

Commissioned By:



**Buckinghamshire  
Council**



### Schemes of Work

#### Improver Ability: 10-25 meters

<b>Bucks Swim Star Awards Criteria (1-7)</b>	<a href="#"><u>Bucks Swim Star Awards - Criteria</u></a>
<b>Key Stage:</b> Any	<b>DURATION:</b> 12 LESSONS Assessment is continuous throughout the programme of study.
<b>National Curriculum Outcomes:</b> <ol style="list-style-type: none"><li>1) <a href="#"><u>Perform safe self-rescue</u></a> in different water based situations</li><li>2) <a href="#"><u>Swim competently, confidently and proficiently over a set distance of at least 25m</u></a></li></ol> <ol style="list-style-type: none"><li>1) <a href="#"><u>Use a range of strokes</u></a> effectively, for example, front crawl, backstroke and breaststroke</li></ol> <b><u>Specific targets for this scheme of work:</u></b> <ul style="list-style-type: none"><li>• Improve water confidence</li><li>• Ability to travel across the pool (aided and unaided) a distance of 15m</li><li>• Ability to float (aided and unaided)</li><li>• Develop an understanding of safe self-rescue and can verbally recall key strategies</li></ul>	

Prior learning	Language for learning	Resources
<p>It is helpful if the pupils have experienced:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> getting self changed</li> <li><input type="checkbox"/> being in a leisure centre</li> <li><input type="checkbox"/> water over their faces</li> <li><input type="checkbox"/> being in a swimming pool</li> </ul>	<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"> <li><input type="checkbox"/> Noodles</li> <li><input type="checkbox"/> Floats</li> <li><input type="checkbox"/> Discs</li> <li><input type="checkbox"/> Toys – as many as possible!</li> </ul>

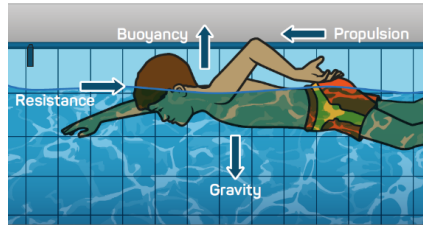
<p style="text-align: center;"><b>Key Concepts and Processes:</b></p> <p style="text-align: center;"><b>Developing key life skills and physical literacy through school swimming</b></p>		
Outwitting an opponent:	Developing Physical and Mental Capacity	Developing Skills/Performance
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Pupils will learn and perform more basic swimming core aquatic skills with limited accuracy and some control.</li> <li>● Continual development and adaptation of the necessary skills will contribute to producing an improved performance.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use swimming skills to develop observation skills on peer performances, skills and techniques as well as observing the use of tactics.</li> <li>● Ask questions about the effectiveness of these strokes and water safety.</li> </ul>	<p>Pupils will develop an understanding and ability to demonstrate the following core aquatic skills:</p> <ul style="list-style-type: none"> <li>● Entries and exits</li> <li>● Buoyancy and balance</li> <li>● Rotation and orientation</li> <li>● Streamlining</li> <li>● Aquatic breathing</li> <li>● Travel and coordination</li> <li>● Water safety</li> <li>● Demonstrating high quality performances and accurate replication will be assessed.</li> </ul>

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

Expectations:		
After carrying out the activities and core tasks in this unit:		
<p><b>Most pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of water safety</li> <li>• improve their confidence of being in the water</li> <li>• demonstrate an ability to float (aided and unaided)</li> <li>• demonstrate an ability to travel (aided and unaided) a <b>distance of 15m.</b></li> </ul>	<p><b>Some pupils will not have made so much progress and will be able to;</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of water safety</li> <li>• have water on their face/head</li> <li>• demonstrate a float (aided)</li> <li>• demonstrate an ability to travel (aided) over a <b>distance of 15m.</b></li> </ul>	<p><b>Some pupils will have progressed further and will be able to;</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of water safety and a safe self-rescue</li> <li>• improve their water confidence and develop their aquatic breathing</li> <li>• demonstrate a float (unaided)</li> <li>• demonstrate an ability to travel (unaided) over a <b>distance of 15m.</b></li> </ul>

## 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.

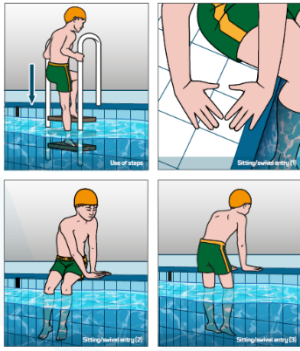
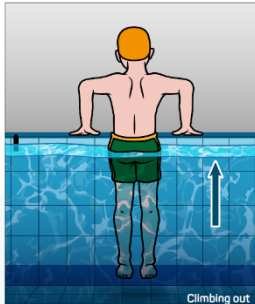
### **Swim England Expected Standards** – Visual resource with key teaching points for teaching strokes

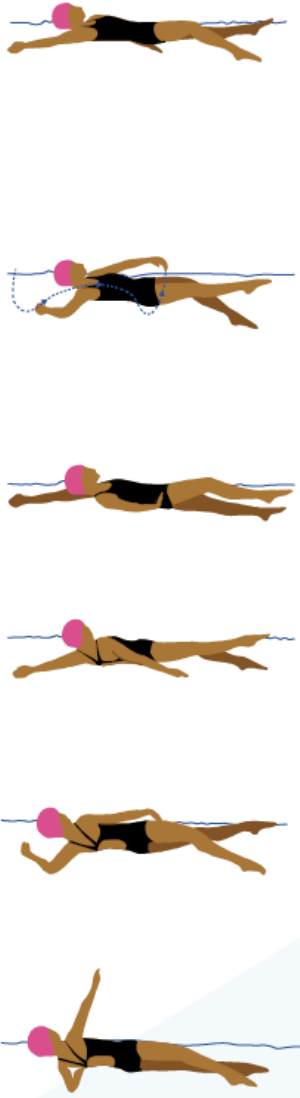
Also really helpful for injured swimmers to ensure that they are still engaged and actively learning as part of the lesson.

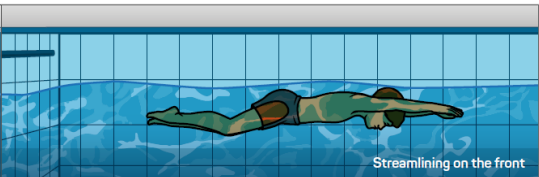
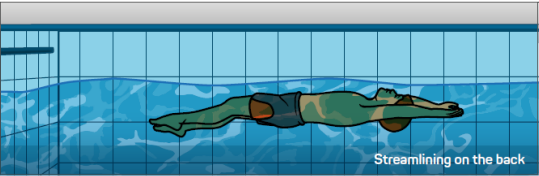
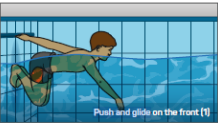
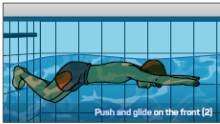
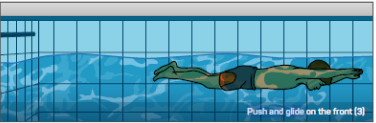
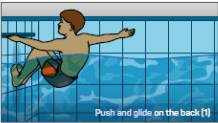
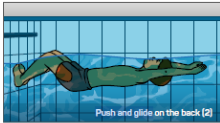
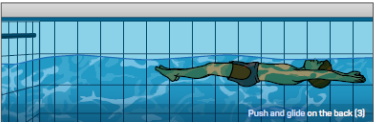


### **All imagery taken from Swim England resources including:**

- 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"> <li>★ H&amp;S, Safe Entries &amp; Exits, Whistle drills, pool procedures, personal/medical equipment on site, highlight specific aspects from RA, etc</li>   <li>★ 2 Non-Swimming/Beginner Groups - SHARKS (coloured cones could be used to differentiate the groups) 2 Intermediate Groups - MANTA RAYS 2 Advanced Groups - DOLPHINS</li>   <li>★ Relay format - '<a href="#">Pool Rules</a>'; 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"> <li>1. Travel forwards (differentiate the rules)</li> <li>2. Travel backwards (differentiate the rules)</li> </ol> </li> </ul>	<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 &amp; Laminate '<a href="#">Pool Rules</a>'</p> <p>Poolside Shallow water Based on swim data provided Coloured cones could be used to differentiate the groups</p> <p>Swim England; <a href="#">Best Practice (Holds, Clothing and Body Language)</a></p>

Week	Learning Objective	Task Examples	Additional Guidance
2	<p><b>Entries and Exits</b></p> <ul style="list-style-type: none"> <li>● Demonstrate a safe <a href="#">swivel entry</a> and <a href="#">exit</a> (most will not need to use the <a href="#">steps</a>)</li> <li>● Kick 10m on back, using legs only, whilst holding a float</li> <li>● Kick on front 10m, holding float, showing aquatic breathing (face in the water, blowing bubbles/ breathing out)</li> <li>● <a href="#">Swim 10m backstroke</a> without stopping (to Swim England Expected Standards)</li> </ul> <p><b>Assessment Outcomes</b>  <b>Bucks Swim Star 4</b>  <b>Bucks Swim Star 5</b></p>	<p>Introductions, expectations and aims of the programme of delivery  Safe entry into the pool, swivel entry, walk backwards down steps.</p> <ol style="list-style-type: none"> <li><b>1. Warm up (games based)</b>  Hungry Hippos - Toys into the middle of the working area, pupils have to retrieve as many items into their designated area.</li> <li><b>2. Main body – backstroke</b> <ul style="list-style-type: none"> <li>● Body position – floating practices; <ul style="list-style-type: none"> <li>○ tummy up,</li> <li>○ ears back,</li> <li>○ look up at the ceiling,</li> <li>○ relax in the water.</li> </ul> </li> <li>● Legs (use floats to build confidence) <ul style="list-style-type: none"> <li>○ Floats – two, one under each arm - progression; one to be cuddled over the body</li> <li>○ Challenge – you could remove the floats and introduce arms by side and/or streamline</li> <li>○ Key teaching points; <ul style="list-style-type: none"> <li>■ long legs,</li> <li>■ kick from hip,</li> <li>■ splash toes.</li> </ul> </li> <li>○ Be able to kick 10m on back, using legs only, whilst holding a float</li> <li>○ Kicking on front 10m, holding float, showing aquatic breathing (face in the water, blowing bubbles/ breathing out)</li> </ul> </li> </ul> </li> </ol>	<p><b>Reminders about entering the pool:</b></p>  <p><b>Ways to exit the pool</b></p>  <p><b>Use steps if necessary</b></p>

		<ul style="list-style-type: none"> <li>● Arms <ul style="list-style-type: none"> <li>○ Single arm practices; one float held over the body, other arm performs arm action</li> <li>○ Challenge – remove the float - arm by their side and the other performing single arm action</li> <li>○ Key teaching points; <ul style="list-style-type: none"> <li>■ thumb out</li> <li>■ long straight arm</li> <li>■ hand turns (so palm is facing outwards)</li> <li>■ little finger into the water first</li> <li>■ push hand all the way to hip</li> <li>■ thumb out to continue rhythmic cycle</li> </ul> </li> </ul> </li> <li>● Breathing – encourage pupils to breathe normally</li> <li>● Timing - continuous. A good analogy is if one hand is at 12 o'clock and the other is at 6 o'clock - a continuous movement.</li> </ul> <p><b>3. Contrasting Activity – Captain’s Coming</b></p> <ul style="list-style-type: none"> <li>● Command based game; “north”, “south”, “east west”, “climb the rigging”, “tables of ‘x’”, “scrub the decks”.</li> </ul> <p>●</p> <p><b>4. Water Safety Element – Flag Game</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">RNLI Keeping Beaches Safe</a></li> <li>● Introduce and explain the <a href="#">Beach Flags</a></li> <li>● 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.</li> </ul> <p><b>5. Plenary –</b></p> <p>Describe at least 2 pool rules. Extension - explain how these rules help to keep you safe in water (can be leisure centre based or at the beach).</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
3	<p><b>Streamlining</b></p> <ul style="list-style-type: none"> <li>Perform a front glide with arms extended and face in the water, over a distance of at least 2 metres and stand up</li> <li>Explore <a href="#">push and glides</a>, rotating <a href="#">from front to back</a> to back and <a href="#">vice versa</a></li> <li>Push and glide, then perform a <a href="#">front crawl</a> stroke over a distance of 5m.</li> </ul> <p><b>Assessment Outcomes</b> <b>Bucks Swim Star 4</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p><b>1. Warm up (games based)</b> “Simon Says” – command based game, recap on prior learning and use to reinforce the core aquatic skills, e.g. “Blow Bubbles”, “Touch your knees”, “Hands on your head”, etc,</p> <p><b>Streamline positions</b></p>  <p>Streamlining on the front</p>  <p>Streamlining on the back</p> <p><b>2. Main body – front crawl</b></p> <ul style="list-style-type: none"> <li>Body position – up on top of the water Explore push and glide technique – how could you achieve the furthest push off? Introduce streamline and dolphin kicks. Explore rotation from front to back and vice versa.</li> <li>Legs - two floats under the arms of the pupil. Then to a single float to have their arms extended and face in. Challenge – remove aids and get pupils to kick in a streamline position. Encourage pupils to put their faces in and blow bubbles (aquatic breathing). Aim for a distance of 10m.</li> <li>Arms and breathing – key points: N.B. Pupils could rehearse this skill standing near the wall to demonstrate understanding <ul style="list-style-type: none"> <li>Hands hold the float at the bottom</li> <li>Pull hand down to your hip</li> </ul> </li> </ul>	<p><b>Push and glide (front)</b></p>    <p><b>Push and glide (back)</b></p>     



- o Breathe, looking to the open side (not where the shoulder is in the way)
- o One ear/eye in the water - one ear/eye out of the water
- o Look back down and blow bubbles out.
- o 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.
- Starts – push and glide, 3 dolphin kicks (“wiggle”!) and then [swim at least 5m](#). Encourage pupils to perform one arm stroke before breathing.

**3. Contrasting activity – dolphin kicks**

- **Never teach this holding a float!**
- Stick arms and legs together – explore how to get from one side to the other

• [How to swim dolphin kick](#)

**4. Water Safety Element – Simon Says**

Identify and measure progress. [“HELP”](#), [“HUDDLE”](#), “Egg Beater”, [“Signal for Help”](#)

**Heat Escape Lessening Position**

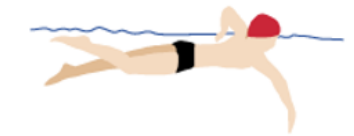


**Huddle Position**

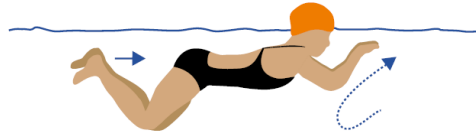


**5. Plenary –**

- Describe the dolphin kick - what you did and how your body felt.

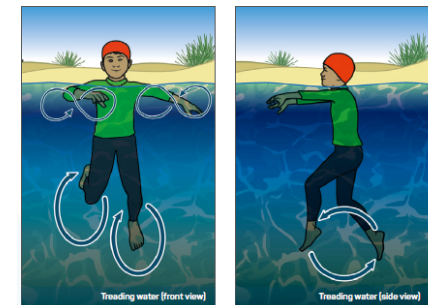


Week	Learning Objective	Task Examples	Additional Guidance
4	<p><b>Travel and coordination</b></p> <ul style="list-style-type: none"> <li>Swim 10m breaststroke continuously (to Swim England Expected Standards)</li> <li>In deep water, tread water for 1 minute.</li> <li>Perform a sequence, linking 3 different floats</li> </ul> <p><b>Assessment Outcomes Bucks Swim Star 5</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> <li><b>Warm up (games based)</b></li> <li>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”.</li> <li><b>Main body – travel and coordination through breaststroke</b> <ul style="list-style-type: none"> <li><b>Safeguarding</b> – 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.</li> <li>Pupils to talk/walk through the breaststroke leg kick action: <ul style="list-style-type: none"> <li>bend (heels to bottom),</li> <li><b>PENGUIN</b> (heels together turn your feet out ‘v’),</li> <li>star (‘V’),</li> <li><b>SNAP</b> (long legs together)</li> </ul> </li> <li>Noodle on back – bend, <b>PENGUIN</b>, star, <b>SNAP</b></li> <li>Noodle on front (still keep noodle around their back, this method gives additional support) – bend, <b>PENGUIN</b>, star, <b>SNAP</b> (hold for 3 seconds)</li> <li>Introduce/demonstrate arm action (noodle under their arms) <ul style="list-style-type: none"> <li>pizza cutting,</li> <li>scooping ice cream bowls.</li> </ul> </li> <li>All arm movements in front of shoulders</li> <li>Timing <ul style="list-style-type: none"> <li>pull and breathe, kick and glide</li> </ul> </li> <li>Blow your hands away</li> </ul> </li> </ol>	

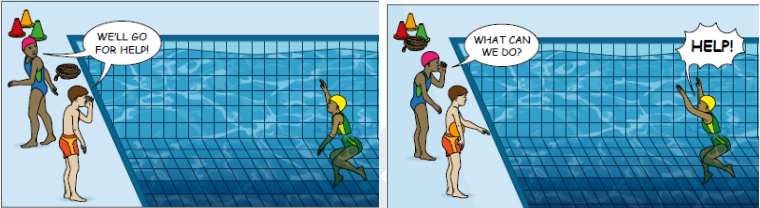


As the arms complete their action,  
the legs are drawn up.

- Full stroke – minus the aids. Body position tends to drop so focus on quality rather than quantity but attempting the distance of 10m.
- 4. **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.**
- In small groups, pupils create a sequence with the following:
  - o Starting position
  - o 3 floating positions
  - o 2 rotations
  - o 1 travel
  - o Finishing position
- N.B. As this will be the contrasting activity for next week (work with school staff to set as homework).
- 5. **Water Safety Element – Treading Water**
  - Deep water and [treading water](#) (1 minute)
  - Treading water key teaching points – keep your head above the water, breathe slowly, move your arms backwards and forwards under the water with hands closed - keep shoulders down. Move your legs in a circle – or kick back and forth with your feet pointing down.
- 6. **Plenary** – describe in what types of bodies of water you might need to tread water.




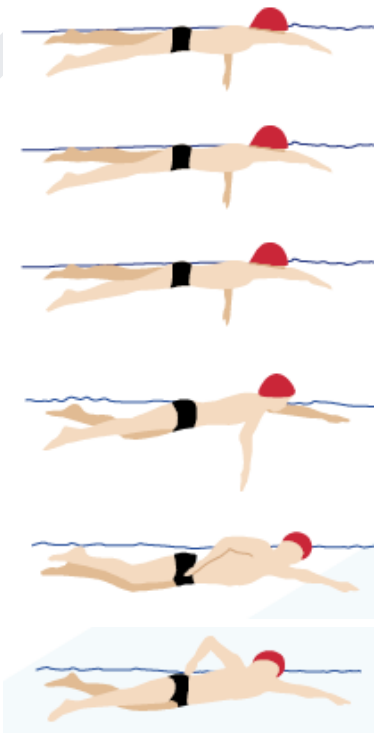
Week	Learning Objective	Task Examples	Additional Guidance
5	<p><b>Aquatic breathing</b></p> <ul style="list-style-type: none"> <li>• Hold a star float on the back for 3 seconds</li> <li>• Pick up a light object from the bottom of the pool (shallow end), then return it to pool side</li> <li>• Swim through a sunken hoop (shallow end)</li> <li>• <a href="#">Handstands</a> - (optional) must be in water 0.9 minimum</li> </ul> <p><b>Assessment Outcomes</b>  <b>Bucks Swim Star 4</b>  <b>Bucks Swim Star 5</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> <li><b>1. Warm up (games based)</b> <ul style="list-style-type: none"> <li>• Letter Game - Create as many letters in the water, using your body to spell as many words as possible - can be pairs or team based.</li> </ul> </li> <li><b>2. Main body – travel and coordination through breaststroke</b> <ul style="list-style-type: none"> <li>• Refer to progressions, teaching points and sequences from previous lesson</li> <li>• <a href="#">Develop stroke</a> practices to ensure quality and distance is achieved. Focus especially on arms, <b>breathing</b> and timing during this session.</li> </ul> </li> <li><b>3. Contrasting activity – Wet Gymnastics</b> <ul style="list-style-type: none"> <li>• Allow for a quick recap and then get pupils to perform their sequence.</li> <li>• Get pupils to peer assess and identify a star and wish for the sequence performed.</li> </ul> </li> <li><b>4. Water Safety Element – Floating and Submersion</b> <ul style="list-style-type: none"> <li>• Hold a star float on the back for 3 seconds</li> <li>• Pick up a light object from the bottom of the pool (shallow end), then return it to pool side</li> <li>• Swim through a sunken hoop (shallow end)</li> <li>• Handstands - (optional) must be in water 0.9 minimum</li> </ul> </li> <li><b>5. Plenary</b> – Treading water, target = 1 minute.</li> </ol> <p><b>Remind pupils that they need shorts and t-shirts for the next <u>two</u> lessons, ask school staff to support in this process</b></p>	

Week	Learning Objective	Task Examples	Additional Guidance
6	<p><b>Water Safety 1</b></p> <ul style="list-style-type: none"> <li>Identify how to perform a <a href="#">shout and signal</a> rescue whilst ensuring own safety</li> <li>Demonstrate understanding of the Water Safety Code by <a href="#">encouraging another swimmer to swim 5m</a> to the side of the pool</li> <li>Stand on the side of the pool and throw a buoyant aid a distance of 5m to a partner</li> <li>Explore how to do a deep water entry (minimum of 1.8m depth) with a <a href="#">straddle</a> entry (NB shallow tank pools to use a swivel entry)</li> </ul>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> <li><b>Warm up (games based)</b> Obstacle course – retrieval of items on top of the water / submerged items (dependent on ability) This activity can be done in teams and/or individually, depending on pool depth, size of area and/or equipment available.</li> <li><b>Main body – Water Safety</b></li> </ol>  <ul style="list-style-type: none"> <li>Demonstrate understanding of <a href="#">Water Safety</a></li> <li>Encourage another swimmer to swim 5m to the side of the pool</li> <li>Use a shout and signal rescue whilst ensuring their own safety</li> <li>Stand on the side of the pool and throw a buoyant aid e.g. ball, float, noodle a distance of 5m to a partner</li> <li>Challenge – throw in soft reach aid to a partner and tow partner into the side (reach rescues)</li> <li>Additional tasks – please refer to the <a href="#">The stages of the Rookie Lifeguard programme</a> - Bronze tasks</li> <li><b>Contrasting activity – Captain's Coming</b> <ul style="list-style-type: none"> <li>Command based game; “north”, “south”, “east”, “west”, “climb the rigging”, “tables of ‘x’”, “scrub the decks”.</li> </ul> </li> <li><b>Water Safety Element – Deep Water Introduction and Safety</b> <ul style="list-style-type: none"> <li>Rules on deep water, build confidence, use of lanes and how to exit the pool safely.</li> </ul> </li> <li><b>Plenary – straddle entries</b> <ul style="list-style-type: none"> <li>Explore how to do a deep water entry (minimum of 1.8m depth) with a straddle entry (NB shallow tank pools to use a swivel entry)</li> </ul> </li> </ul>	<p><b>RLSS Rookie Lifeguard Bronze</b></p> <ul style="list-style-type: none"> <li><a href="#">Enter</a> shallow water safely and confidently and wade</li> <li><a href="#">Tread water and signal for help</a></li> <li>Swim continuously in clothing for 50m</li> <li>Swim <a href="#">Lifesaving Backstroke Scull</a>; head and feet first</li> <li>Hold the <a href="#">‘HELP’</a> position</li> <li>Demonstrate a non-swimmer, weak swimmer and an unconscious casualty</li> <li>Demonstrate a <a href="#">‘Shout and Signal’ rescue</a></li> <li>Throw an aid</li> <li>Demonstrate a reach rescue</li> <li><a href="#">Enter deep water</a> safely and confidently</li> <li>Perform a feet first surface dive and swim underwater</li> <li><a href="#">Climb out</a> in deep water without using the steps</li> </ul>

	<b>Assessment Outcomes</b> Bucks Swim Star 4 Bucks Swim Star 5	Remind pupils that they need shorts and t-shirts for the next lesson, ask school staff to support in this process	
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SAMPLE

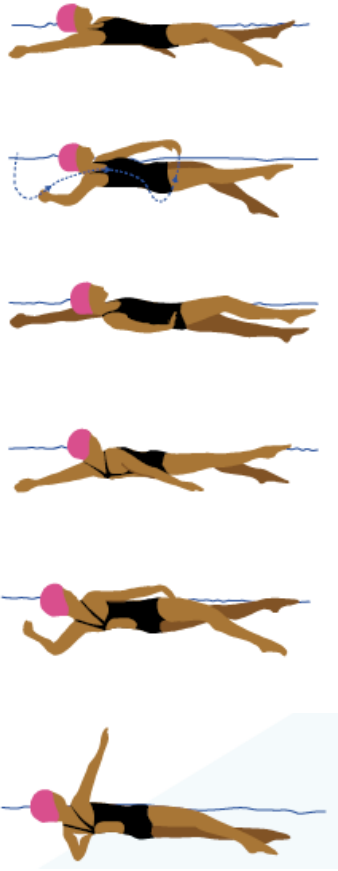
Week	Learning Objective	Task Examples	Additional Guidance
7	<p><b>Water Safety 2</b></p> <ul style="list-style-type: none"> <li>• Throw one end of a soft reach aid to a partner and tow partner in to the side (reach rescue)</li> <li>• <a href="#">Encourage another swimmer to swim 8m to the side of the pool</a></li> <li>• Using a throw rescue while ensuring your own safety</li> <li>• Be able to <a href="#">answer questions</a> on their rescue</li> </ul> <p><b>Assessment Outcomes</b> <b>Bucks Swim Star 5</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <ol style="list-style-type: none"> <li><b>1. Warm up (games based)</b> Flag Game to introduce and explain the <a href="#">Beach Flags</a> <ul style="list-style-type: none"> <li>• 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</li> </ul> </li> <li><b>2. Main body – Water Safety</b> <ul style="list-style-type: none"> <li>• Throw one end of a soft reach aid to a partner and tow partner in to the side (reach rescue)</li> <li>• Encourage another swimmer to swim 8m to the side of the pool</li> <li>• Be able to answer questions on their rescue</li> <li>• Challenge – please refer to the <a href="#">The stages of the Rookie Lifeguard programme</a> - Bronze tasks</li> <li>• Might need to recap treading water to support in the delivery of towing a partner.</li> </ul> </li> <li><b>3. Plenary</b> - exit ticket on <a href="#">Water Safety</a>. Pupil's identify a key aspect of water safety in order to be dismissed!</li> </ol>	 <p><a href="#">RNLI Keeping Beaches Safe</a></p> <p><a href="#">RNLI Know your Flags</a></p>

Week	Learning Objective	Task Examples	Additional Guidance
8	<p><b>Aquatic breathing</b></p> <ul style="list-style-type: none"> <li>● Kick, using a float for 10m</li> <li>● <a href="#">Swim 10m front crawl</a> (to Swim England Expected Standards)</li> <li>● From swimming position, pick up a suitable object from the pool floor</li> <li>● Travel on back 5m, using basic <a href="#">sculling</a> action - head first.</li> </ul> <p><b>Assessment Outcomes</b>  <b>Bucks Swim Star 4</b>  <b>Bucks Swim Star 5</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p><b>1. Warm up (games based)</b></p> <ul style="list-style-type: none"> <li>● Relay challenges <ul style="list-style-type: none"> <li>○ kicking; retrieval of items</li> <li>○ aquatic breathing; egg flips, ball pit balls</li> </ul> </li> </ul> <p><b>2. Main body – Aquatic breathing through front crawl</b></p> <ul style="list-style-type: none"> <li>● Body position – up on top of the water</li> <li>● Legs – 2 floats one under each arm of the pupil. Progress to a single float, arms extended and face in. Challenge – remove aids and get pupils to kick in a streamline position. Encourage pupils to put their faces in and blow bubbles (aquatic breathing). Aiming for a distance of 10m.</li> <li>● Arms and breathing– key points: <ul style="list-style-type: none"> <li>○ Hands hold the float at the bottom</li> <li>○ Pull one hand down to your hip</li> <li>○ Breathe, looking to the open side (not where the shoulder is in the way)</li> <li>○ One ear/eye in the water - one ear/eye out of the water</li> <li>○ Look back down and blow bubbles out.</li> <li>○ Elbow comes up and over the water - fingers stretch forward - middle finger will enter the water first naturally (because it's the longest!).</li> </ul> </li> <li>● Support with demonstrations</li> <li>● Timing – continuous</li> <li>● Extension/Challenge; Swim front crawl as far as you can from deep to shallow!</li> </ul> <p><b>3. Contrasting activity – Surface Dives</b></p> <ul style="list-style-type: none"> <li>● Recap of push and glides</li> <li>● Surface dives <ul style="list-style-type: none"> <li>○ head down - blow bubbles out</li> <li>○ “Bottoms up” - like ducks!</li> <li>○ Can you touch the floor?</li> </ul> </li> <li>● Retrieve items from the pool floor e.g. sinkers, toys - challenge could be a brick. <a href="#">Surface Dive Video</a></li> </ul>	



		<p><b>4. Water Safety Element –</b></p> <ul style="list-style-type: none"><li>• Travel on back 5m, using basic sculling action - head first.</li><li>• <a href="#">Sculling</a></li></ul> <p><b>5. Plenary –</b> state what key points help you to perform a surface dive.</p>	
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SAMPLE

Week	Learning Objective	Task Examples	Additional Guidance
9	<p><b>Rotation and orientation</b></p> <ul style="list-style-type: none"> <li>Kick using a float for 10m</li> <li>Swim 10m continuously - demonstrating a rotation from front to back and back to front</li> <li><a href="#">Swim 10m backstroke</a> (to Swim England Expected Standards)</li> <li>Swim 5m Dolphin undulating leg action (front or back surface or underwater).</li> </ul> <p><b>Assessment Outcomes</b>  <b>Bucks Swim Star 4</b>  <b>Bucks Swim Star 5</b></p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p><b>1. Warm up (games based)</b></p> <ul style="list-style-type: none"> <li>Simon Says – command based game, recap on prior learning and use to reinforce the core aquatic skills <ul style="list-style-type: none"> <li>“Blow Bubbles”, “Touch your knees”, “Hands on your head”, “Star Fish” etc,</li> </ul> </li> </ul> <p><b>2. Main body - rotation and orientation through backstroke</b></p> <ul style="list-style-type: none"> <li>Body position – floating practices/push and glides, remind pupils <ul style="list-style-type: none"> <li>tummy needs to be up,</li> <li>ears back,</li> <li>look up at the ceiling,</li> <li>encourage pupils to be relaxed in the water.</li> </ul> </li> <li>Could explore through push and glides the importance of rolling from front to back and vice versa.</li> <li>Leg Kick:  Floats – 2; one under each arm, progress to one to be cuddled over the body.  Challenge – no floats, introduce arms by side and/or streamlined  Increase the distance from 10m + (ideally attempting 25m at this stage). <ul style="list-style-type: none"> <li>Key teaching points; <ul style="list-style-type: none"> <li>long legs</li> <li>kick from the hip</li> <li>splash your toes.</li> </ul> </li> </ul> </li> <li>Repeat practices over set distance.</li> <li>Arms – one float across the body, one arm performing arm action.  Challenge – no float, one arm by their side and the other performing the single arm action <ul style="list-style-type: none"> <li>Key teaching points; <ul style="list-style-type: none"> <li>thumb out</li> <li>straight arm</li> <li>little finger in first</li> <li>push hand all the way to hip</li> <li>thumb out, repeat the continuous rhythmic cycle.</li> </ul> </li> </ul> </li> <li>Breathing – encourage pupils to breathe normally.</li> </ul>	

- Timing - continuous. A good analogy is if one hand is at 12 o'clock and the other is at 6 o'clock, a continuous movement.

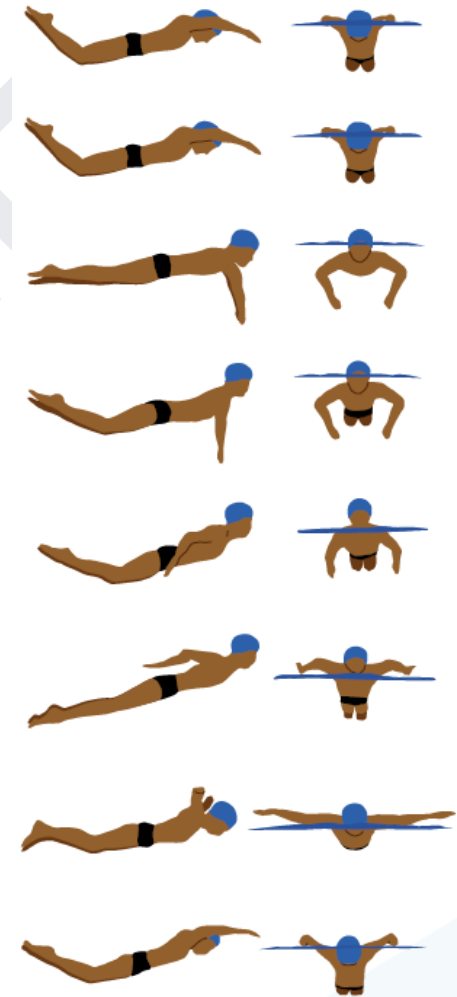
### 3. Contrasting activity – dolphin kick and introduction of arm action

- **Never teach this holding a float!**
- [How to swim dolphin kick](#)
- Stick arms and legs together - explore how to get from one side to the other.
- Explore arm action
- Teaching points;
  - o hands, in together out together
  - o throw your arms over the water
  - o look forward to breathe
  - o both legs in one sock - keep kicking!
  - o Swim 5m Dolphin undulating leg action (front or back surface or underwater).

### 4. Water Safety Element – HELP, HUDDLE and Towing

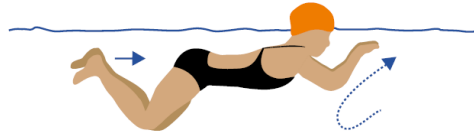
- Recap on [HELP](#) and [HUDDLE](#)
- Reach rescues and how to use effectively - [How to do a Basic Rescue](#)
- Explore towing an object/ partner - [Contact Tows Video](#)

- **5. Plenary – Charades**, act out the key teaching points for butterfly.



Week	Learning Objective	Task Examples	Additional Guidance
10	<p><b>Buoyancy and balance</b></p> <ul style="list-style-type: none"> <li>Swim 5m breaststroke leg action with feet turned out</li> <li>Perform a recognisable breaststroke over a distance of 5m</li> <li>Keep feet off the floor, throw and catch with a partner (6 passes)</li> </ul> <p><b>Assessment Outcomes</b> 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"> <li><b>Warm up (games based)</b> <ul style="list-style-type: none"> <li>Kicking relays – various options (teacher preference)</li> <li>Scrabble - print &amp; laminate <a href="#">letters of the alphabet</a> to spell out swimming related words</li> <li>Maths challenge / countdown – print &amp; laminate <a href="#">numbers</a> for students to retrieve. Say a number and they have to use the numbers / operations in front of them to achieve that number</li> <li>Cards – print &amp; laminate <a href="#">a suit of cards</a>. 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)</li> <li>Differentiated through pupils walking, travelling, swimming with or without aids.</li> </ul> </li> <li><b>Main body – buoyancy and balance through breaststroke</b> <ul style="list-style-type: none"> <li><b>Safeguarding</b> – 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.</li> <li>Pupils to talk/walk through the breaststroke leg kick action: <ul style="list-style-type: none"> <li>bend (heels to bottom),</li> <li><b>PENGUIN</b> (heels together turn your feet out 'v'),</li> <li>star ('V'),</li> <li><b>SNAP</b> (long legs together)</li> </ul> </li> <li>Noodle on back – bend, <b>PENGUIN</b>, star, <b>SNAP</b></li> <li>Noodle on front (still keep noodle around their back, this method gives additional support) – bend, <b>PENGUIN</b>, star, <b>SNAP</b> (hold for 3 seconds)</li> <li>Introduce/demonstrate arm action (noodle under their arms) <ul style="list-style-type: none"> <li>pizza cutting,</li> <li>scooping ice cream bowls.</li> </ul> </li> <li>All arm movements in front of shoulders</li> </ul> </li> </ol>	

- Timing
  - pull and breathe, kick and glide
- Blow your hands away



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

- Full stroke – minus the aids. Body position tends to drop so focus on quality rather than quantity, smaller distances.

### 3. Contrasting activity – Mixing Up Strokes (front and back)

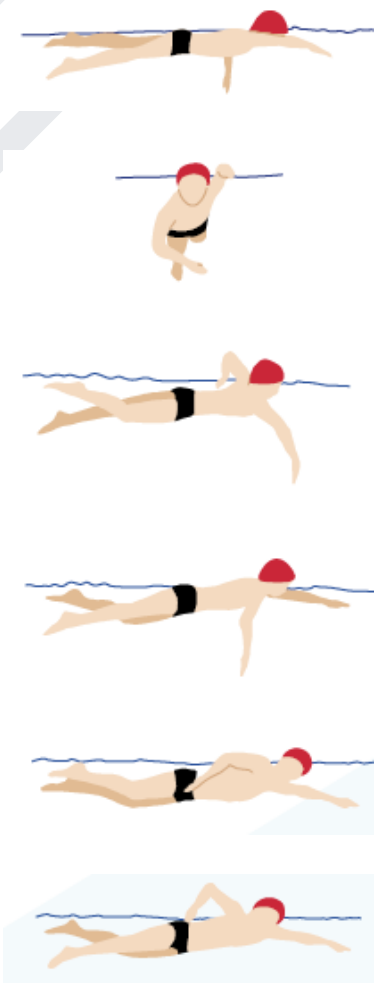
e.g. Breaststroke Legs - Front Crawl Arms, Breaststroke Arms - Front Crawl Legs, etc.

### 4. Water Safety Element – Survival Strokes

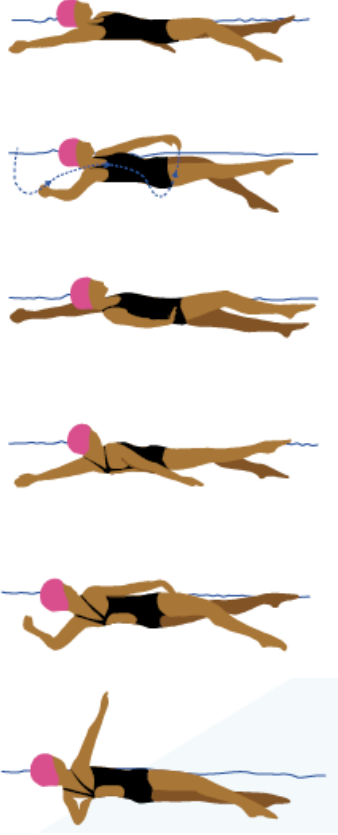
- [Self rescue personal survival stroke](#)
- [Self rescue travel on back](#)
- [Self rescue fall in, float and recover](#)
- [Treading water and personal survival stroke](#)

- 5. **Plenary** – recall a teaching point for breaststroke leg kick.



Week	Learning Objective	Task Examples	Additional Guidance
11	<p><b>Buoyancy and Balance</b></p> <ul style="list-style-type: none"> <li>Swim a distance of 25m using front crawl</li> <li>Travel 10m on back, head first, using a sculling action</li> <li>Travel 10m on back, feet first, using a sculling action.</li> </ul> <p><b>Assessment Outcomes</b> Bucks Swim Star 6</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p><b>1. Warm up (games based)</b></p> <ul style="list-style-type: none"> <li>Relays – travel, kick or swim (teacher preference)</li> <li>Scrabble - print <a href="#">letters of the alphabet</a> to bring in literacy and spelling of key words</li> <li>Maths challenge / countdown – print <a href="#">numbers</a> 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.</li> <li>Cards – print out <a href="#">a suit of cards</a> and laminate. pupils have to retrieve the cards in a certain order (Ace, King, Queen and Jack...)</li> <li>Differentiated through pupils either walking, travelling, swimming with aids or without.</li> </ul> <p><b>2. Main body – front crawl and distance challenges (aiming for 25m). Focus on quality rather than quantity.</b></p> <ul style="list-style-type: none"> <li>Body position – up on top of the water</li> <li>Explore push and glide technique – how could you achieve the furthest push off? Introduce streamline and dolphin kicks.</li> <li>Explore rotation from front to back and vice versa.</li> <li>Legs - 2 floats, one under each arm. Progress to a single float, arms extended and face in.</li> <li>Challenge – no floats, pupils to kick in streamline position.</li> <li>Encourage pupils to blow out in the water. Aiming for a distance of 10m.</li> <li>Arms and breathing– key points: (N.B. They could stand near the wall while rehearsing the skill to demonstrate understanding) <ul style="list-style-type: none"> <li>Hands hold the float at the bottom</li> <li>Pull one hand down to your hip</li> <li>Breathe, looking to the open side (not where the shoulder is in the way)</li> <li>One ear/eye in the water - one ear/eye out of the water</li> <li>Look back down and blow bubbles out.</li> <li>Elbow comes up and over the water - fingers stretch forward - middle finger will enter the water first naturally (because it's the longest!).</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• Support with demonstrations</li> <li>• Timing – continuous.</li> <li>• Extension/Challenge - Swim front crawl as far as you can from deep to shallow.</li> <li>• Starts – push and glide, 3 dolphin kicks (wiggles!) and then swim at least 5m. Encourage pupils to perform one arm stroke before breathing.</li> </ul> <p><b>3. Contrasting activity – <u>sculling</u></b></p> <ul style="list-style-type: none"> <li>• Travel 10m on back, head first, using a sculling action</li> <li>• Travel 10m on back, feet first, using a sculling action.</li> </ul> <p><b>4. Water Safety Element - <u>Submersion and Sinkers</u></b></p> <ul style="list-style-type: none"> <li>• Submersion and sinkers (retrieval of items dependent on ability)</li> <li>• Refer to <b>Lesson 5</b> for Bucks Swim Star Award 4 activities if pupils were unable to achieve this on the first attempt.</li> </ul> <p><b>5. Plenary</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A; pupils to recall key learning points from today’s session.</li> </ul>	

Week	Learning Objective	Task Examples	Additional Guidance
12	<p><b>Travel and coordination</b></p> <ul style="list-style-type: none"> <li>Swim 25m backstroke</li> <li>Swim 25m, collect an object from the bottom of the pool and “show and drop”</li> <li>Attempt a continuous swim for 50m, using any two strokes</li> </ul> <p><b>Assessment Outcomes</b> Bucks Swim Star 6</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p><b>1. Warm up (games based)</b></p> <ul style="list-style-type: none"> <li>Floating Tag; 1 tap on your arm = float on your back, 2 taps on either your arm or leg = freed</li> </ul> <p><b>2. Main body – travel and coordination through backstroke (aiming for distance during this session and therefore the stroke recap is just a guide).</b></p> <ul style="list-style-type: none"> <li>Body position – floating practices / push and glides could remind pupils; tummy needs to be up, ears back, look up at the ceiling, encourage pupils to be relaxed in the water.</li> <li>Leg Practices; Floats – 2, one under each arm. Progress to one to be cuddled over the body. Challenge – no floats, introduce arms by side and/or streamlined Increase the distance from 10m + (ideally attempting 25m at this stage).</li> <li>Key teaching points; <ul style="list-style-type: none"> <li>long legs,</li> <li>kick from the hip,</li> <li>splash your toes.</li> </ul> Repeat practices over set distance.</li> <li>Arms – one float across the body, one arm performing arm action. Challenge – no floats, one arm by their side and the other performing the single arm action</li> <li>Key teaching points; <ul style="list-style-type: none"> <li>thumb out</li> <li>straight arm</li> <li>little finger in first</li> <li>push hand all the way to hip</li> <li>thumb out to repeat the continuous rhythmic cycle.</li> </ul> Repeat practices over set distance.</li> <li>Breathing – encourage pupils to breathe normally.</li> <li>Timing - continuous. A good analogy is if one hand is at 12 o'clock and the other is at 6 o'clock, a continuous movement.</li> <li>Assess their ability to swim 25m backstroke</li> </ul>	



- Challenge – swim 25m, collect an object from the bottom and “show and drop”
- Challenge 2 – attempt a 50m swim using either front crawl and/or backstroke

### 3. Contrasting activity – dolphin kick (development from Lesson 7).

- **Never teach this holding a float!**
- [How to swim dolphin kick](#)
- [Vertical Dolphin Kick](#)
- Stick arms and legs together - explore how to get from one side to the other.
- Explore arm recovery
- Teaching points;
  - hands, in together out together
  - throw your arms over the water
  - look forward to breathe
  - both legs in one sock - keep kicking!

### 4. Water Safety Element – Water Polo (could link with Group 2 for this contrasting activity).

- Throw and catch a ball whilst treading water  
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

### 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.**

