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

Week	Activities	Outcomes	Notes
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).

Swim England

4	• 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.
5	• 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.
6	• 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.
7	• 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.

Swim
England

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.

Swim England

Awards 3 and 4

Week	Activities	Outcomes	Notes
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.

Swim England

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.
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 could 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.	

Swim England

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 stokes 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.

Swim England

Awards 5 and 6

Week	Activities	Outcomes	Notes
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.

Swim England

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.	

Swim England