National Curriculum for Swimming

Key Stages 1 - 3

Susan Barlow – ASA School Swimming Advisor
Yorkshire/Humberside & East Midlands

Jon Keating – ASA School Swimming Advisor
North West & North East
Aims & Objectives of Workshop

1. Provide knowledge & understanding of programme of study for KS1 – KS3 (Swimming & Water Safety)
2. Highlight the importance & use of Qualifications & Curriculum Authority (QCA) Core Tasks & Expected Standards in Swimming & Water Safety
3. Cross-curricular links
4. Swimming & Water Safety in relation to Physical Education (PE)
KS1 Programme of Study

Pupils should be taught to:

• Move in water (for example, jump, walk, hop and spin, using swimming aids and support)
• Float and move with and without swimming aids
• Feel the buoyancy and support of water and swimming aids
• Propel themselves in water using different swimming aids, arms and leg actions and basic strokes
most children will be able to:

- Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves;
- Use one basic method to swim the distance, making sure that they breathe;
- Using floats, swim over longer distances and periods of time with a more controlled leg kick;
- Join in all swimming activities confidently; explore freely how to move in and under water;
- Recognise how the water affects their temperature: recognise how their swimming affects their breathing;
- Identify and describe the difference between different leg and arm actions.
KS2 – Programme of Study

Pupils should be taught to:

• pace themselves in floating and swimming challenges related to speed, distance and personal survival
• swim unaided for a sustained period of time over a distance of at least 25 metres
• use recognised arm and leg actions, lying on their front and back
• use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]
most children will be able to:

• swim between 50 and 100 metres and keep swimming for 45 to 90 seconds
• use three different strokes, swimming on their front and back with controlled breathing
• swim confidently and fluently on the surface and under water
• work well in groups to solve specific problems and challenges, sharing out the work fairly
• recognise how swimming affects their body, and pace their efforts to meet different challenges
• suggest activities and practices to help improve their own performance
The study of PE should include activities that cover at least four of the following:

a. outwitting opponents, as in games activities
b. accurate replication of actions, phrases and sequences, as in gymnastic activities
c. exploring and communicating ideas, concepts and emotions, as in dance activities
d. performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
e. identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities
f. exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.
If swimming is taught during Key Stage 3, Pupils should be taught to:

- Set and meet personal and group targets in swimming events, water-based activities, personal survival challenges and competitions; and
- Use a range of recognised strokes, techniques and personal survival skills with technical proficiency.
Activity 1

Swimming & Water Safety is a part of the National Curriculum & PE

• Does your school swimming programme deliver minimum requirements of KS2 or deliver the QCA expectations at KS2?

• Discuss amongst your groups & feedback
Core Tasks

• QCA programme of study for PE
• Swimming & Water Safety (1 of 9 activities of PE curriculum)
• 2 core units for Swimming & Water Safety
• 3 core tasks per unit
• 8 – 12 hours learning per unit
• End of Key Stage 2 (Y6) Expectation to reach attainment Level 4 (all subject areas)
## QCA – Core Tasks/Level Table

<table>
<thead>
<tr>
<th>Gymnastic activities</th>
<th>Dance activities</th>
<th>Athletic activities</th>
<th>Outdoor and adventurous activities</th>
<th>Swimming activities and water safety</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Core Task 1</td>
<td><strong>Unit 2</strong> Core Task 1</td>
<td><strong>Unit 3</strong> Core Task 1</td>
<td><strong>Unit 4</strong> Core Task 1</td>
<td><strong>Unit 5</strong> Core Task 1</td>
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<tr>
<td><strong>Unit 6</strong> Core Task 2</td>
<td><strong>Unit 7</strong> Core Task 2</td>
<td><strong>Unit 8</strong> Core Task 2</td>
<td><strong>Unit 9</strong> Core Task 2</td>
<td><strong>Unit 10</strong> Core Task 2</td>
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<td><strong>Unit 3</strong> Core Task 1</td>
<td><strong>Unit 11</strong> Core Task 1</td>
<td><strong>Unit 12</strong> Core Task 1</td>
<td><strong>Unit 13</strong> Core Task 1</td>
<td><strong>Unit 14</strong> Core Task 1</td>
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<tr>
<td><strong>Unit 4</strong> Core Task 2</td>
<td><strong>Unit 15</strong> Core Task 2</td>
<td><strong>Unit 16</strong> Core Task 2</td>
<td><strong>Unit 17</strong> Core Task 2</td>
<td><strong>Unit 18</strong> Core Task 2</td>
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<tr>
<td><strong>Development Unit</strong> Core Task 3</td>
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<tr>
<td><strong>Intermediate Unit</strong> Core Task 4</td>
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<tr>
<th>Pre-Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
</table>

- **Gymnastic activities**
  - Core Tasks: 1, 2, 3
  - Development Unit: 3
  - Intermediate Unit: 4

- **Dance activities**
  - Core Tasks: 1, 2, 3
  - Development Unit: 3
  - Intermediate Unit: 4

- **Athletic activities**
  - Core Tasks: 1, 2, 3
  - Development Unit: 3
  - Intermediate Unit: 4

- **Outdoor and adventurous activities**
  - Core Tasks: 1, 2, 3
  - Development Unit: 3
  - Intermediate Unit: 4

- **Swimming activities and water safety**
  - Core Tasks: 1, 2, 3
  - Development Unit: 3
  - Intermediate Unit: 4
Four Strands of the National Curriculum

- Acquiring & Developing Skills
  - Knowledge and understanding of fitness and health
  - Selecting and applying skills and tactics
- Evaluating and improving performance
# Cross-Curricular Links

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<tr>
<th></th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
<th>Key Stage 3</th>
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<tbody>
<tr>
<td><strong>Maths</strong></td>
<td>Measuring and recording distances</td>
<td>Time, distance &amp; challenges related to speed</td>
<td>challenges and targets</td>
</tr>
<tr>
<td><strong>English/Literacy</strong></td>
<td>Using specialist language; vocabulary</td>
<td>Evaluating, explaining and describing swimming</td>
<td>pupils will be able to understand use, spell and</td>
</tr>
<tr>
<td></td>
<td>extension is an objective in each term</td>
<td>activities; evaluation is highlighted as an</td>
<td>describe correctly words relating to the</td>
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<tr>
<td></td>
<td></td>
<td>appropriate activity in each year</td>
<td>activities e.g. starts, turns, water polo etc</td>
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<tr>
<td><strong>Science</strong></td>
<td>Understanding floating and sinking, exploring</td>
<td>Investigating propulsion with arms and legs,</td>
<td>Understand the forces and propulsion relating</td>
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<tr>
<td></td>
<td>forces</td>
<td>exploring forces</td>
<td>to sculling &amp; stroke techniques</td>
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<tr>
<td><strong>PHSE</strong></td>
<td>Learning to work safely with others</td>
<td>Finding out why swimming is good for your</td>
<td>Solve problems, consider alternatives,</td>
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<td></td>
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<td>health</td>
<td>structure plans and organise group activities</td>
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Addressing the Barriers

- Cost (transport) is perhaps the largest barrier to school swimming:

Consider:

1. Making school swimming about more than just swimming
2. Physical Education in water
3. Cross curricular links
Conclusion

Critical Evaluation of your current School Swimming Programme is crucial:

• Do your lessons address the 4 strands of NC?
• What should/could you change in your programme to achieve KS2/QCA Expected Standards rather than KS2 minimum requirements?
• Do your schools swim enough – minimum 24 hours (per pupil)?
• Cross-curricular lessons e.g.; links to science/maths?
• Think PE! (The whole PE curriculum could be delivered in the pool)
The National Curriculum Expectations at Key Stage 2

- [http://www.standards.dfes.gov.uk/schemes2/phe/pheswim2/?view=the_whole_unit](http://www.standards.dfes.gov.uk/schemes2/phe/pheswim2/?view=the_whole_unit)
Safe Swimming Website
http://www.qca.org.uk/qca_556.aspx