perform push and glides on the back introducing streamlining Noodles – floating on back reinforcing body position Floats – two on either side under the pupils arms and then down to one to be cuddled over the body Body position – key points <ul style="list-style-type: none"> tummy up ears back look at the ceiling Legs - key points <ul style="list-style-type: none"> long legs kick from the hip splash your toes Repeat practices over the width of the pool and back Arms (one float across the body, one arm performing arm action) <p><i>Key points (arms)</i></p> <ul style="list-style-type: none"> thumb out straight arm little finger in first push hand all the way to hip thumb out to repeat the continuous cycle. Repeat practices over the width of the pool and back 	


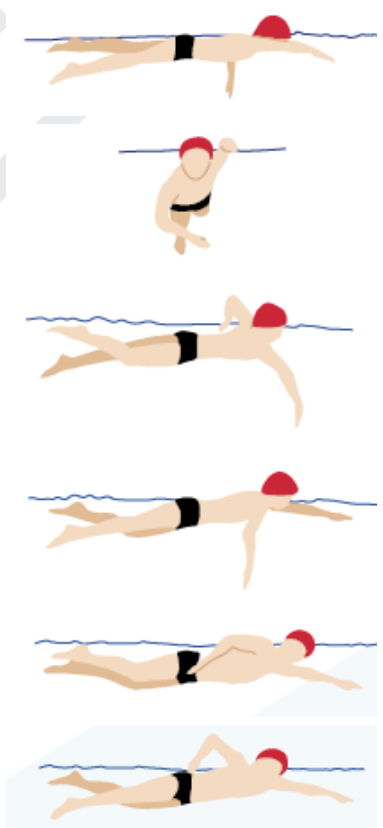
		<p>3. Contrasting activity & 4. Water Safety Shout and signal for help to attract attention.</p> <ul style="list-style-type: none">• Stand in shallow water - Self rescue travel on back• Fall in, float and recover <p>5. Plenary – recap of aquatic breathing practices and games</p> <ul style="list-style-type: none">• Relays – blowing the ball with/without aids• Egg flip – blow the egg flip over using any method of travel	
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Week	Learning Objective	Task Examples	Additional Guidance
10	<p>Introduce rotation and orientation (breaststroke basics)</p> <ul style="list-style-type: none"> Understand how to perform a breaststroke leg action Perform a breaststroke leg action Begin to assess a peer and identify how they could improve their technique Show your partner how to make a safe shallow water entry Climb out of the pool at the side or using the steps <p>Assessment Bucks Swim Star 2</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1) Warm up (games based) – Hungry Hippos</p> <ul style="list-style-type: none"> Toys into the middle of the working area, retrieving items into their designated area <p>2) Main body – rotation and orientation</p> <ul style="list-style-type: none"> Safeguarding – If pupils are on the poolside for demonstration purposes they must sit in a line next to you, so you are looking at their feet. Do not manipulate limbs. Be mindful of viewing galleries/gyms, windows, etc. <div data-bbox="815 596 1039 775" data-label="Image"> <p><small>Breaststroke leg action whilst sitting on poolside</small></p> </div> <div data-bbox="1055 619 1402 775" data-label="Image"> <p><small>As the arms complete their action, the legs are drawn up.</small></p> </div> <ul style="list-style-type: none"> Pupils to talk/walk through the breaststroke leg kick action: <ul style="list-style-type: none"> bend (heels to bottom), PENGUIN (heels together turn your feet out 'v'), star ('V'), SNAP (long legs together) Noodle on back – bend, PENGUIN, star, SNAP Noodle on front (still keep noodle around their back, this method gives additional support) – heels to bottom, PENGUIN, star, SNAP (hold for 3 seconds) Introduce/demonstrate arm action (noodle under their arms) <ul style="list-style-type: none"> pizza cutting, scooping ice cream bowls. All arm movements in front of shoulders Timing <ul style="list-style-type: none"> pull and breathe, kick and glide Blow your hands away 	

		<p>3) Contrasting activity – Push and Glides (refer back to Lesson 8)</p> <p>4) Water Safety – How to enter different bodies of water</p> <ul style="list-style-type: none"> • Pupils explore and discuss how to enter different bodies of water safely, e.g. lakes, rivers and the sea • Could use images of <i>local</i> lakes, rivers and the sea to facilitate this process. • Show your partner how to make a safe shallow water entry • Self-Rescue Climb out of the pool at the side or using the steps <p>5) Plenary – students identify a Top 5 for keeping safe near water on a summer's day</p>	<p>N.B. There were more than 50 fatalities in and around water just this summer (2022).</p> <p>These discussions are important!</p>
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Week	Learning Objective	Task Examples	Additional Guidance
11	<p>Introduce travel and coordination (backstroke)</p> <ul style="list-style-type: none"> • Push and glide from the wall, maintaining a streamline position with arms extended • Swim 5m. roll onto back without touching the floor (switch to either front/back/breaststroke). • Swim a distance of 5m on back without stopping <p>Assessment Bucks Swim Star 3</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> 1. Warm up (games based) <ul style="list-style-type: none"> • Stingray – refer to Lesson 4 2. Main activity – travel and coordination (backstroke) <ul style="list-style-type: none"> • Push and glides – recap prior learning with the previous progressions. Final outcome is to get pupils to be extending their arms in a streamline position • Backstroke progressions (depending on last lesson/ability) • Noodles – floating on back reinforcing body position and head resting on noodle • Floats <ul style="list-style-type: none"> ○ two floats on either side of the arms (wings!) ○ one to be cuddled over the body (teddybear!) • Body position – key points are <ul style="list-style-type: none"> ○ tummy up ○ head back ○ look up at the ceiling. • Legs <ul style="list-style-type: none"> ○ long legs ○ kick from the hip ○ splash your toes. • Repeat practices over set distance. • Arms – one float across the body, one arm performing arm action. • Teaching points - refer to Lesson 9 • Repeat practices over set distance. <p>Swim a distance of 5m on their back. Swim distance of 5m, rotating from back/front or front/back</p> 	

		<p>3. Contrasting activity – Flag Game</p> <ul style="list-style-type: none">• Using the Beach Flags to issue instructions e.g. red = climb out, red/yellow = travel in allocated area, white/black = use a piece of equipment to demonstrate a water sport• Support can be found here - RLSS - Water Safety at the Beach <p>4. Plenary – Q&A: Water Safety</p> <p>State 3 things that you feel are important in school swimming and water safety.</p> <p>Extension; Do you know other beach signs OR other countries' beach flag policies?</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
12	<p>Introduce aquatic breathing (front crawl)</p> <ul style="list-style-type: none"> • Demonstrate basic arm and leg stroke on front • Swim a distance of 5m on front without stopping • Play an aquatic game, which may involve passing and catching a ball <p>Assessment Bucks Swim Star 3</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> 1. Warm up (games based) <i>Domes and dishes - egg flip challenge.</i> The same principle as domes and dishes with cones but in the water, allocate two teams; sharks blow egg flips to yellow and dolphins blow the egg flip to any other colour. 2. Main activity – aquatic breathing; front crawl Noodles – reinforce body position, leg kick and arm action. Floats – one float under each arm (wings) Floats – one float out in front, face in and blowing bubbles Breathing – one hand on top of the float, one at the bottom – breathe to the open side (no smelly armpits). Take a breath and look back down. Repeat this multiple times on both arms. Arm action - refer to Lesson 8 <i>Tip; to slow pupils down and stop ‘thrashing’ encourage silent swimming with no splash.</i> Challenge pupils to swim as far as they can (unaided). 3. Contrasting activity – Water Polo Rule – no goggles on! Adaptations – target practice (two floats turned upside down) the winning team is the one who hits all of the floats/goals first. Safety – use noodles if pupils are weaker and/or tired 4. Water safety element – floating and regulation of breathing (refer back to Lesson 2). 5. Plenary – Discuss successes and identify future progression. 	

SAMPLE