School Swimming Programme Scheme of work

- This document is intended to help with your long and medium term planning.

- By following this Scheme of Work, you'll ensure that all the outcomes within the School Swimming and Water Safety Award framework are met for Awards 1-6 – and where possible exceeded.

- This has been designed as a 10 week/term Scheme of Work but can be extended (if needed) as your pupils’ progress.

- Your individual swimming lesson plans should be developed on the basis of the Scheme of Work.

- A number of lesson plans for each of the eight School Swimming and Water Safety Awards are available in the Resource Hub (found under Teaching Resources>Lesson Planning), and you can also find a template swimming lesson plan there too.
## Awards 1 and 2

<table>
<thead>
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<th>Week</th>
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| 1    | • Health and safety talk.  
• Enter the pool via steps or swivel entry.  
• Assessment using games activities.  
• Travel across the pool forwards, backwards and sideways.  
• Exit the water using the steps. | • Safe entry and exit.  
• Understanding of pool rules and health and safety.  
• Assessment of pupil’s ability. | Assessment of children should be through fun activities or games, led by the teacher, for example ‘Simon Says’. All pupils should be engaged in the activities. |
| 2    | • Enter the water using steps or swivel entry.  
• Travel across the pool in different ways (big steps, small steps, fast or slow).  
• Blow equipment across the pool (egg flips, or table tennis balls).  
• Push floats across pool (with chin, nose or forehead).  
• Group activity.  
• Exit the water safely. | • Improve confidence moving across the pool.  
• Improve confidence when moving with eyes and mouth close to or submerged in the water. | The group activity should be a fun engaging activity or game, such as mini-polo, or the hokey-cokey. |
| 3    | • Enter the water using a swivel entry.  
• Move across the pool in different ways (skipping, hopping or running).  
• Wet the face and hair.  
• Blow football with a partner.  
• Discuss with a question and answer session on pool rules.  
• Exit the water safely. | • Improve confidence with water on the face.  
• Improve confidence when moving around the pool. | • When moving around the pool, pupils should be encouraged to use both their arms and legs to help them move.  
• Ensure the whole group are involved with the question and answer session about pool rules and everybody understands them.  
• Make a game of the answers – pupils go to different area of the pool which signifies the correct answer (true or false scenario). |
|   | Enter the pool using a swivel entry.  
|   | Shower the face and hair.  
|   | Blow bubbles with nose and mouth submerged.  
|   | Star floats on front and back.  
|   | Teacher led game.  
|   | Exit the water safely using steps or side.  
|   | Improve floatation.  
|   | Improve submersion.  
|   | Ensure pupils have an understanding of how floatation on the back can be a skill for safe self-rescue and also how it is used as part of swimming strokes/skills.  
|   | Enter the pool using a jump.  
|   | Float on front and back (star, mushroom etc.).  
|   | Practice regaining the standing position from floating on the front and back without support.  
|   | Push and glides to and from the pool wall.  
|   | Hold a discussion about beach safety and beach flags.  
|   | Exit the water safely using steps or side.  
|   | Improve floatation.  
|   | Improve rotation.  
|   | Recognise and understand beach flags.  
|   | Emphasis on streamlining with push and glides.  
|   | The minimum depth of water for a jumping entry is 1 metre.  
|   | A range of buoyancy equipment should be used to practice different floatation positions and push and glides. Pupils should also practice without any floatation equipment.  
|   | If preferred, discussing water safety can be a dry side activity at school or whilst travelling to or from the pool.  
|   | Enter the pool using a jump.  
|   | Floatation on back (star, mushroom).  
|   | Practice regaining the standing position from back without support.  
|   | Alternating kicking on back.  
|   | Teacher led game.  
|   | Exit the water safely using side.  
|   | Improve floatation.  
|   | Improve rotation.  
|   | Introduce backstroke leg action.  
|   | A range of buoyancy equipment should be used to introduce kicking.  
|   | Confident pupils should be encouraged to try without any support.  
|   | Teacher led game could incorporate cross curricular links.  
|   | Enter pool safely.  
|   | Discussion on water safety key messages.  
|   | Push and glide on back.  
|   | Alternating kicking with a sculling action on back.  
|   | Introduce backstroke arms.  
|   | Submerge the face in the water and blow bubbles.  
|   | Exit the water safely.  
|   | Understand the water safety key messages.  
|   | Improve submersion.  
|   | Introduce backstroke arm action.  
|   | If preferred, discussing the water safety key messages can be a dry side activity at school or whilst travelling to or from the pool.  
|   | Finish with pupils attempting a full stroke backstroke over 10 metres.  

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| 8 | • Enter the pool using a jump.  
• Floatation on front (star, mushroom).  
• Practice regaining standing from front.  
• Alternating kicking on front.  
• Exit the water safely using side.  
| • Introduce front crawl leg action.  
• Develop different floats on the front.  
• Develop front crawl kicking from push and glides.  
| • A range of buoyancy equipment should be used to introduce kicking on the front.  
• Confident pupils should be encouraged to try without any support.  |
| 9 | • Enter the pool safely.  
• Push and glide on front.  
• Alternating kick and introduce underwater phase of front crawl arms.  
• Recap on beach safety and beach flags.  
• Exit the water safely.  
| • Introduce front crawl arm action.  
• Improve understanding of beach safety.  
| • Question and answer with pupils of what happens performing a push and glide with head up, face in water, hands stretched in front of head apart, together etc.  
• If preferred, discussing beach safety can be a dry side activity at school or whilst travelling to or from the pool.  |
| 10 | • Enter the pool safely.  
• Retrieve objects from pool floor.  
• Travel around the pool.  
• Travel five metres on front.  
• Travel five metres on back.  
• Discuss and practice signalling for help.  
• Exit the water safely using side.  
| • Improve front crawl.  
• Improve backstroke.  
• Improve submersion.  
• Improve understanding the water safety key messages.  
| • Pupils should be encouraged to travel around the pool in different ways using their own choice of travel.  |
# Awards 3 and 4

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| 1    |  • Health and safety talk.  
      • Enter the water safely with a jump and submerge.  
      • Submerge to retrieve an object from the pool floor.  
      • Floatation on front and back (star, mushroom, pencil).  
      • Floating patterns in pairs or small groups.  
      • Exit the water safely. |  • Safe entry and exit.  
      • Understand the pool rules and health and safety.  
      • Improve floatation on front and back. |  • The minimum depth of water for a jump entry is 1 metre.  
      • Pupils should be encouraged to be creative during floating patterns e.g. by making letters, words and other shapes.  
      • Pupils should have an understanding how floatation links to safe self-rescue. |
| 2    |  • Enter the water safely (jump, swivel or steps).  
      • Push and glide on the back.  
      • Push and glide on the front.  
      • Push and glide to the pool floor.  
      • Perform a sequence of changing shapes.  
      • Identify an open water hazard near their home or school.  
      • Exit the water from the side of the pool. |  • Improve floatation.  
      • Improve streamlining.  
      • Improve understanding of water safety code. |  • Playing 'traffic lights' during push and glides can add healthy competition to the lesson.  
      • When performing a sequence pupils should show a minimum of three changing shapes.  
      • Identifying water hazards can be done at school or during travelling to or from the pool. |
| 3    |  • Enter the water safely with a jump and submerge.  
      • While floating rotate from front to back and stand.  
      • While floating rotate from back to front and stand upright.  
      • Demonstrate an action for getting help.  
      • Exit the water without the use of steps. |  • Improve rotation.  
      • Improve floatation.  
      • Introduce safe self-rescue skills. |  • Demonstrating an action for help can be performed in shallow or deep water. |
| 4 | Enter the water safely.  
While travelling rotate from front to back and stand upright.  
While travelling rotate from back to front and stand upright.  
Travel on the front, tuck around the horizontal axis and return on the back.  
Exit the water safely. | Develop different rotational skills. | Pupils should have a knowledge and understanding of how different rotational skills help with safe self-rescue. |
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| 5 | Enter the water safely.  
Float on front (star, mushroom, pencil).  
Alternating kicking on the front.  
Introduce underwater arm action for front crawl.  
Exit the water safely. | Improve rotation.  
Improve front crawl leg action. | Encourage pupils to always start their kicking with a push and glide.  
Think of how exiting the water can be delivered simulating an open water environment. |
| 6 | Enter the water safely with a jump and submerge and return to the point of entry.  
Push and glide on the front, log roll onto the back.  
Alternating kicking on the front from a push and glide.  
Front crawl arm and leg action.  
Group activity.  
Exit the water safely. | Improve front crawl.  
Improve rotation. | The group activity should be a fun activity or game. E.g. sitting on float using arm action to travel.  
Add healthy competition by seeing who can stay on the float for the longest or travel the fastest. |
| 7 | Enter the water safely.  
Push and glide on front with arms extended and log roll onto back.  
Push and glide on back with arms extended and log roll onto front.  
Alternating kicking on back.  
Exit the water safely. | Improve streamlining.  
Improve rotation.  
Improve backstroke leg action. | |
| 8 | Enter the water by swivel entry  
    Alternating kicking on back from a push and glide  
    Backstroke arm and leg action back  
    Group activity - make different patterns and shapes using any skills and action  
    Exit the water safely | Improve backstroke leg action.  
    Improve full stroke backstroke. | Encourage pupils to decide and choose which skills and strokes they want to use to make different patterns |
|---|---|---|
| 9 | Enter the water safely.  
    Travel on front, rotate around horizontal axis. and return on back.  
    Push and glide to pool floor.  
    Recap on the water safety key messages.  
    Exit the water without the steps. | Improve rotation.  
    Improve submersion.  
    Improve understanding of the water safety key messages. | To encourage pupils to push and glide to pool floor, add in hoops to glide through or sinking objects to retrieve. |
| 10 | Enter the water safely with a jump and submerge.  
    Travel 10 metres on the front.  
    Travel 10 metres on the back.  
    Perform a shout and signal rescue.  
    Sequence of changing shapes.  
    Exit the water safely. | Improve front crawl.  
    Improve backstroke.  
    Improve safe self-rescue skills. | Travelling 10 meters can be performed as a group activity, such as:  
    - Relay races;  
    - Collecting numbers;  
    - Letters from one side of the pool to the other.  
    - Try to incorporate cross curricular links. |
## Awards 5 and 6

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| 1    | • Health and safety talk.  
      • Enter the water safely.  
      • Develop backstroke kicking.  
      • Backstroke kick in streamlined position.  
      • Travel on back and log roll 180 degrees onto the front.  
      • Exit water safely.          | • Understand the pool rules and health and safety.  
                                         • Improve backstroke leg action.  
                                         • Improve rotation.              | Ensure pupils understand how log rolls link to safe self-rescue skills. |
| 2    | • Enter the water using a pencil jump.  
      • Kick 10 metres backstroke in a streamlined position.  
      • Introduce backstroke arms.  
      • Swim 10 meters backstroke.  
      • Sculling practices, stationary and head first.  
      • Exit the water safely.          | • Improve backstroke.  
                                         • Improve sculling.                  | Pupils should scull in a stationary, head first and feet first position. |
| 3    | • Enter pool with a star jump.  
      • Develop front crawl kicking.  
      • Front crawl kick in a streamlined position.  
      • Travel on the front and log roll 180 degrees onto the back.  
      • Teacher led game.  
      • Exit the water safely.          | • Improve front crawl leg action.  
                                         • Improve rotation.              | Pupils should scull in both stationary, head first and feet first positions. |
| 4 | • Enter the pool with a star jump.  
• Kick 10 metres front crawl with a float.  
• Introduce front crawl arms.  
• Swim 10 meters front crawl.  
• Sculling sequence in groups.  
• Give examples of where it is safe to swim and why?  
• Exit water safely. | • Improve front crawl.  
• Improve sculling. | • Pupils should use head first and feet first sculling and perform a rotation during the sculling sequence.  
• Healthy competition should be encouraged by giving scores based on performance. |
|---|---|---|---|
| 5 | • Enter pool with a tuck jump  
• Handstands  
• Somersaults  
• Breaststroke leg kick on front  
• Breaststroke leg kick on back  
• Exit the water safely without the use of steps | • Improve aquatic skills  
• Introduce breaststroke leg action | |
| 6 | • Enter the water with a straddle jump  
• Introduce breaststroke arms  
• Develop full stroke on breaststroke  
• Treading water  
• Exit the water without the use of steps | • Introduce treading water.  
• Introduce breaststroke arms.  
• Attempt to swim 10 metre breaststroke. | Provide pupils with the knowledge and understanding of why and when to use the skill of treading water for safe self-rescue. |
| 7 | • Enter the water safely  
• Introduction to butterfly leg kick.  
• Sculling sequence with a partner.  
• Shout and signal rescue.  
• Swim 10 metres wearing clothes.  
• Exit the water safely. | • Introduction to butterfly leg action.  
• Improve breaststroke.  
• Improve sculling.  
• Introduce pupils to swimming in clothes. | You could link swimming in clothes and shout and signal rescue as a scenario for someone falling in to open water.  
Fun activities to introduce the dolphin leg action. |
| 8 | • Enter the water with a straddle jump.  
    • From a push and glide swim 10 metres front crawl.  
    • From a push and glide swim 10 metres backstroke.  
    • From a push and glide swim 10 metres breaststroke.  
    • Exit deep water without the use of steps.  
    • Improve streamlining into strokes. |
|---|---|
| 9 | • Jump into the water, surface and swim back to the point of entry  
    • Tread water.  
    • Swim 25 metres.  
    • Perform a shout and signal rescue.  
    • Recap on action for getting help.  
    • Exit the water safely.  
    • Improve and recap on safe self-rescue skills  
    • Attempt to meet one of the national curriculum outcomes of swimming 25 metres.  
    • Try linking the skills together to deliver this as a safe self-rescue circuit.  
    • The 25 metre swim needs to be as strong at the end of the swim, as at the beginning. |
| 10 | • Enter the water using three different jumps.  
    • Swim 10 metres (own choice of stroke).  
    • Swim 25 metres (own choice of stroke)  
    • Head first and feet first sculling.  
    • Somersaults.  
    • Exit deep water without the use of steps.  
    • Improve swimming technique.  
    • Attempt to meet one of the national curriculum outcomes of swimming 25 metres. |