



Swimming

Key Principles:

Intent

At Kingsthorne, our aim is to ensure that the children experience a wide variety of sporting and physical activities, that may not be available to them outside of school, so they can develop a sense of enjoyment, physical fitness and well-being. We wish to inspire them to succeed and excel in a range of physical activities and want children to develop and explore physical skills with increasing control, co-ordination flexibility and strength. We want the children to develop and master key skills for a range of sporting and physical activities, beginning to apply these appropriately to different scenarios. Our goal is for the children to develop an awareness and understanding for how to succeed in a range of physical activities and therefore they will begin to evaluate their own success and consider how to improve on their own performance. We want to enable children to understand the positive influence that sport and exercise can have on our bodies and health, both physically and mentally. We aim for all children to be able to swim at least 25m, using a variety of strokes confidently. Our ambition is that they understand how to evaluate and improve their own performance and understand the fundamentals of keeping them safe in and around water.

Implementation

Pupils at Kingsthorne participate in high quality Swimming sessions, once a week, in Years 4, 5 and 6 for a full term. Lessons are delivered by teachers, or specialist coaches provided by Kingstanding Leisure Centre. Our programme, which has been planned based on the National Curriculum, focusses on developing the confidence and ability of our children in the water and teaching them the correct techniques, to best achieve their goals. Each year group is given the opportunity to spend an afternoon in the pool every week, for a full term, which allows the children to develop confidence in the pool and allows them time to really embed the skills they have been taught and begin to identify how they can improve their own technique. Lessons are also planned to consider the impacts of swimming on the children’s health and well-being.

<p style="text-align: center;">What we teach and why Highlight repeats / skills building up</p>	<p style="text-align: center;">Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting?</p> <p style="text-align: center;">Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..</p>
--	---

Autumn (Year 6)

Spring (Year 5)

Summer (Year 4)

Key Threads

Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Health and fitness	Evaluation and improvement
<p>Pupils can swim on their front and back, using arm and leg actions together with smooth coordination</p> <p>Pupils can control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke</p> <p>Pupils can use personal survival techniques, including floating, sculling and surface diving</p> <p>Pupils can swim for more than 45 seconds and further than 50 metres</p>	<p>Pupils can use a variety of strokes and personal survival skills to suit the needs of a task</p> <p>Pupils can plan how to meet set challenges on their own and in groups</p> <p>Pupils can recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully</p>	<p>Pupils can describe why swimming helps them to be fit and healthy</p> <p>Pupils can explain why their body reacts differently to swimming different distances and times</p> <p>Pupils can describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming</p>	<p>Pupils can use a range of language to describe what they see and give concise explanations of what they do well</p> <p>Pupils can identify aspects of their work that need improvement and suggest ways to practise</p> <p>Pupils can realise that smooth swimming demands concentration and good control of arms, legs and breathing</p>

<p>Year 6</p> <p>Links to NC Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p> <p>Key Knowledge & Vocabulary front crawl, back crawl, breaststroke, float, scull, surface diving, pull, push, kick, lie flat, streamlined, breathe, turning</p> <p>How does this link build on previous learning?</p> <ul style="list-style-type: none"> • should be able to swim without support and swimming aids • learned how to move confidently in and under water <p>Have begun to learn how to tread and scull water</p> <ul style="list-style-type: none"> • used a variety of leg and arm actions to swim front and back crawl of at least 10m. • learned how to behave safely in and around water <p>Sequence of Lessons</p> <p>L.O. I am learning how to behave safely in and around the pool. L.O. I am learning to tread and scull water (repeat this regularly through lesson warm ups and cool downs). L.O I am learning about the effects of swimming on my body.</p> <p>LO. I am learning to refine my front crawl technique. L.O. I am learning to regulate my breathing over a distance. L.O. I am learning to complete a length using as few strokes as possible.</p>	<p>Year 5</p> <p>Links to NC Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p> <p>Key Knowledge & Vocabulary front crawl, back crawl, breaststroke, float, scull, surface diving, pull, push, kick, lie flat, streamlined, breathe, turning</p> <p>How does this link build on previous learning?</p> <ul style="list-style-type: none"> • started to swim, with or without support and swimming aids • learned how to move confidently in and under water • used a variety of leg and arm actions to swim front and back crawl. • learned how to behave safely in and around water <p>Sequence of Lessons</p> <p>L.O. I am learning how to behave safely in and around the pool. L.O. I am learning to tread and scull water (repeat this regularly through lesson warm ups and cool downs). L.O I am learning about the effects of swimming on my body.</p> <p>L.O. I am learning to use the correct technique to kick my legs in front crawl – float assisted L.O. I am learning to use the correct leg technique to swim 25m – float assisted L.O. I can describe another person’s work, using the correct language.</p> <p>L.O. I am learning to use the correct technique for one arm in front crawl- float assisted L.O. I am learning to use the correct technique for both arms in front crawl</p>	<p>Year 4</p> <p>Links to NC Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p> <p>Key Knowledge & Vocabulary front crawl, back crawl, breaststroke, float, scull, surface diving, pull, push, kick, lie flat, streamlined, breathe, turning</p> <p>How does this link build on previous learning? It is helpful if children have:</p> <ul style="list-style-type: none"> • started to swim, with or without support and swimming aids • learned how to move confidently in and under water • used a variety of leg actions • used a variety of arm actions • learned how to behave safely in and around water <p>Sequence of Lessons</p> <p>L.O. I am learning how to behave safely in and around the pool. L.O. I am learning to move confidently in the water. L.O. I am learning to use swimming aids correctly to help me float in the water – hand floats and tube floats. L.O. I am learning to move confidently under the water.</p> <p>L.O. I am learning to use the correct technique to kick my legs in front crawl – float assisted (Hand and tube if necessary) L.O. I am learning to use the correct leg technique to swim 5m – float assisted (Hand and tube if necessary) L.O. I am learning to use the correct leg technique to swim 10m – float assisted (Hand and tube if necessary) L.O. I can describe another person’s work, using the correct language.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> • swimming floats • armbands and other supports • bricks and weighted hoops • pool dividers • floating markers • balls and other floating equipment • timing and recording devices • a video on water safety • laminated resource cards <p>Health and safety</p> <ul style="list-style-type: none"> • Is the space around the pool free from clutter? • Can the less confident swimmers stand on the pool floor comfortably? • Has the pool been checked for health and safety? • Is a qualified lifesaver in attendance who can see all the children? • Show the children a water safety video and talk to them about the dangers of being in and around water. Tell them what to do if they see someone in difficulty in water.
---	--	---	--

<p>L.O. I am learning to push off and turn at the end of lengths. L.O. I am learning to combine techniques to swim 50m and beyond using front crawl. L.O. I am learning to evaluate my own performance and improve it.</p> <p>L.O. I am learning to refine my backstroke technique. L.O. I am learning to complete a length using as few strokes as possible. L.O. I am learning to push off and turn at the end of lengths. L.O. I am learning to combine techniques to swim 50m and beyond using backstroke. L.O. I am learning to evaluate my own performance and improve it.</p> <p>L.O. I am learning to use the correct leg technique for breast stroke- float aided. L.O. I am learning to use the correct arm technique for breast stroke.</p> <p>L.O. I am learning to complete a length in as few strokes as possible. L.O. I am learning to combine techniques to swim 25m using breast stroke. L.O. I am learning to evaluate my own performance and improve it.</p> <p>L.O. I am learning to select appropriate strokes to complete a challenge.</p> <p>L.O. I am learning to set my partner a challenge.</p> <p>L.O. I am learning to surface dive to retrieve an object. L.O. I am learning to choose an appropriate stroke to support my surface diving.</p>	<p>L.O. I can describe another person's work, using the correct language.</p> <p>L.O. I am learning to position my head correctly to breathe whilst swimming- float assisted L.O. I am learning to position my head correctly to breathe whilst swimming, unaided. L.O. I am learning about the importance of keeping my body streamlined, whilst swimming. (head in the water) L.O. I am learning to decrease the amount of breaths I take over a length. L.O. I am learning about the benefits using the correct breathing technique gives to my body during swimming.</p> <p>L.O. I am learning to combine my skills to swim front crawl 25m. L.O. I am learning to use feedback to improve my technique.</p> <p>L.O. I am learning to float confidently on my back unaided, keeping my face above water. L.O. I am learning about the importance of keeping my body streamlined, whilst swimming.</p> <p>L.O. I am learning to use the correct leg technique for back stroke- float assisted (tube float if necessary)</p> <p>L.O. I am learning to use the correct arm technique for backstroke (tube float if necessary) L.O. I can describe another person's work, using the correct language.</p> <p>L.O. I am learning to combine my skills to swim backstroke 25m. L.O. I am learning to use feedback to improve my technique.</p> <p>L.O. I am learning surface dive, to retrieve objects under water.</p>	<p>L.O. I am learning to use the correct technique for one arm in front crawl- float assisted (tube float if necessary) L.O. I am learning to use the correct technique for both arms in front crawl- (tube float if necessary) L.O. I can describe another person's work, using the correct language. L.O. I am learning about the health benefits of swimming on my body.</p> <p>L.O. I am learning to position my head correctly to breathe whilst swimming- float assisted (By now children should be able to swim without a tube float) L.O. I am learning to position my head correctly to breathe whilst swimming – no float. L.O. I am learning about the benefits using the correct breathing technique gives to my body during swimming.</p> <p>L.O. I am learning to combine my skills to swim front crawl 5m. L.O. I am learning to combine my skills to swim front crawl 10m. L.O. I am learning to use feedback to improve my technique.</p> <p>L.O. I am learning to float confidently on my back, keeping my face above water- float assisted (hand and tube float of necessary) L.O. I am learning to float confidently on my back unaided, keeping my face above water.</p> <p>L.O. I am learning to use the correct leg technique for back stroke- float assisted (tube float if necessary) L.O. I am learning to use the correct arm technique for backstroke (tube float if necessary) L.O. I can describe another person's work, using the correct language.</p> <p>L.O. I am learning to combine my skills to swim backstroke 5m. L.O. I am learning to combine my skills to swim backstroke 10m. L.O. I am learning to use feedback to improve my technique.</p>	
--	---	--	--