

Commissioned By:



**Buckinghamshire
Council**



Schemes of Work

Lower Ability: 5-10 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.
<p>National Curriculum Outcomes:</p> <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>1) <u>Use a range of strokes</u> effectively, for example, front crawl, backstroke and breaststroke <p><u>Specific targets for this scheme of work:</u></p> <ul style="list-style-type: none">• Improve water confidence• Ability to travel across the pool (aided and unaided) a distance of 10m• 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!

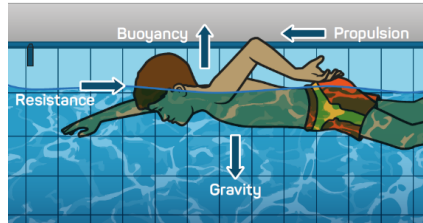
<p align="center">Key Concepts and Processes:</p> <p align="center">Developing key life skills and physical literacy through school swimming</p>		
<p>Outwitting an opponent:</p> <ul style="list-style-type: none"> ● Pupils will identify different areas of the swimming pool and be able to move between 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>Expectations:</p> <p>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 10m. 	<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 10m. 	<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 10m.

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.

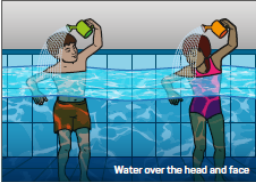
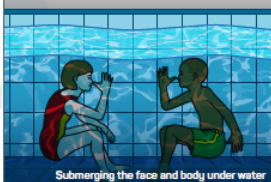





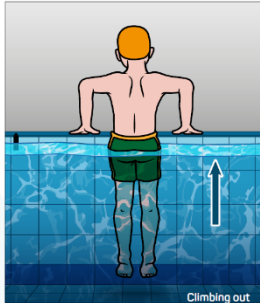
Swim England Expected Standards – Visual resource with key teaching points for teaching strokes

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

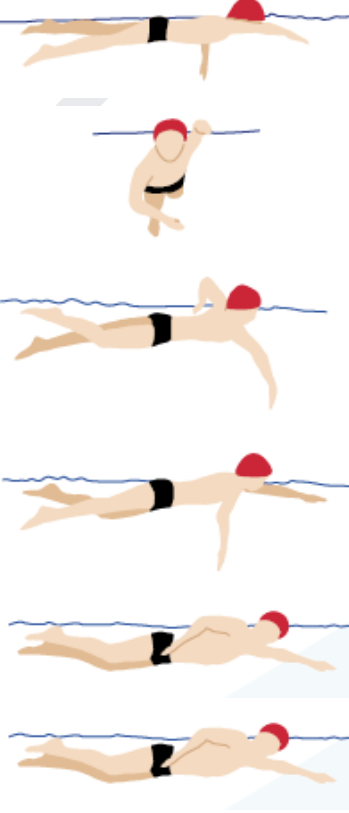
All imagery taken from Swim England resources including:

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

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>

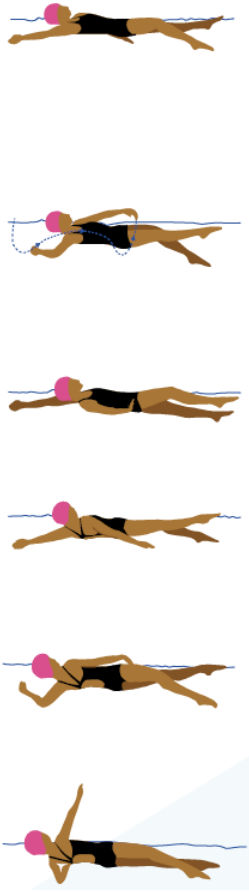
Week	Learning Objective	Task Examples	Additional Guidance
2	<p>Entries and Exits</p> <ul style="list-style-type: none"> Safely perform the appropriate entry into the pool (swivel entry/ via steps) Identify at least two pool safety rules Exit the pool in a safe manner Demonstrate an understanding of the Water Safety Code. <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</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) - aquatic breathing <ul style="list-style-type: none"> Hungry Hippos - Toys into the middle of the working area, students have to retrieve as many items into their designated area - move 5m. Main activity – aquatic breathing <ul style="list-style-type: none"> Reinforce confidence building activities such as washing self, pouring watering cans, blowing egg flips and toy balls  <p>Water over the head and face</p>  <p>Submerging the face and body under water</p> <ul style="list-style-type: none"> Relays with aids (noodles and floats) to encourage game play over a distance of 5m. <ul style="list-style-type: none"> Noodle and leg introduction - long legs, kicking from hip. Blowing objects across the pool (include toys) Introduce submerging of whole face  <p>Blowing bubbles</p> <ul style="list-style-type: none"> Progress from noodle <ul style="list-style-type: none"> two floats under the arms of the pupil single float to have their arms extended Application - encourage pupil to travel with an aid, encourage them to stretch their arms out. 	<p>Reminders about entering the pool:</p>  <p>Use of steps</p>  <p>Sitting on a float</p>  <p>Sitting on a float</p>  <p>Sitting on a float</p> <p>Ways to exit the pool</p>  <p>Climbing out</p> <p>Use steps if necessary</p>

		<ul style="list-style-type: none"> • Extension - push and glide over a distance of at least 2m and regain standing. <p>4. Contrast – Captain’s Coming</p> <ul style="list-style-type: none"> • Command based game, e.g. “North”, “South”, “East”, “Climb the rigging”, “Scrub the decks”, “Bomb alert”, “Tables of ‘x’”, etc <p>5. Water Safety Element - Float to Live Campaign (Promotion and Explanation) Explain where it is safe to swim and why.</p> <p>6. Plenary - Identify at least two pool rules to be safe in this environment.</p>	
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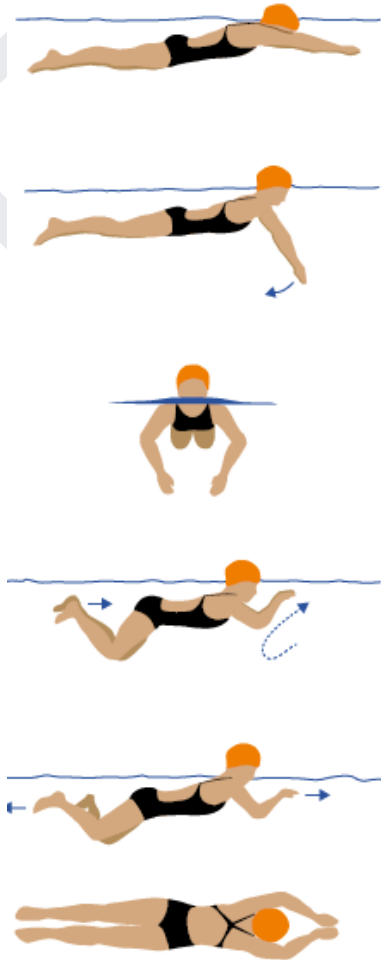
Week	Learning Objective	Task Examples	Additional Guidance
3	<p>Aquatic breathing</p> <ul style="list-style-type: none"> Submerge, blowing into the water at the same time Swim a distance of 5m without stopping To know and understand when to breathe during a front crawl arm action Perform the correct breathing technique (in isolation) To apply correct breathing technique during full stroke <p>Assessment Outcomes 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"> Warm Up (games based) <ul style="list-style-type: none"> Relay challenges – egg flip, ball pit balls e.g. how many items can you retrieve as a team in 2 minutes / how many laps can you achieve in the allocated time. Main body – aquatic breathing <ul style="list-style-type: none"> Progress from noodle at this stage, only move forward if body position in the water is good. Legs - two floats; one under each arm. Progress to a single float to have their arms extended. Encourage pupil to stretch their arms out and put their faces in to blow bubbles (for aquatic breathing). Aim for a distance of 10m. Arms and breathing – key points: <ul style="list-style-type: none"> N.B. Pupils to rehearse this skill standing near the wall to demonstrate understanding <ul style="list-style-type: none"> Hands hold the float at the bottom Pull hand down to your hip Breathe, looking to the open side (not where the shoulder is in the way) One ear/eye in the water - one ear/eye out of the water Look back down and blow bubbles out. Elbow comes up and over the water - fingers stretch forward - middle finger will enter the water first naturally (because it's the longest!). Support with demonstrations Timing – continuous Contrasting activity – Hungry Hippos <ul style="list-style-type: none"> Hungry Hippos - Toys into the middle of the working area, students have to retrieve as many items into their designated area. 	

		<p>4. Water Safety Element – Floating Letter Game.</p> <ul style="list-style-type: none">• Team based or individually, create words or letters, using your body. <p>5. Plenary – describe the term aquatic breathing, i.e. when to breathe in and when to blow out in water!</p>	
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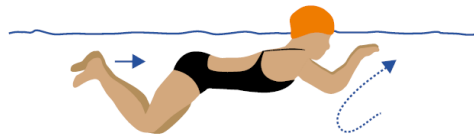
SAMPLE

Week	Learning Objective	Task Examples	Additional Guidance
4	<p>Buoyancy and balance</p> <ul style="list-style-type: none"> Perform a float (aided and unaided) on your back Demonstrate the ability to stand back up after performing a float (aided and unaided) Swim 5m using alternating kick Explore using core aquatic skills to create a “gymnastics” sequence <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based)</p> <ul style="list-style-type: none"> Simon Says – command based game, recap on prior learning and use to reinforce the core aquatic skills <ul style="list-style-type: none"> “Blow Bubbles”, “Touch your knees”, “Hands on your head”, etc, <p>2. Main activity (Body position and legs)</p> <ul style="list-style-type: none"> Recap on floating and shapes: unaided or aided with a noodle Perform push and glides on the back: arms by side and stand back up (aided or unaided). Extension: Perform push and glide challenges to and from the wall, i.e. introducing streamlining. Noodles: floating on back reinforcing body position Floats: two, one under each arm Progression: one/two to be cuddled over the body. Body position – key points; <ul style="list-style-type: none"> tummy up ears back look up at the ceiling. Legs – key points; <ul style="list-style-type: none"> long legs kick from the hip splash your toes. Arms (one float across the body, one arm performing arm action) <p><i>Key points</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. <p>3. 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</p>	

		<p>it and identifying a star and wish for the group being observed.</p> <ul style="list-style-type: none"> ● In small groups, students create a sequence with the following: <ul style="list-style-type: none"> ○ Starting position ○ 3 floating positions ○ 2 rotations ○ Finishing position ○ Please note that this will be the contrasting activity for next week (work with school staff to set as homework). <p>4. Water Safety element – Simon Says, command based game used to measure progress in skills, e.g. “Float on your back”, “HELP position”, “Huddle - groups of x”, “Signal for help”</p> <p>5. Plenary – Q&A: How do you stand up after floating on either your front or back?</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
5	<p>Rotation and orientation</p> <ul style="list-style-type: none"> Know and understand how to perform the breaststroke leg action (bend, PENGUIN, star and SNAP). Recall the correct sequence for the leg action Perform the leg kick (aided and unaided) <p>Assessment Outcomes Bucks Swim Star 4</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based) (teacher's choice)</p> <ul style="list-style-type: none"> Kicking relays – (warm up legs for lesson preparation), various options; Scrabble - print & laminate letters of the alphabet to bring in literacy and spelling of key words Maths challenge / countdown – print & laminate numbers and get pupils to retrieve the numbers - say a number and they have to use the numbers / operations in front of them to achieve that number. Cards – print & laminate a suit of cards. pupils have to retrieve the cards in a certain order (Ace, King, Queen and Jack...) - or a card equals an action or task, e.g. Ace = handstand, Jack = submerge and push off the pool floor) Differentiated through students either walking, travelling, swimming with aids or without. <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.  <p><small>Breaststroke leg action whilst sitting on poolside</small></p> <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)
 - pizza cutting,
 - scooping ice cream bowls.
- All arm movements in front of shoulders
- Timing
 - pull and breathe, kick and glide
- Blow your hands away



As the arms complete their action,
the legs are drawn up.


3. Contrasting activity – Wet Gymnastics (#2)

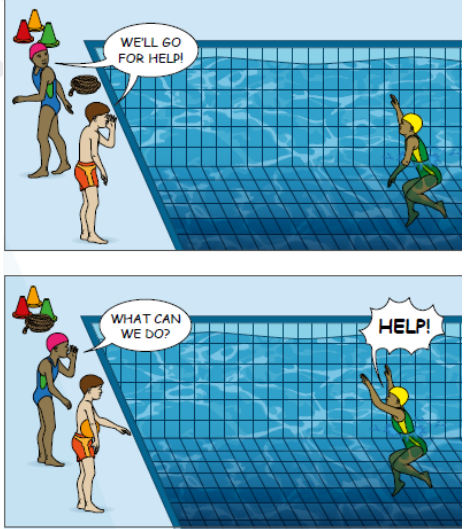
- Allow for a quick recap and then get pupils to perform their sequence.

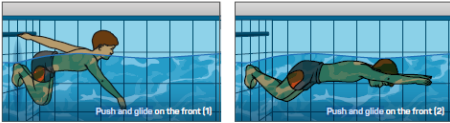
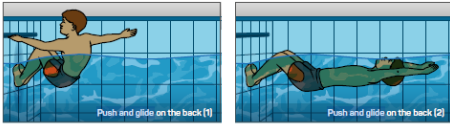
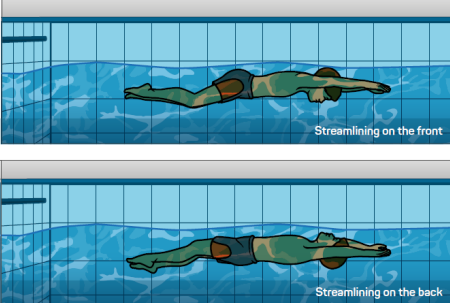
4. Water Safety Element – introduce [egg beater kick and signal for help](#) (arm up straight - may use/sit on a noodle).

- 5. **Plenary** – Charades. The actions associated with this stroke, i.e. bend, **PENGUIN**, star and **snap**. Arm stroke action, timing of the stroke.

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> <ul style="list-style-type: none"> Perform a safe shallow water entry and exit Demonstrate an understanding of the Water Safety Code Complete a Personal Survival Scenario Play an aquatic game, which may involve passing and catching a ball <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</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"> Stingray – pupils sit on noodles, place a disc ‘sting’ on the back end of the “seahorse”. 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 at a time and not while someone is “loading”. Main body – water safety <ul style="list-style-type: none"> Perform a safe shallow water entry and exit Describe how to signal for help and make an emergency call Personal Survival Scenario: <ul style="list-style-type: none"> Stand in shallow water with clothing completely wet Shout and signal for help to attract attention Floating on back Explore use of different survival strokes Eggbeater (variation of breaststroke leg kick) Survival Stroke (“Baywatch” - variation on front crawl) <ul style="list-style-type: none"> Why might each of these be beneficial? Contrasting activity – water polo <ul style="list-style-type: none"> Rule – no goggles on! Adaptations – target practice (two floats turned upside down) winning team is the one who hits all of the floats first. Safety – use noodles if pupils are weaker and/or tired Water Safety Element – Spot the Dangers from the RNLl Resource (print and laminate, select the scenario you want the students to evaluate). Plenary – Q&A; Explore different scenarios from the RNLl Resources, e.g; The Beach, The River and The Harbour. <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>  <p>A really good resource to support your school swimming lesson in PSCHE time can be found here - RNLl Activity Sheets & Posters We would advise supporting Water Safety lessons in the swimming pool with additional time in school.</p>

Week	Learning Objective	Task Examples	Additional Guidance
7	<p>Water Safety 2</p> <ul style="list-style-type: none"> Explain where it is safe to swim and why Describe hazards in one body of water Explain how to keep themselves safe Explore how to perform a shout and signal rescue <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</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"> Relay challenges – in teams, get pupils to explore towing different items of equipment. Progress onto talking about how to tow a person (differentiate so less abled are walking and towing and more abled exploring how to tow and swim). Main body – water safety <ul style="list-style-type: none"> Explain where it is safe to swim and why Describe hazards in one body of water Explain how to keep themselves safe Rescue scenarios Encouragement from the poolside (5m to the side) Shout and signal rescue, whilst ensuring their own safety More abled – explore the use of items of equipment to support in a rescue Stand on the side of the pool and throw a rescue aid to a partner 5m away Contrasting activity – Flag Game <ul style="list-style-type: none"> Introduce and explain the Beach Flags Use 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 Water Safety Element – lots of discussion and identification of hazards in bodies of water (Spot the Dangers). Plenary – Q&A: How to keep yourself safe when near different local bodies of water? 	<p>Extension tasks - Rookie Lifeguard Programme</p> <p>RLSS Water Safety Advice</p> <p>RNLI Know your Flags</p> 

Week	Learning Objective	Task Examples	Additional Guidance
8	<p>Streamlining</p> <ul style="list-style-type: none"> Perform a push and glide on the back and able to regain standing position Perform a push and glide, with arms extended in a streamline position Perform a push and glide, rotate onto front / back – maintaining stroke for at least 3 arm pulls <p>Assessment Outcomes Bucks Swim Star 4</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based)</p> <ul style="list-style-type: none"> Obstacle course – retrieval of items on top of the water / submerged items (dependent on ability), noodles, hoops, sinkers, etc. This activity can be done in teams and/or individually, depending on pool depth, size of area and/or equipment available. <p>2. Main body – streamlining; backstroke' Refer to Lesson 4 'Additional Guidance' pictures</p> <ul style="list-style-type: none"> Recap on floating and shapes Noodles – floating on back reinforcing body position Floats – two; one under each arm Progression; one/two to be cuddled over the body. Body position – key points; <ul style="list-style-type: none"> tummy up ears back look up at the ceiling. Legs – key points; <ul style="list-style-type: none"> long legs kick from the hip splash your toes Arms (one float across the body, one arm performing arm action) <i>Key points</i> <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. Extension task – increase distance, aim for 5-10m. Breathing – “breathe normally” (some may try to hold their breath) Timing – continuous <p>A good analogy is if one hand is at 12 o'clock and the other is at 6 o'clock, they are continuously moving.</p>	<p>Push and glide (front)</p>  <p>Push and glide (back)</p>  <p>Streamline positions</p> 

3. Contrasting activity – streamline challenges

- Push and glide challenges to and from the wall
- Perform push and glides on the back – arms by side and stand back up (aided or unaided).
- Reinforce streamlining and standing up safely
- Perform a push and glide, rotate from back to front and continue front crawl for a minimum of 3 strokes.
- Perform a push and glide, rotate from front to back and continue backstroke for a minimum of 3 strokes.

4. Water Safety Element – [HELP](#) and [HUDDLE](#) positions

Heat Escape Lessening Position

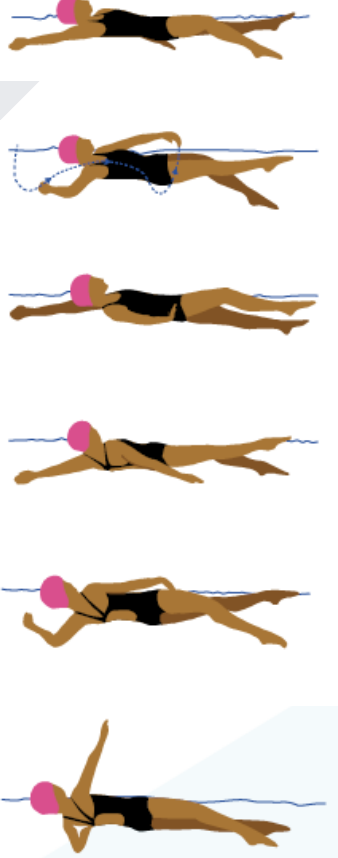


Huddle Position



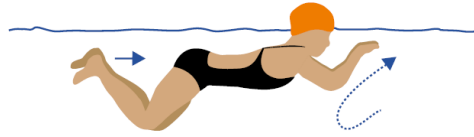
5. Plenary: Q&A How does it feel to float?

- Extension Question - how can I regain a standing position when floating?

Week	Learning Objective	Task Examples	Additional Guidance
9	<p>Rotation and orientation</p> <ul style="list-style-type: none"> Kick 10m on back, using legs only, whilst holding a float Swim a distance of 10m without stopping (on back) Perform a handstand Jump into water at least 1m (check appropriate depths). <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based)</p> <ul style="list-style-type: none"> Floating Tag; 1 tap on your arm = float on your back, 2 taps on either your arm or leg = freed <p>2. Main body – rotation and orientation; backstroke</p> <ul style="list-style-type: none"> Floats – two, one under each arm. Progression - two/one to be cuddled over the body. Body position – key points <ul style="list-style-type: none"> tummy up ears back look up at the ceiling. Legs – key points <ul style="list-style-type: none"> long legs kick from the hip splash your toes. Arms (one float across the body, other arm performing arm action) - key points <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. Extension task – increase the distance, aim for 10m. Breathing – breathe normally (some may try to hold their breath). Timing – continuous <p>A good analogy is if one hand is at 12 o'clock and the other is at 6 o'clock, you are moving your arms continuously/rhythmically.</p> <p>3. Contrasting activity – Handstands Explore how to perform these - handstand If able, explore Jumping In following Swim England Safety Guidance ; Jumps (pencil, tuck and star), Jumping in (submerge and resurface)</p>	

		<p>4. Water Safety Element – Bodies of Water</p> <ul style="list-style-type: none">• Using the “Bodies of Water” resource cards, identify how to safely enter each scenario and reflect on what to do if there were an emergency. <p>5. Plenary – Charades. Act out the key teaching points associated with backstroke, hand entry and exit.</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
10	<p>Travel and coordination</p> <ul style="list-style-type: none"> Recall the correct sequence for the leg action Perform the leg kick (aided and unaided) Swim 5m breaststroke leg action with feet turned out Demonstrate simple sculling action, some may be able to scull and travel. <p>Assessment Outcomes Bucks Swim Star 3 Bucks Swim Star 4</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; Command based game, e.g. "north", "south", "east", "west", "climb the rigging", "tables of 'x'", "scrub the decks", etc. Main body – travel and coordination; breaststroke (pick up from lesson 5) <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. 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 	



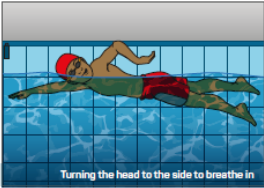
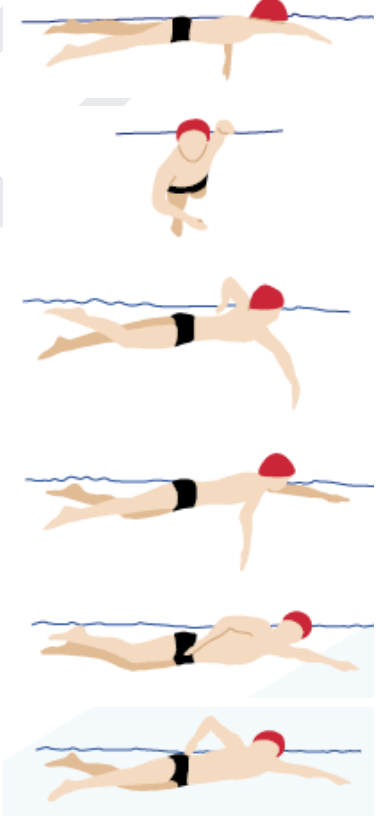
As the arms complete their action,
the legs are drawn up.

3. Contrasting activity – Sculling

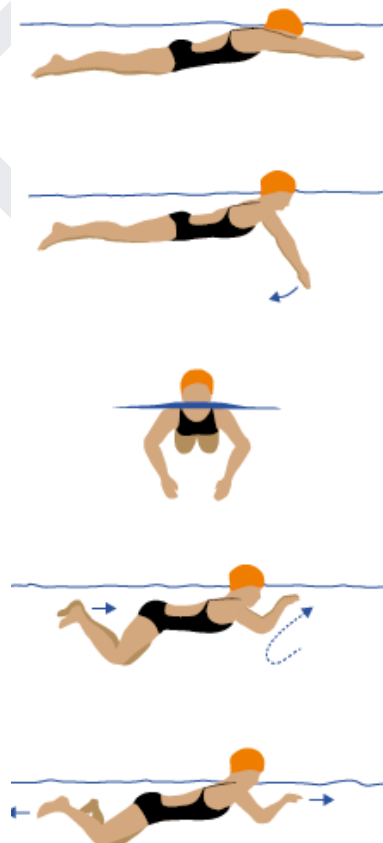
- Travel on back 5m using basic sculling action - head first
- [Sculling](#)

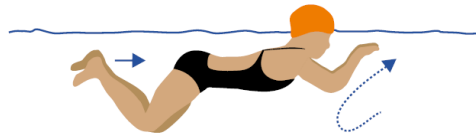
4. Water Safety Element – [HELP](#), [HUDDLE](#) and explore [towing](#) safely with equipment

5. Plenary- recall the phrase for breaststroke legs and the timing of the stroke.

Week	Learning Objective	Task Examples	Additional Guidance
11	<p>Aquatic breathing</p> <ul style="list-style-type: none"> Correctly identify what side to breathe to when performing a front crawl arm action Blow bubbles out into the water Perform the correct breathing technique whilst performing front crawl Swim a distance of 10m without stopping (front) Travel on back 5m using basic sculling action - head first. <p>Assessment Outcomes Bucks Swim Star 4</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based)</p> <ul style="list-style-type: none"> Relay challenges – select from any previous suggestions e.g. Scrabble, Countdown, Cards from Lesson 4. <p>2. Main body – aquatic breathing</p> <ul style="list-style-type: none"> Body position - up on top of the water. Legs - two floats one under each arm. Progression - One float with arms extended. Encourage their faces in and blow bubbles (for aquatic breathing). Aim for a distance of 10m. Arms and breathing– key points: <ul style="list-style-type: none"> N.B. Pupils to rehearse this skill standing near the wall to demonstrate understanding <ul style="list-style-type: none"> Hands hold the float at the bottom Pull on hand down to your hip Breathe, looking to the open side (not where the shoulder is in the way) One ear/eye in the water - one ear/eye out of the water Look back down and blow bubbles out. Elbow comes up and over the water - fingers stretch forward - middle finger will enter the water first naturally (because it's the longest!). Support with demonstrations Timing – continuous 	

		<p>3. Contrasting activity – sculling</p> <ul style="list-style-type: none">• Demonstrate simple sculling action - some may be able to scull and travel (aided and unaided) Swim England - Sculling (train)• Travel 5m on front or back, using basic sculling action <p>4. Water Safety Element – Floating</p> <ul style="list-style-type: none">• Regulation of breathing during Cold Water Shock <p>5. Plenary – Bubbles Relay</p> <ul style="list-style-type: none">• Pupils travel the width of the working area demonstrating aquatic breathing, blowing objects there and back. This can be differentiated with various aids and equipment (toys!).	
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Week	Learning Objective	Task Examples	Additional Guidance
12	<p>Travel and coordination</p> <ul style="list-style-type: none"> Know and understand how to perform a breaststroke leg kick (bend, PENGUIN, star and SNAP). Swim 5m breaststroke leg kick with feet turned out Explore how to submerge and retrieve items Keep feet off the floor, throw and catch with partner (6 passes) <p>Assessment Outcomes Bucks Swim Star 4</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"> Stingray – pupils sit on noodles, place a disc ‘sting’ on the back end of the “seahorse”. In 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 at a time and not while someone is “loading”. Main body – travel and coordination; breaststroke (develop from Lesson 10). <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. 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>Additional Guidance</p> 



As the arms complete their action,
the legs are drawn up.

3. Contrasting activity – submerging and retrieval of items

- Explore using different items of equipment, how to submerge and retrieve items.
Key point – blow bubbles out

4. Fun element (last week) Water Polo

Rule – no goggles on!
Adaptations – target practice (two floats turned upside down)
winning team is the one that hits all of the floats down first.
Safety – use noodle(s) if pupils are weaker and/or tired

- 5. Plenary** – Complete swimming passports to measure progress over the programme of study.

Swimming Teachers and School Teachers please remember to record their swimming data. This is imperative, so that successes can be shared and that if intervention is required, Top-Up swimming can be organised.

