Swimming Progression Map Guidance

Physical Education Programmes of Study Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

National Curriculum Requirements for Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

As outlined in the PE programmes of study, children should be taught to:

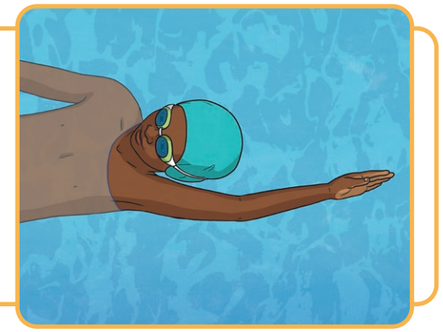
- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke);
- perform safe self-rescue in different water-based situations.

The Swimming Progression Map ensures that children in your school, regardless of current swimming ability and water confidence, can be taught with clear outcomes and progression towards achieving the skills required to meet the end of KS2 national curriculum swimming requirements.

- Progression has been outlined over stages instead of year groups so that the map can be utilised for any ability level, solving the common problem of children within the same year group attending school swimming with vastly different levels of swimming experience.
- The stages progress in ability as follows: Non-Swimmers, Beginner Swimmers, Improver Swimmers, Competent Swimmers (a stage that meets end of KS2 requirements) and Proficient Swimmers (those achieving beyond end of KS2 requirements).
- The map includes vital explanations of knowledge required to meet each skill, as well as useful vocabulary lists. Similar to the skills outlined, knowledge and vocabulary also progress and build throughout the stages.

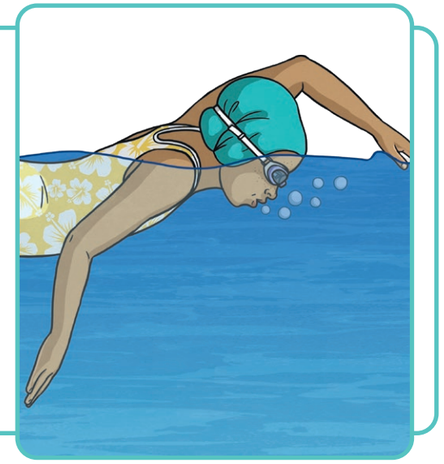
Twinkl Swim Statement of Intent

Twinkl Swim offers a coherently planned sequence of lessons to help teachers ensure that they have progressively covered the requirements of the PE national curriculum. The Twinkl Swim scheme of work ensures that children have a comprehensive PE swimming curriculum that is mapped out in detail and provides the opportunity for progression to attain the required standard for end of KS2 outcomes, from non-swimmer stage through to proficiency. At Twinkl Swim, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills such as independence and perseverance.



Twinkl Swim Implementation

Our detailed lesson plans ensure that all teachers are equipped with secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for swimming as part of the PE programmes of study. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching swimming, regardless of their main areas of expertise. Lessons are planned alongside the comprehensive progression map, to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in swimming.



Twinkl Swim Impact

Each unit is mapped against the progression document to ensure that learners develop detailed knowledge and skills across the swimming curriculum through engaging content that is appropriate to the experiences and skills of each pupil. Each unit has been tailored to meet the needs of pupils at different stages of their swimming education, and lessons are often themed so that they are memorable for children. Attainment can be easily measured using our assessment sheets and digital trackers, allowing practitioners to easily observe progress and plan next steps. The high quality and consistent approach to teaching swimming should significantly improve attainment of knowledge and skills in the sport.

Our Twinkl Swim resources have been designed to engage pupils, allowing them to participate enthusiastically in swimming and it being a key component in helping to develop physical literacy. In addition, our resources cover vital water safety skills, teaching them how to be safe in and around water, as well as helping them develop a love and aptitude for a sport that can be participated in for life.

Swimming Progression Map

Water Safety
Healthy Participation

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Demonstrates an understanding of pool rules Knows not to run on the poolside. Knows what to do if there is a fire alarm or an emergency.	**Knows beach flags** Knows the following: • A red flag means do not enter the water. • Red and yellow striped flags show where it is safe to swim. • Black and white checked flags show a surfing area - they should not swim here.	**Demonstrates HELP position** Knows the Heat Escape Lessening Position (HELP) and that it can help to retain bodyheat in the water: • Bring the knees to the chest and hug them. • Try to grip hands in the opposite armpit. • If wearing a lifejacket, this position can be held until rescued.	**Can explain how to be safe in different water environments** Knows important water safety information, including the following: • No one should swim alone in any environment. • The sea, rivers and lakes can have currents - they should avoid swimming out of their depth. • If caught in a current, allow it to carry them; fighting a current will exhaust them. If they are in the sea or a lake, they should swim parallel to the shore if they can until the current passes and they can swim to shore. • Only ever swim in locations with lifeguards or qualified water safety practitioners present. • Wear flotation/buoyancy aids, e.g. lifejackets, wherever possible.	**Performs a series of floats and rescue positions (HELP and huddle) in clothing** Knows that wet clothing creates extra weight and drag on the body, which affects coordination in water and the ability to achieve buoyancy, meaning that there may be more exertion required and the need to take deeper breaths to compensate for the extra drag.
Knows where to find the lifeguard (or relevant first aid trained practitioner) Knows the role that lifeguards play in keeping them safe.	**Knows dangers of jumping into water** Knows that they should never jump into unknown water; they understand there is risk from underwater objects, the water may be too deep or too shallow (causing injuries and/or drowning). Knows never to jump into the swimming pool unless instructed it is safe to do so.	**Jumps into deep water safely** Knows movements to do when jumping into water safely: • Stand at edge of pool/water with legs around hip-width apart. • Curl toes over the pool/water edge. • Bend knees and jump forwards into water, keeping legs bent. • Knows to always jump feet first.	**Swims 10 metres in clothing** Knows that clothing creates more drag and adds extra weight to the body, therefore making swimming more difficult, and knows if they fall into water while wearing shoes, they should try to kick them off as they will add a lot of weight.	**Swims a length in clothing** Knows that the drag from wet clothing will tire them out more quickly when swimming a distance. Knows that treading water or floating on their back can help them to rest and get their breath back before continuing.
Enters the water safely and knows where the shallow end is Knows how to sit on the side and lower self in safely. Knows to enter using the steps slowly and carefully and at the shallow end of the pool. Knows where the shallow and deeper parts of the pool are.	**Knows dangers of cold temperatures and ice** Knows that body temperature drops much more quickly in water than on land and that entering cold water can result in cold water shock, which is very dangerous and can cause heart attacks. Knows to never walk on ice or enter water that has ice floating on top.	**Knows how to recover from cold temperatures** Understands that after exiting cold water, body temperature can continue to drop and that this is called afterdrop. Knows how to help recover from this: • Remove wet clothing and dry excess water from hair and skin. • Dress in layers of warm clothing, focusing on head and core area first. • Get indoors quickly if possible. • Consume warm (not hot) drinks. • Do not rub the skin to warm it or hot water bottles because the body may be too cold to feel any damage or burning.	**Is able to take breaks when swimming a longer distance (tread water, float on back)** Knows that when swimming a long distance to get to safety, they can take breaks by floating on their back or by treading water to catch their breath, demonstrating this in the pool by pausing their swimming to float or tread water.	**Is able to remove shoes while swimming** Knows to move slowly and carefully and to be aware of their surroundings while floating on their back and bringing up their knees one at a time to reach their shoes. If shoes are too difficult to undo, knows that maintaining their energy and buoyancy takes priority.
Climbs onto a floating object with support (with instructor holding the float still or helping children to climb up) Knows to use hands and arms to pull themselves up onto a floating object, and to rest on their tummy to maintain stability.	**Climbs onto a floating object with no support** Knows to use their arms to pull themselves up, and to stay flat and low on the object to maintain stability.	**Knows to huddle in a group for warmth** Knows that if there is a group in trouble in the water (e.g. from falling off a boat), the group should huddle together to maintain body heat, linking arms and forming a small circle; children and elderly or other people vulnerable to the cold should go in the middle of the huddle.		**Understands how to escape from a rip current** Knows that a rip is a current flowing out to sea and that it can pull them quickly out into deeper water. Knows what they should try to do in this situation: • Stay calm. • Don't fight the current - it will exhaust them. • Attempt to swim parallel to the shore until they escape the current and swim back to the shore. • Raise their hands and call for help.
Holds onto poolside or pool rail with hands and no flotation Knows to place both hands and feet against the wall to gain a stable position.	**Climbs out of the poolside within depth (in water that they can stand in)** Knows to use their feet to push themselves off the bottom of the pool and to use their arms to pull themselves out slowly. Knows to be aware of slippery surfaces.	**Understands importance of treading water** Knows that treading water enables them to float in one place with their head above the water, that this is essential for keeping them safe in water and that they can save energy in this position and breathe easily.		**Understands the dangers and safety precautions needed when using floating objects in the water, including stand up paddleboards (SUPs) and inflatables** Knows that inflatables are particularly dangerous in open water as they are not designed to be used outside of a pool. They are very light, can be swept out by the wind quickly and easily and should not be used in the sea. Knows that lifejackets should always be worn when using an SUP and that wetsuits should also be worn. Knows that SUPs can be easily swept into deeper water by the wind or currents and they should take precautions against low temperatures and falling into water.
Exits the water safely using steps Knows to wait for their turn and to climb out slowly, using the rail.		**Climbs out of the pool when out of depth** Knows how to do this, using their hands and arms to gently pull themselves from the water, as well as being aware the poolside may be slippery and to raise themselves out slowly.		

Skill Knowledge

Aquatic Principles
Rules/Strategies/Tactics

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Demonstrates an understanding of correct body position when swimming Knows that the body should be held in a horizontal position, as flat as possible, to float and move well through water.	**Understands importance of a streamlined position** Knows that not being in a flat, streamlined position creates drag in the water and that this slows them down and makes swimming more difficult.	**Understands how fundamental movement skills (FMS) and gross motor skills (GMS) relate to swimming** Knows that FMS, such as jumping, running, balancing, kicking, can all benefit swimming ability, e.g. being able to balance can help with buoyancy in the water, being able to kick can help with swimming strokes.	**Recognises dry land exercises that can benefit swimming ability and explain why these help** Knows that swimming uses many different muscle groups and that all land exercises can help to improve strength and endurance in swimming, with exercises that strengthen legs, chest, core and shoulders being the most beneficial as these muscles are used most often in the various swimming strokes.	**Is able to describe an effective warm-up routine for swimming** Knows that swimming, like any form of exercise, should include a warm-up and a cool-down routine, and that effective warm-up routines target the movements that will be used in swimming, e.g. kicking legs, rotation of the shoulders, wrists and ankles, swinging legs from the hip. Knows that cooling down could be some slow paced swimming to help the muscles to relax and to slow the breathing.
Demonstrates an understanding of what helps them move forward in the water Knows that pulling water towards them will help them to move forwards, and pushing water away from them will help them to move backwards.	**Understands importance of finding buoyancy** Knows that being able to float is an important skill for being safe in the water. Understands that finding buoyancy means they can float in the water without any part of them sinking.	**Understands what sculling is and how it propels a person in the water** Knows that sculling is a continual back and forth movement with the hands and forearms that creates propulsion and understands propulsion as a force that moves a person forward in the water. Knows that sculling involves using the correct hand shape and movements in water to push and pull against it in the most efficient way.	**Understands the importance of being able to swim long distances** Knows that improving endurance and being able to swim longer distances means that they are more likely to be able to swim to safety if they fall into water or get into trouble in the water.	**Understands why drilling legs and arms separately can help to improve overall stroke performance** Knows that drills which focus on one side or one arm/leg used in a stroke can help to discover any irregularities between the two sides (e.g. kicking one leg out wider than the other during breaststroke frog legs). Drills can also help to strengthen both sides of the body, as often one arm or leg is more dominant than the other.
	Understands how breathing and strokes are linked Knows that they must be in a good position in order to breathe and to be able to swim, and that this position is different depending on the different strokes.	**Demonstrates understanding of what rhythmic breathing is and how it relates to efficient swimming** Knows that rhythmic breathing involves being able to inhale and exhale continuously while moving through the water and enables them to keep swimming without running out of breath.	**Understands how to train for endurance** Knows that endurance can be improved by gradually increasing the distance they are able to swim, as well as doing sprints (e.g. swimming a length as fast as they can, resting for 30 seconds and then repeating this).	**Is able to evaulate stroke performance in others and provide constructive feedback** Knows the correct body position, movements and breathing technique required in front crawl, breaststroke and backstroke. Is able to demonstrate this knowledge by evaluating peers in their swimming by providing useful feedback.

Stroke Development
Motor Competence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Scoops water with hands Knows that as part of learning front crawl, they should keep fingers together, that hands should have a slightly rounded position, and to pull the water towards them in a scooping motion.	**Can travel 10 metres on the front with kicking legs and flotation** Knows that the legs must be straight and kicking from the hip, that the hips and core should be high in the water and not sink down, and the head is up for breathing.	**Can travel 10 metres on the front with no flotation** Knows how to cover a distance of 10 metres without stopping by kicking the legs and scooping the arms simultaneously and continuously.	**Completes front crawl with rhythmic breathing for 10 metres** Understands what rhythmic breathing is and how to coordinate this with front crawl: • Give a long exhale in the water with face facing down and head still. • Breathe in by turning the head to the side and the mouth out of water. • Alternate the sides turned to for each inhale. • A good pattern to follow is: exhale for three arm strokes; inhale on one side; exhale for three arm strokes; inhale on the other side; repeat.	**Completes 25 metres of front crawl while demonstrating correct breathing technique** Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of front crawl and how to breathe rhythmically.
Kicks legs with pointed toes Knows that the kick which forms part of front crawl (and also part of backstroke when on their back) involves kicking from the hip with straight legs and slightly pointed toes, and that they should avoid a bicycle pedalling movement.	**Can travel 10 metres on the back with kicking legs and flotation** Knows that the legs must be straight and kicking from the hip, that the hips and core should be high in the water and not sink down, and the head is all the way back with ears touching the water.	**Can travel 10 metres on the back with no flotation** Knows how to cover a distance of 10 metres without sinking by kicking the legs and scooping the arms backwards/sculling the hands simultaneously and continuously.	**Completes breaststroke with rhythmic breathing for 10 metres** Understands what rhythmic breathing is and how to coordinate this with breaststroke: • Inhale as the arms are pulled back and head is lifted out of the water. • Exhale in the water as the arms come back together and the legs kick. • The exhale and inhale should happen with each stroke.	**Completes 25 metres of breaststroke while demonstrating correct breathing technique** Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of breaststroke and how to breathe rhythmically.
Scoops arms back over their head Knows that as part of backstroke, the fingers should be together and arms close to the head, brushing the ears as the arms go past the head.	**Uses kicking and sculling hands while on the back and with flotation** Knows that sculling is a back and forth movement using the hands and arms: the hands should be cupped slightly with fingers together, and they can be moved up and down or in a figure-of-eight. Understands that sculling can move them forwards or backwards depending on the way in which the water is pushed, or it can be used to hold a person in one place in the water.	**Demonstrates front crawl arms - this could be from a standing position in the water** Knows the movement of front crawl arms: • Arms must reach straight out in front, one at a time. • Arms should be close to the head and hands enter the water in line with the face. • The thumb should enter the water first, with the palm facing outwards. • The hand then pushes the water down and along the side of the body before the arm reaches up again out of the water and repeats the movement.	**Completes backstroke for 10 metres** Knows how to align the body and coordinate the movements for backstroke: • Backstroke has a flat body position, with the head back in the water and eyes looking up at the ceiling. • The arms should be straight as they rise up out of the water and the hand should enter the water with the little finger first and palm facing out. • The hand then pushes the water down past the body towards the legs. • The legs should be straight, and kick from the hip with slightly pointed toes.	**Completes 25 metres of backstroke** Knows to pace themselves appropriately so that they do not run out of breath or become tired quickly. Knows the correct stroke movements of backstroke. Knows how to have a suitable point on the ceiling and use this as a marker for checking behind them for the upcoming poolside, to avoid banging their head or hands on the side.

Stroke Development
Motor Competence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Travels 10 metres with flotation Knows that they need to kick their legs and scoop or doggy paddle their hands in order to travel forwards.	**Treads water with flotation** Knows that treading water involves using sculling hands in a circular or figure-of-eight motion, holding the body upright with the legs underneath, and kicking or pedalling the legs. Understands that treading water keeps the head out of the water and keeps a person in one place.	**Treads water for 30 seconds with no flotation** Knows to maintain pedalling legs and sculling arms, with the body in an upright position and head out of the water.	**Completes 25 metres in any stroke** Is able to apply learnt stroke skills and complete 25 metres at a competent level in the chosen stroke without pausing or sinking.	**Completes an endurance swim of a minimum of 50 metres in a stroke of their choice** Knows how to take breaks by floating on their back or treading water. Tries to complete the swim without placing their feet on the bottom of the pool, or gripping the poolside/rail to rest.
Combines scooping and kicking on the front Knows that two sets of movements needs to be done in unison, scooping the water towards them while kicking with straight legs.	**Shows frog kicks with flotation** Knows that frog kicks are used in breaststroke; they involve pulling the feet up towards the bottom with ankles close together, and then kicking outwards with both legs before bringing them together again.	**Demonstrates breaststroke legs** Knows to use frog kicks and the movement of these: • Kicks out in a circular motion with toes pointed at the end of the kick when the leg is extended. • The feet then flex as the ankles come together and up towards the bottom. • The movement is repeated.	**Treads water for 60 seconds** Knows to maintain pedalling legs and sculling arms with the body in an upright position and head out of the water, with the motion being slow and steady to allow for endurance.	**Sculls in a rotating movement in opposing directions** Knows that sculling their hands in opposite directions while floating on their back can spin them round in the water, and that if they swap the directions of the hands, they will rotate in the opposite way.
Walks 10 metres in the water in different ways: forwards, backwards and using sidesteps Knows that walking in water is more difficult than walking on land. Knows that when walking in water, they need to do this slowly and to keep their body upright.	**Uses kicking and straight backstroke arms while on the back and with flotation** Knows that the body should be straight and flat in the water, with the head tilted back to look up at the ceiling. Knows that backstroke arms should be straight and should brush the ears as they go past the head and into the water, pulling the water down the side of the body as the arm lowers towards the thigh.	**Demonstrates breaststroke arms** Knows the the breaststroke arm movement: • Both arms move at the same time. • Hands come close together in front of the chest and sweep the water away, palms outwards. • Hands then pull the water down towards the legs. • Arms sweep back together, with hands close to each other in front of the chest. • Elbows are high and focus on pulling the water.	**Sculls feet first** Understands that sculling can be used to propel them in different directions. Knows the movements to scull feet first and can coordinate these: • Keep legs straight, together and still, with pointed toes. • Scull the hands with palms facing towards the head, pulling the water towards the head area and propelling themselves forwards, i.e. feet first.	**Completes 10 metres of dolphin kicks** Knows that a dolphin kick is part of learning the butterfly stroke, which involves the legs moving together in one movement: • Hips and legs should move downwards together, with knees slightly bent. • Kick outwards as the hips and legs come up. • The body should undulate with this movement.
	Uses kicking and long, straight scooping arms while on the front and with flotation Knows that during front crawl, the arms must stretch out in front of them, reaching as far as possible, scooping the water with the hand and pulling the water towards them, and also kicking with straight legs at the same time.	**Demonstrates kicking from the hip with pointed toes and no flotation** Knows that for front crawl and backstroke, the legs should be straight and toes pointed, kicking close together.	**Sculls head first** Understands that sculling can be used to propel them in different directions. Knows the movements to scull head first and can coordinate these: • Keep legs straight, together and still, with pointed toes. • Scull the hands with palms facing towards the feet, pulling the water towards the foot area and propelling themselves backwards, i.e. head first.	**Understands the movements involved in the butterfly stroke and is able to describe them** Knows butterfly uses a dolphin kick and an undulating movement of the body: • The head should be in line with the body and the face is down. • The arms extend outwards at the same time, reaching over the head and then pulling the water towards the body. Understands that this stroke requires exact technique to be successful.

Breathing — Motor Competence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Blows bubbles at the water surface Knows how to create bubbles: first breathing in, then breathing out in the water while their mouth is under the surface, and then lifts their head out of the water to breathe in and repeat.	**Blows bubbles with face in the water** Knows that they should take a deep breath and then submerge their head before exhaling bubbles, before lifting the head out of the water to inhale and repeat.	**Takes deep breaths when submerging** Knows that a deep breath needs to be taken and held to be able to submerge for any length of time. Knows that the mouth should stay closed until ready to exhale, and that they can exhale in the water but must not inhale until the mouth is in the air.	**Swims 10 metres underwater** In order to swim a distance underwater, knows that they must take a deep exhale. Understands that they can complete the distance more efficiently by keeping a flat body position underwater and by initially pushing themselves off the pool wall.	**Demonstrates efficient rhythmic breathing in either front crawl or breaststroke for a minimum of 25 metres** Knows the head movements and timing required of rhythmic breathing in either breaststroke or front crawl. Is able to maintain rhythmic breathing for 25 metres without requiring a pause.
Holds mouth closed and dips face in the water Knows to close their eyes and mouth to dip their face in water.	**Holds breath with face in the water** Knows to take a deep breath before submerging the head, holding it under the water until they need to surface for another breath.	**Demonstrates combining rhythmic breathing with swimming on the front** Knows to exhale for a few seconds (blowing bubbles to demonstrate) with face in the water, lifts the head out of the water to inhale and then repeats. This can be combined with swimming on the front with the aid of flotation.		**Is able to retrieve several sunken objects in one breath** Knows to kick downwards from the surface to efficiently reach the bottom of the pool and is able to retrieve several items before needing to kick to the surface to draw breath.
	Picks up a sunken object that is within reach Knows that they can retrieve a sunken object in shallow water by closing the mouth and eyes and holding their breath, and then lowering the head into the water as they reach down with the hand.	**Swims with held breath and face in the water** Knows to coordinate moving through the water with breathing: taking a deep breath in and closing their mouth and eyes before dipping their face in and moving arms and legs simultaneously to propel themselves through the water, holding their breath until they need to lift their head out of the water to inhale.		
	Begins using rhythmic breathing with movement: exhales into the water (with bubbles) and inhales with face out of the water Knows that rhythmic breathing in swimming means being able to inhale and exhale while moving through the water. (This can be shown by walking or swimming with flotation through the water, dipping the face in to exhale and lifting the face out of the water to inhale.)			

Flotation — Motor Competence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Floats on their back with supporting flotation Knows the following about floating on the back: • taking a deep breath will help them to float; • the body should be flat, with the core and hips in line with the rest of the body and high in the water; • the body should be kept still and the head is back and looking at the ceiling.	**Performs star float with supporting flotation** Knows that a star float is formed by creating a star shape on the surface of the water by spreading the arms and legs wide. Understands that they need to maintain a flat body position in the water with the head back.	**Performs star float** Knows how to form a star float, achieving the buoyancy needed to hold it in place without use of flotation. Knows that it can also be performed on the front with a held breath and face in the water.	**Performs a series of floats without touching the pool floor** Knows three different floats: star, pencil and tuck. Knows how to transition from one float to another without touching the pool floor or running out of breath. Knows to breathe in between each transition so that they are able to hold a breath while holding the shape of each float.	**Is able to float with others in a group by performing a linking movement** Knows to hold breath and body position, to maintain a stable and buoyant float, linking arms with others, e.g., each person holding a star float shape, and everyone forming a circle with heads in the centre and feet on the outside.
Floats on their front with supporting flotation Knows the following about floating on the front: • taking a deep breath will help them to float; • the body should be flat, with the core and hips in line with the rest of the body and high in the water; • the body should be kept still; • to close their eyes and mouth so that they can dip their face in the water in order for the head to be in line with the body; • to lift the head so that the face is out of the water.	**Performs tuck float with supporting flotation** Knows that a tuck float is performed by pulling the knees to the chest and holding them close with the hands to form a ball shape, and they will start to float and bob in the water. Knows that a tuck float can be done on the front or the back.	**Performs tuck float** Knows how to form a tuck float, achieving the buoyancy needed without the need for flotation. Knows it can be performed on the front or the back.	**Performs floats out of depth** Knows that a float can be performed without using the pool floor to push off. Understands that a deep breath should be taken while in deep water and the float shape formed, maintaining a flat body position with the head in line with core, hips and legs.	
	Performs pencil float with supporting flotation Knows that a pencil float is performed by making the body as straight as possible, with legs together and arms by the sides.	**Performs pencil float** Knows how to form a pencil float and hold it with the correct buoyancy.		

Skill Knowledge

Rotation
Motor Competence

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Can push from the wall on the back with flotation, and then return to the wall on the front Knows how to execute the movement: holds flotation under arms, faces the wall and places feet flat against the wall with bent knees, pushes themselves backwards in the water with head tilted back, and then flips onto the front and kicks legs until they are back at the poolside wall.	**Performs push and glide on the front with flotation** Knows that a front push and glide involves pushing off the side of the pool and gliding on the front, with a flat, straight body position and head face down if able to, for as long as possible without the need to move the arms and legs.	**Performs push and glide on the front** Knows the movement of the front push and glide, understanding how to achieve this without the aid of flotation.	**Performs a log roll from front to back with no flotation** Knows to take a deep breath before beginning the log roll to help maintain buoyancy during the roll and that momentum will help them complete the roll successfully without sinking.	**Performs an underwater push and glide on the back** Knows the movements to perform an underwater push and glide on the back: • Face the pool wall and take a deep breath. • Drop down as low as possible, before placing feet against the wall and pushing backwards. • Reach the arms above the head, keeping legs together and toes pointed. • Keep the head in line with the arms to create a straight body position for a successful glide.
Can push from the wall on the front with flotation, and then return to the wall on the back Knows how to execute the movement: holds flotation under arms, faces away from the wall and places feet flat against the wall behind them with bent knees, pushes themselves forwards in the water and tries to achieve a flat body position, and then flips onto the back and kicks legs until they are back at the poolside wall.	**Performs push and glide on the back with flotation** Knows that a back push and glide involves pushing off the side of the pool and gliding on the back, with a flat, straight body position and bringing arms by the sides, for as long as possible without the need to move the arms and legs.	**Performs push and glide on the back** Knows the movement of the back push and glide, understanding how to achieve this without the aid of flotation.	**Performs a log roll from back to front with no flotation** Knows to take a deep breath before beginning the log roll to help maintain buoyancy during the roll, that momentum will help them complete the roll successfully without sinking, and that their face should be dipped in the water as the roll completes in order to keep the straight body position.	**Is able to perform several log rolls in succesion** Knows how to perform a log roll from back to front and front to back. Knows to maintain a kicking motion to help momentum and buoyancy, using the core muscles to help with the flip.
Spins upright with flotation and can do this in two directions Knows how to hold onto floats (e.g. noodles, kickboards, swimming discs) with arms and to pedal legs in the water, trying to keep an upright body in order to spin in different directions.	**Performs log roll from front to back with flotation** Knows that a log roll involves rotating in the water from front to back or back to front, and knows the movement involved: • Facing the water, push off side of the pool with the feet, arms straight in front and a float gripped in the hands. • Kick to move in the water and then flip onto the back, bringing the hands and float to the sides or across the belly. • Continue to kick on the back, looking at the ceiling.	**Log roll from back to front with flotation** Knows that a log roll involves rotating in the water from front to back or back to front, and knows the movement involved: • Facing the wall, push off side of the pool with arms outstretched, with some supporting flotation, e.g. arm bands/swimming discs. • Kick to gain momentum and then twist onto front. • Arms can be brought down to sides as the roll is completed or they be kept stretched over the head for additional challenge.	**Performs an underwater push and glide on the front** Knows to take a deep breath and to drop as low as possible in the water before pushing hard off the pool wall, trying to stay low in the water with arms stretched out in front and legs together, in order to travel as far as possible in the glide.	
			Performs a forward roll in the water Knows the movement of performing a forward roll in the water: • Push off the pool floor with the feet while tucking the knees up towards the chin so that they can roll fowards. • Hold the nose to block it if needed, to avoid water coming in.	

Water Confidence Complementary Skills

Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Attempts a sitting dive into water Knows the basic movements of a sitting dive: sit on the edge of the pool with feet in the water, use core muscles to lean forward with arms stretched out straight in front, and enter the water hands first.	**Performs sitting dive into the water with full submersion** Knows that a sitting dive involves a plunge into the water from a seated position on the edge of the pool, hands stretched out in front of them, and submerging fully under the water upon entry.	**Performs a pencil dive** Knows that this should only be done in deeper water and that it involves jumping into the pool feet first, with legs straight and together, and arms straight by their side.	**Performs a surface dive** Knows that a surface dive involves travelling down towards the bottom of the pool in deeper water, and that a tuck surface dive involves taking a deep breath, tucking the knees up towards the chest and kicking themselves head down through the water.	**Performs a standing dive from the poolside** Knows the movements for performing a standing dive: • Curl the toes over the edge of the pool and bend the knees to begin. • Push up from the feet and use the momentum to swing the arms up with hands together, pushing up and over to enter the water hands first. • Keep the legs together for a smoother diving position.
Splashes face and head Knows that splashing water over the face and tipping it over the head can help in swimming because it can help a person become accustomed to putting their face in the water.	**Swims 10 metres on front or back with flotation** Is able to apply skills learnt to travel independently through the water on their back or front with supporting flotation.	**Swims 25 metres of any stroke with flotation or breaks (e.g. gripping the pool rail)** Is able to apply learnt stroke skills and knows that there are ways to pause and take rest breaks when swimming a longer distance, including gripping the side or pool rail, floating on their back or treading water.	**Surface dives to collect sunken objects** Is able to apply learnt surface dive skills. Knows to locate the object first, take a deep breath, and perform a surface dive with hands out stretched to help find the object.	
	Travels around the water to collect floating objects with flotation Is able to apply skills learnt to travel through the water with supporting flotation to collect objects.	**Collects sunken objects that require full submersion** Is able to apply skills learnt about submersion. Knows to push off the pool floor with their feet, entering the water hands and head first so that they reach all the way down to retrieve the object.		
		Jumps into deeper water Knows how to jump safely, with toes curled over the edge of the pool, bent knees and jumping forwards.		

Vocabulary

	Non-Swimmers	Beginner Swimmers	Improving Swimmers	Competent Swimmers (Meeting end of KS2 National Curriculum Requirements)	Proficient Swimmers (Working Beyond the end of KS2 Requirements)
Water Safety **Healthy Participation**	lifeguard, first aider, shallow, deep, pool edge, pool rail, balance	danger flag, bathing flag, surfing flag, beach lifeguard, jump, submerged, body tempterature, cold water shock, stability, slippery	huddle, vulnerable, body heat , HELP (Heat Escape Lessening Position), afterdrop, treading water	currents, parallel, shoreline, weight	coordination, compensate, rip tide/ rip, current, parallel, SUP/paddle board, inflatable, precaution
Aquatic Principles **Rules/Strategies/Tactics**	horizontal, push, pull	streamlined, drag, buoyancy, strokes	propel, propulsion, rhythmic breathing, continuous	muscles, endurance, distance, sprints	warm up, cool down, irregularities, dominant side, drills, feedback, technique
Stroke Development **Motor Competence**	scoop, front crawl, kick, backstroke	hips, core, sculling, treading water, breaststroke, frog kick, backstroke, front crawl (also known as freestyle)	simultaneously, pointed toes, sweep, extended, circular motion	pattern, rhythmic breathing, propel	pace (verb), pace (noun), dolphin kick, butterfly stroke, undulate, rotate
Breathing **Motor Competence**	breathe in, breathe out, dip	submerge, surface (verb), surface (noun), rhythmic breathing	full submersion		
Flotation **Motor Competence**	float	star float, tuck float, pencil float		transition, out of depth	
Rotation **Motor Competence**	pedal	push and glide, log roll, rotate	spine, momentum	momentum	
Water Confidence **Complementary Skills**	dive, splash	plunge, submerge			

Skill Knowledge