

Commissioned By:



**Buckinghamshire
Council**



Schemes of Work

Advanced Ability; 25 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!

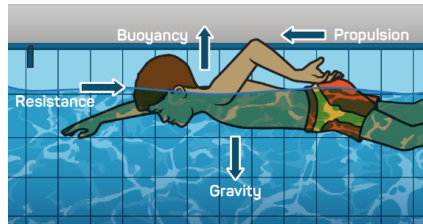
<p style="text-align: center;">Key Concepts and Processes:</p> <p style="text-align: center;">Developing key life skills and physical literacy through school swimming</p>		
<p style="text-align: center;">Outwitting an opponent:</p> <ul style="list-style-type: none"> ● Pupils will identify different areas 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 style="text-align: center;">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 style="text-align: center;">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 25m. 	<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 25m. 	<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 25m.

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

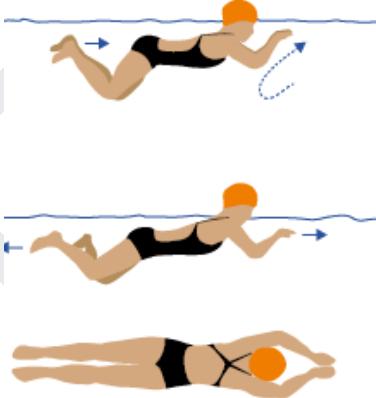

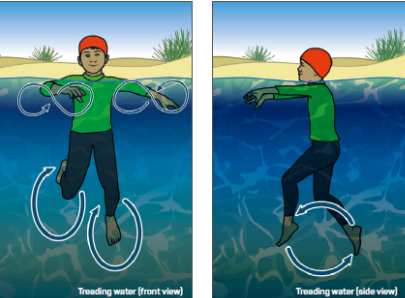
Also really helpful for injured swimmers to ensure that they are still engaged and actively learning as part of the lesson.

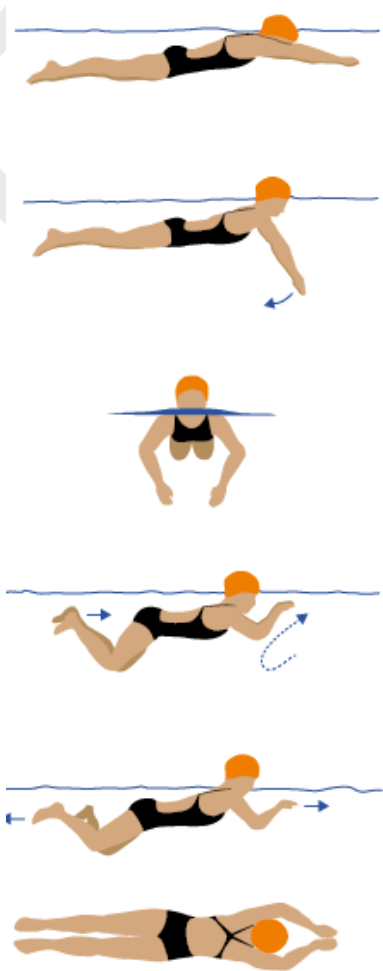
All imagery taken from Swim England resources including:

- 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>

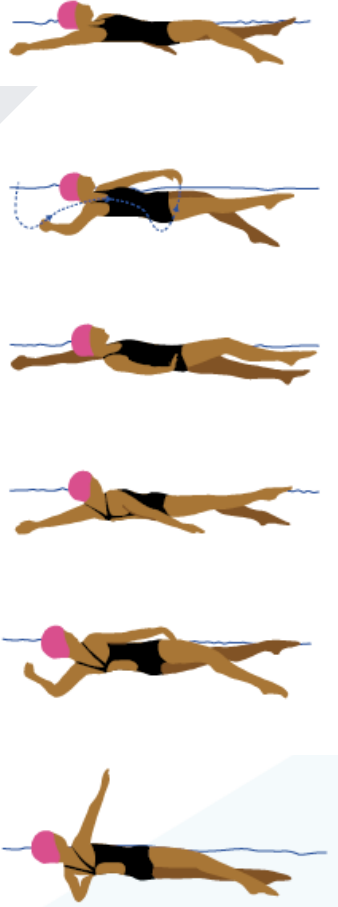
Week	Learning Objective	Task Examples	Additional Guidance
2	<p>Entries and Exits</p> <ul style="list-style-type: none"> • Enter deep water (minimum 1.8m depth) with a straddle entry keeping head above the water • Demonstrate safe exit from shoulder height depth without using steps (NB Shallow tank to demonstrate a safe exit without using steps - pool surround permitting in RA) • Kick 10m breaststroke legs; front and back (symmetrical leg kick) • Challenge – swim 25m breaststroke 	<p>Introductions, expectations and aims of the programme of delivery</p> <p>1. Warm up (games based) - dependent on ability + space</p> <ul style="list-style-type: none"> • Relays – travel, kick or swim (teacher preference) • Scrabble - print & laminate letters of the alphabet to spell out swimming related words • Maths challenge / countdown – print & laminate numbers for students to retrieve. 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) <p>2. Main body – breaststroke</p> <ul style="list-style-type: none"> • Observe full stroke, analyse and identify (according to BLABT) what needs to be developed for the group majority (or weakest pupil) • 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="654 963 949 1203" data-label="Image"> <p>Breaststroke leg action whilst sitting on poolside</p> </div> <div data-bbox="972 986 1451 1123" data-label="Image"> <p>As the arms complete their action, the legs are drawn up.</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), 	

	<p>without stopping</p> <p>Assessment Outcomes Bucks Swim Star 5 Bucks Swim Star 6</p>	<ul style="list-style-type: none"> ○ PENGUIN (heels together turn your feet out 'v'), ○ star ('V'), ○ SNAP (long legs together) <ul style="list-style-type: none"> ● Noodle on back – bend, PENGUIN, star, SNAP ● Noodle on front (still keep noodle around their back, this method gives additional support) – bend, 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 ● Full stroke – minus the aids. Body position tends to drop so focus on quality rather than quantity increasing the distance to 25m. <p>3. Contrasting activity – Survival strokes</p> <ul style="list-style-type: none"> ● Self rescue travel on back ● Self rescue tread water and signal ● Self rescue fall in, float and recover ● Treading water and personal survival stroke <p>4. Water Safety Element – Entries and Exits</p> <ul style="list-style-type: none"> ● Straddle entry ● Safe exit without using steps <p>5. Plenary – exit ticket. State an aspect of water safety that you want to develop further. Teacher should record this and aim to add these in where relevant.</p>	  
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Week	Learning Objective	Task Examples	Additional Guidance
3	<p>Travel and coordination</p> <ul style="list-style-type: none"> Kick 15m breaststroke legs (on front and back) Swim 25m breaststroke without stopping Explore how to safely and effectively tow <p>Assessment Outcomes Bucks Swim Star 5 Bucks Swim Star 6 Bucks Swim Star 7</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"> 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. Main body – breaststroke distance <ul style="list-style-type: none"> Observe full stroke and analyse according to BLABT what needs to be developed for the group majority (or weakest swimmer). If leg kick, do with a noodle and over a distance of 5-10m. Develop from the previous lesson. Challenge – increase distance to 25m (do not compromise on quality) Contrasting activity – Tumble Turns <ul style="list-style-type: none"> Handstands, forward rolls / backwards rolls (travel on front, tuck and return on back) Somersaults Tumble Turns <ol style="list-style-type: none"> One hand up holding the wall (rail) other hand down pressed on wall - kick legs - somersault and stand back up facing the wall. As before, after somersault place both feet flat on the wall As above, when feet are planted on the wall rotate and push off on front Challenge; swim front crawl in from set distance, tumble turn at the wall, 3 dolphin kicks, break-out into front crawl for set distance Water Safety Element – Towing Games <ul style="list-style-type: none"> In pairs/ teams, explore how to safely and effectively tow (could use torpedo buoy) Contact Tows - Contact Tows Video Plenary – <ul style="list-style-type: none"> Charades – act out the key points for towing a casualty. 	

Week	Learning Objective	Task Examples	Additional Guidance
4	<p>Water Safety 1</p> <ul style="list-style-type: none"> Using Water Polo Front Crawl, travel with a ball, feet off the floor Participate in a mini-polo activity Participate in a Water Safety Scenario showing an understanding of the Water Safety Code and how to keep themselves safe Perform a movement sequence in a group <p>Assessment Outcomes Bucks Swim Star 5 Bucks Swim Star 7</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (game based)</p> <ul style="list-style-type: none"> Relay races - using Water Polo Front Crawl, travel with a ball, feet off the floor <p>Mini Polo -</p> <ul style="list-style-type: none"> Key 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 – have noodles on the side if students are weaker and/or tired <p>2. Main body – water safety</p> <ul style="list-style-type: none"> Participate in a Water Safety Scenario showing an understanding of the Water Safety Code and how to keep themselves safe RLSS Rookie Lifeguard Challenges - Bronze <ul style="list-style-type: none"> Yellow = Rookie Lifeguard Challenges Green = activities already targeted in the lesson. <p>Other bullet points are for your information and could be extension tasks;</p> <ul style="list-style-type: none"> Enter shallow water safely and confidently and wade Tread water and signal for help Swim Lifesaving Backstroke Scull head and feet first Hold the 'HELP' position Demonstrate a non-swimmer, weak swimmer and an unconscious casualty Demonstrate a 'Shout and Signal' rescue Throw an aid Demonstrate a reach rescue Enter deep water safely and confidently Perform a feet first surface dive and swim underwater 	<p>RLSS Rookie Lifeguard Bronze</p> <ul style="list-style-type: none"> Enter shallow water safely and confidently and wade Tread water and signal for help Swim continuously in clothing for 50m Swim Lifesaving Backstroke Scull; head and feet first Hold the 'HELP' position Demonstrate a non-swimmer, weak swimmer and an unconscious casualty Demonstrate a 'Shout and Signal' rescue Throw an aid Demonstrate a reach rescue Enter deep water safely and confidently Perform a feet first surface dive and swim underwater Climb out in deep water without using the steps

		<ul style="list-style-type: none"> ● Climb out in deep water without using the steps <p>3. Contrasting activity – Wet Gymnastics over 2 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.</p> <ul style="list-style-type: none"> ● In small groups, students create a sequence with the following: <ul style="list-style-type: none"> a. Starting position b. 3 floating positions c. Sculling action d. Treading water e. Submersion f. Finishing position g. Please note that this will be the contrasting activity for next week (work with school staff to set as homework). <p>4. Water Safety and 5. Plenary</p> <ul style="list-style-type: none"> ● Describe a way of keeping yourself safe (depending on the scenario pre-planned by the swim teacher or school staff). 	
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Week	Learning Objective	Task Examples	Additional Guidance
5	<p>Rotation and orientation</p> <ul style="list-style-type: none"> • Swim 25m backstroke • Perform a front or back somersault in deep water • Explore how to perform a tumble turn on your back <p>Assessment Outcomes Bucks Swim Star 7</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (game based)</p> <ul style="list-style-type: none"> • Relays – doggy paddle, various travelling forms, corkscrew, sculling (head and feet first). <p>2. Main body – rotation and orientation through backstroke (target 25m distance and focus on turns)</p> <ul style="list-style-type: none"> • 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. • 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). • Key teaching points; <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. Challenge – no floats, one arm by their side and the other performing the single arm action • Key teaching 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 rhythmic cycle. Repeat practices over set distance. 	

		<ul style="list-style-type: none"> ● Breathing – encourage pupils to breathe normally. ● 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. ● Challenge – cup on head, rotate shoulders, keeping head still so water doesn't fall out. ● Tumble turns; backstroke Handstands, forward rolls / backwards rolls Swim from flags on back (count from 5m) - Rotate onto front, plant feet on the wall and push off As above, but push off streamlined As above, and perform 3 dolphin kicks underwater <p>3. Contrasting activity – Wet Gymnastics</p> <ul style="list-style-type: none"> ● Allow for a quick recap and then get students to perform their sequence - peer assessment, “star and a wish” of performance. <p>4. Water Safety Element –</p> <ul style="list-style-type: none"> ● Submersion and sinkers (retrieval of items dependent on ability) <p>5. Plenary – Charades.</p> <ul style="list-style-type: none"> ● Act out the teaching points for doing a backstroke tumble turn. <p>Remind pupils that they need shorts and t-shirts for the next <u>two</u> lessons, ask school staff to support in this process</p>	
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Week	Learning Objective	Task Examples	Additional Guidance
6	<p>Water Safety 1</p> <ul style="list-style-type: none"> • Whole lesson with clothes on and no goggles! • Answer three questions relating to water safety e.g. beach flags, cold water shock • Tread water (in deep water) for 1 minute, signal and call for help • Maintain a stationary HELP position for 2 minutes (using a float) <p>Assessment Outcomes Bucks Swim Star 6</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based) Beach Flag Game to reinforce their understanding;</p> <ul style="list-style-type: none"> • red = climb out • red/yellow = travel in allocated area • white/black = use a piece of equipment to demonstrate a water sport <p>2. Main body – Water Safety</p> <ul style="list-style-type: none"> • Tread water for 1 minute, signal and call for help (in deep water) • Maintain a stationary HELP position for 2 minutes (using a float) • RLSS Rookie Lifeguard Challenges - Bronze <ul style="list-style-type: none"> ○ Yellow = Rookie Lifeguard Challenges ○ Green = activities already targeted in the lesson. <p>Other bullet points are for your information and could be extension tasks;</p> <ul style="list-style-type: none"> • Enter shallow water safely and confidently and wade • Tread water and signal for help • Swim continuously in clothing for 50m • Swim Lifesaving Backstroke • Scull head and feet first • Hold the 'HELP' position Understand benefits of 'Huddle' position • Demonstrate a non-swimmer, weak swimmer and an unconscious casualty • Demonstrate a 'Shout and Signal' rescue • Throw an aid • Demonstrate a reach rescue • Enter deep water safely and confidently • Perform a feet first surface dive and swim underwater • Climb out in deep water without using the steps • The stages of the Rookie Lifeguard programme 	 <p>Rookie Lifeguard Stages</p>

3. Contrasting activity – Butterfly

- **Never teach this holding a float!**
- Stick arms and legs together - explore how to get from one side to the other.
- Explore arm action
- Teaching points;
 - hands, in together out together
 - throw your arms over the water
 - look forward to breathe
 - both legs in one sock - keep kicking!
- Aim for 10m full stroke

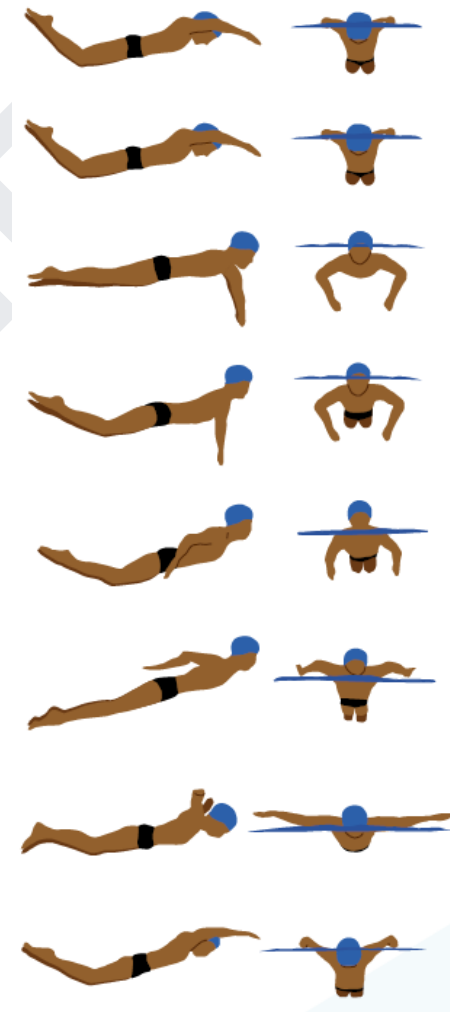
4. Water Safety Element – HELP


Maintain the HELP position for 2 minutes with a float



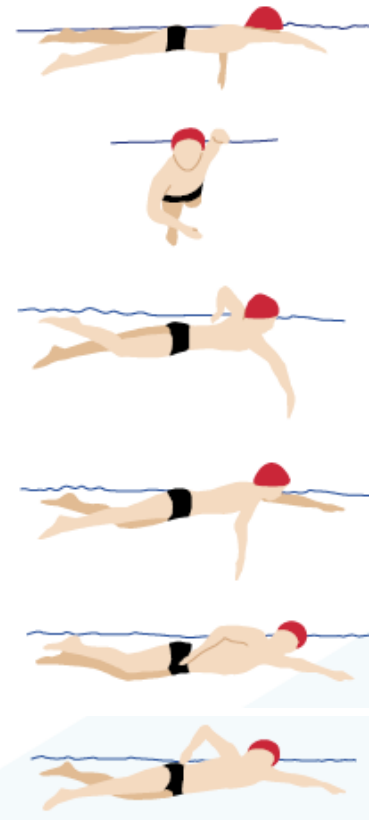
- ### 5. Plenary – answer at least three questions related to water safety.

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



Week	Learning Objective	Task Examples	Additional Guidance
7	<p>Water Safety 3</p> <ul style="list-style-type: none"> • Assessment in RLSS Rookie Lifeguard Scheme. • Bronze • Silver • Gold • Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water and swim 15m head up Front Crawl or Breast-stroke • Throw and catch a ball whilst treading water • Using Water Polo Front Crawl, travel 	<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) (teacher's choice) <ul style="list-style-type: none"> • Relays – travel, kick or swim (teacher preference) • 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) 2. Main body – Water Safety (teacher selects most appropriate Rookie Lifeguard Stage, dependent on group's ability after completing the deep water entry activity). <ul style="list-style-type: none"> • Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water and swim 15m head up Front Crawl or Breast-stroke • Identify the most appropriate stage/activity to ensure challenge but achievable. • BSSP would suggest the <u>Bronze Scheme</u> as an Assessment as this has been referred to throughout this scheme of work 3. Contrasting activity – Mini Polo Activities <ul style="list-style-type: none"> • Throw and catch a ball whilst treading water • Using Water Polo Front Crawl, travel with a ball, pick up and pass to a partner 	 <p>Rookie Lifeguard Stages</p>

	<p>with a ball, pick up and pass to a partner</p> <p>Assessment Outcomes Bucks Swim Star 6 Bucks Swim Star 7</p>	<p>4. Plenary - Exit Ticket</p> <ul style="list-style-type: none">• Students answer a question around water safety and deep water to leave the lesson.	
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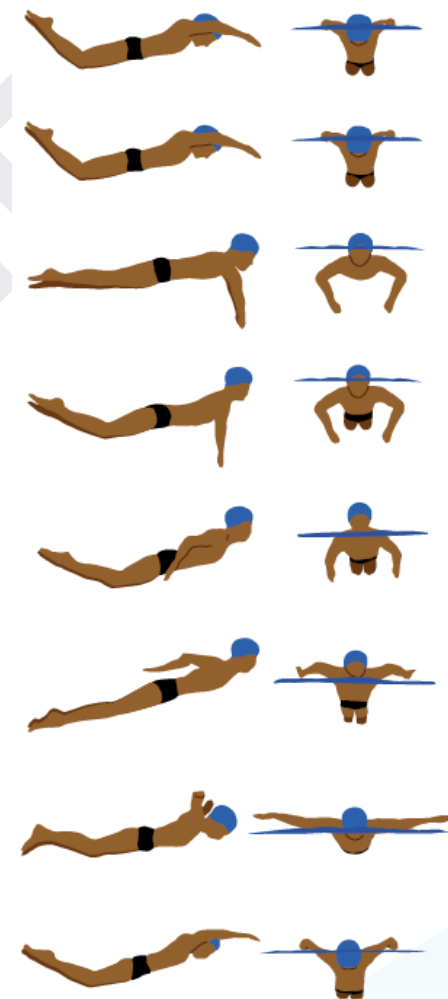
Week	Learning Objective	Task Examples	Additional Guidance
8	<p>Aquatic breathing</p> <ul style="list-style-type: none"> Swim 25m using a recognisable front crawl, without stopping and breathing effectively Swim 25m, collecting an object from the bottom of the pool and then “show and drop” Swim 10m butterfly <p>Assessment Outcomes Bucks Swim Star 6 Bucks Swim Star 7</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 <ul style="list-style-type: none"> kicking; retrieval of items aquatic breathing (blowing); egg flips, ball pit balls Main body – aquatic breathing through front crawl <ul style="list-style-type: none"> Body position – up on top of the water Explore push and glide technique – how could you achieve the furthest push off? Emphasis on streamline and dolphin kicks Explore rotation from front to back and vice versa Legs – single float, arms extended and face in Challenge – remove float 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 Arms and breathing– key points: <ul style="list-style-type: none"> Hands hold the float at the bottom Pull one 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 Extension/Challenge; Superman drill <ul style="list-style-type: none"> One arm extended and one arm by pupil's side, 12 kicks and rotate arms. Reduce from 12, 10, 8 and 6. This drill should encourage pupils to stretch out and catch the water. Starts 	

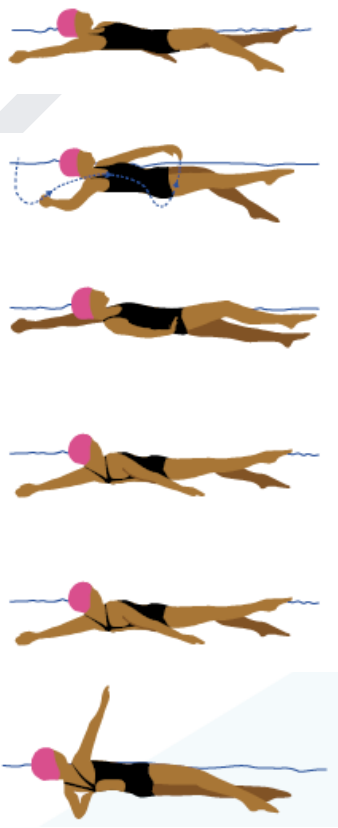
- push and glide
- underwater dolphin kick (aim for 3)
- break out to swim at least 5m (encourage pupils to perform one arm stroke before breathing)
- [Swim 25m](#) recognisable Front Crawl without touching the side of the pool (part of the swim in water greater than shoulder depth where possible); the stroke should look as strong at the end of the swim as the start.
- Show and drop – swim 25m, perform a submersion dive and then collect an object from the floor.
- 3. Contrast activity – dolphin kick**
- N.B. Never teach this holding a float!**
- Stick arms and legs together – explore how to get from one side to the other.
- Explore arm action
- Teaching points;
 - hands, in together out together
 - throw your arms over the water
 - look forward to breathe
 - both legs in one sock - keep kicking!
- Aim for distance of 10m butterfly
- 4. Water Safety Element – Flag Game**
 - [RNLI Keeping Beaches Safe](#)
- 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.
- 5. Plenary** – state what the beach flags mean and why do you think they are important?

NOTE



Next week equipment needed; stop watches & clipboards



Week	Learning Objective	Task Examples	Additional Guidance
9	<p>Buoyancy and Balance</p> <ul style="list-style-type: none"> Complete a backstroke swimming challenge relating to speed and distance. Repeat swim, gain a time and then identify how to improve time. Apply suggested improvements to swim <p>Assessment Outcomes Bucks Swim Star 7</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) (teacher's choice) <ul style="list-style-type: none"> Relays – travel, kick, swim, scull or dolphin kick Scrabble - you could bring in letters of the alphabet to bring in literacy and spelling of key words Maths challenge / countdown – print numbers and get students to retrieve the numbers. Then you shout a number out and they have to use the numbers/ operations in front of them to achieve that number. Cards – print out a suit of cards and laminate. Students have to retrieve the cards in a certain order (Ace, King, Queen and Jack...) Main body – buoyancy and balance through backstroke (swimming challenge is the focus) <ul style="list-style-type: none"> The aim of this session is a set distance and speed, please refer to BLABT (in previous lesson) for support <ul style="list-style-type: none"> Body position Legs Arms Breathing Timing Consider equipment needed and organisation of lane (e.g. 10 second intervals) Contrasting activity – Dolphin Kick <ul style="list-style-type: none"> Vertical dolphin kick - Vertical Dolphin Kick Side-ways dolphin kick - Enhancing Your Body Undulation 	

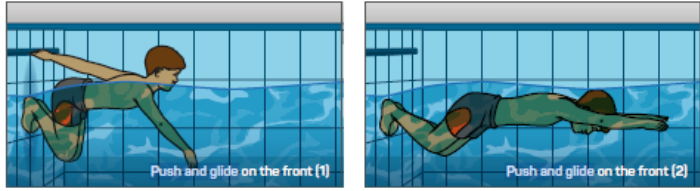
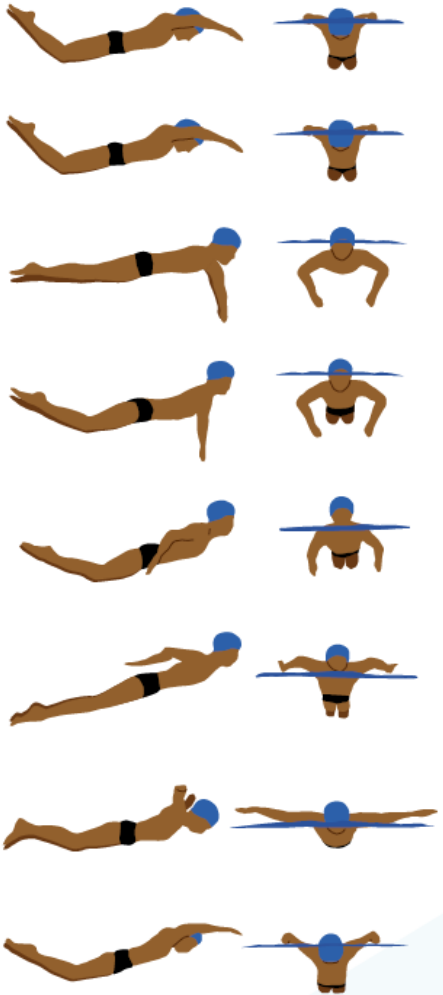
4. Water Safety Element – Floating

- Floating – star, mushrooms
- Treading water
- [RNLI Float to Live](#)



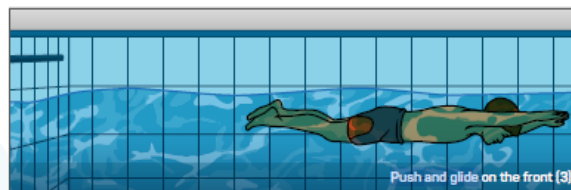
5. Plenary – Reflection

- Using **BLABT**, identify at least two ways you could develop and improve your backstroke technique.

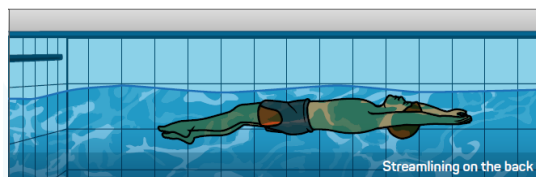
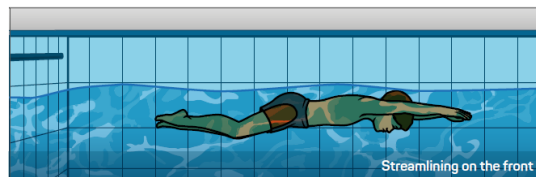
Week	Learning Objective	Task Examples	Additional Guidance
10	<p>Rotation and Orientation</p> <ul style="list-style-type: none"> Swim 10m butterfly Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water and swim 15m head up Front Crawl or Breast-stroke Demonstrate a safe exit from full height depth without using the steps (shallow tank to demonstrate a safe exit without using 	<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"> Relays – stroke challenges such as fly leg kick with breaststroke arms, double backstroke arms with fly leg kick. Main body –rotation and orientation through butterfly <ul style="list-style-type: none"> Never teach this holding a float! If a pupil is proficient in this stroke ask them to demonstrate (observers on poolside) Body position – students need to be on top of the water. Teaching points; <ul style="list-style-type: none"> hands, in together out together throw your arms over the water look forward to breathe both legs in one sock - keep kicking! Challenge – vertical kicking and kicking on their backs. Contrasting activity – push and glides <ul style="list-style-type: none"> Explore pushing and gliding in streamline position Progression; add on <ul style="list-style-type: none"> 3 dolphin kicks, as above + one arm pull, as above + continue to swim full stroke for a set distance <p>Push and glide (front)</p> 	

- steps -pool surround permitting in RA).
- Perform a front and back somersault in deep water

Assessment Outcomes Bucks Swim Star 7



Streamline positions

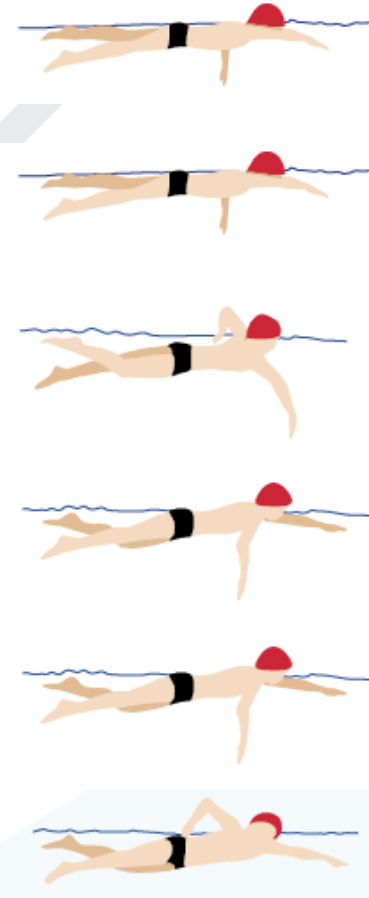


4. Water Safety Element - Straddle Entries

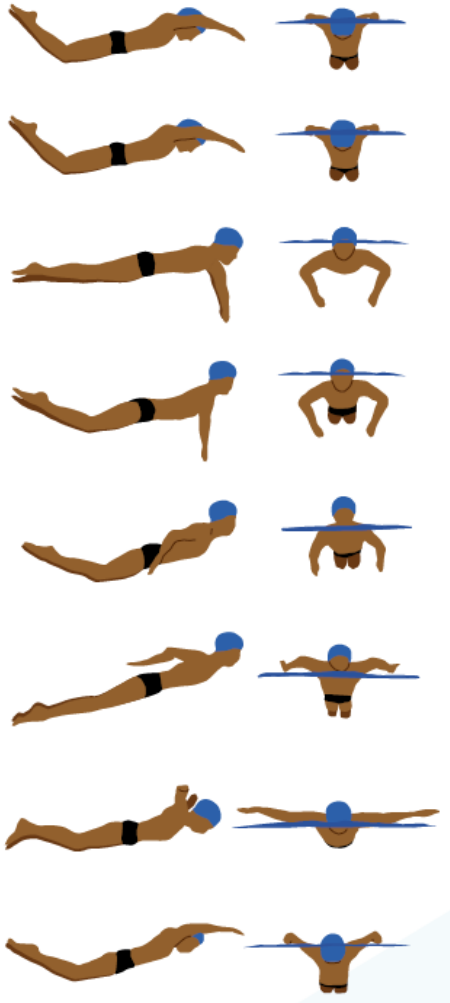
- Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water and swim 15m head up Front Crawl or Breast-stroke
- Demonstrate a safe exit from full height depth without using the steps (shallow tank to demonstrate a safe exit without using steps -pool surround permitting in RA).
- Extension Task - Explore forward and backward somersaults in deep water

5. Plenary – Top Tips

- State 3 Top Tips to perform a skill from today's session.

Week	Learning Objective	Task Examples	Additional Guidance
11	<p>Rotation and orientation</p> <ul style="list-style-type: none"> • Continuous swim for 50m using any two strokes • Swim 100m, at designated points perform a head or feet surface dive and swim 5m underwater • Perform a tumble turn (front crawl or backstroke) <p>Assessment Outcomes Bucks Swim Star 6 Bucks Swim Star 7</p>	<p>Reinforce prior learning of entries into the pool and the pool rules</p> <p>1. Warm up (games based)</p> <p>Relay races:</p> <ul style="list-style-type: none"> • Doggy paddle • Front crawl • Corkscrew = a front crawl stroke, a side stroke, a back stroke and a side stroke. You should be back on your front - repeat the process for a set distance. Allow sufficient rest to avoid dizziness. <p>2. Main body – rotation and orientation through front crawl</p> <ul style="list-style-type: none"> • Body position – up on top of the water Explore push and glide technique – how could you achieve the furthest push off? Explore rotation from front to back and vice versa. • 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). • Arms and breathing– key points: <ul style="list-style-type: none"> ○ Hands hold the float at the bottom ○ Pull one 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 • Aim - distance of 50m front crawl continuously 	

		<ul style="list-style-type: none"> ● Extension/Challenge; Superman drill <ul style="list-style-type: none"> ○ One arm extended and one arm by pupil's side, 12 kicks - rotate arms. Reduce from 12, 10, 8 and 6. Encourage pupils to stretch out and catch the water ● Starts <ul style="list-style-type: none"> ○ push and glide ○ underwater dolphin kick (aim for 3) ○ break out to swim at least 5m (encourage pupils to perform one arm stroke before breathing) ● Challenge – swim 50m and attempt a tumble turn <p>3. Contrasting activity – Tumble Turns</p> <p>a) One hand up holding the wall (rail) other hand down pressed on wall - kick legs - somersault and stand back up facing the wall.</p> <p>b) As before but after somersault place both feet flat on the wall</p> <p>c) As before but when feet are planted on the wall rotate and push off on front</p> <p>4. Water Safety Element – Surface Dives</p> <ul style="list-style-type: none"> ● Head first ● Feet First ● Collection of brick off the bottom of the pool floor <p>5. Plenary – Q&A</p> <ul style="list-style-type: none"> ● Reflect on different bodies of water, what entries and exits are most appropriate. 	
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Week	Learning Objective	Task Examples	Additional Guidance
12	<p>Travel and coordination</p> <ul style="list-style-type: none"> Swim 10m butterfly (more if able) Swim 'Water Polo' front crawl and successfully shoot at a target / goal Participate in a mini polo game Travel 10m on back, head first, using a sculling action Travel 10m on back, feet first, using a sculling action <p>Assessment Outcomes Bucks Swim Star 6 Bucks Swim Star 7</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"> Relays – stroke challenges such as fly leg kick with breast-stroke arms, double backstroke arms with fly leg kick. Main body - travel and coordination, butterfly, develop from previous lesson. <ul style="list-style-type: none"> Never teach this holding a float! If a pupil is proficient in this stroke ask them to demonstrate (observers on poolside) Body position – on top of the water. Teaching points; <ul style="list-style-type: none"> hands, in together out together throw your arms over the water look forward to breathe both legs in one sock - keep kicking! Challenge – vertical kicking and kicking on their backs. Contrasting activity – Mini Polo (suggestion is to combine with the non-swimmers) <ul style="list-style-type: none"> 'Water Polo' Front Crawl and successfully shoot at a target / goal Participate in a mini polo game Key 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 – noodles close to hand for tiring/weaker players Water Safety Element - sculling <ul style="list-style-type: none"> Travel on back, head first, using a sculling action Travel on back, feet first, using a sculling action. 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.