Twinkl Swim Swimming Progression Map Guidance

Physical Education Programmes of Study Aims

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

- 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 for England Requirements for Swimming

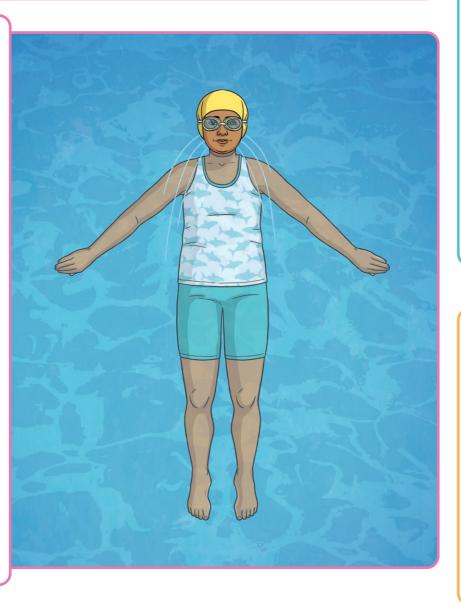
All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.

Our 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 levels instead of year groups so that the map can be utilised for any ability level. This ensures that children are taught at an appropriate level based on their swimming abilities and confidence as opposed to their age or school year group.
- The levels progress in ability as follows:
 Non-Swimmers, Beginner Swimmers,
 Improver Swimmers, Competent Swimmers
 (a level that meets the end of KS2
 requirements) and Proficient Swimmers
 (those achieving beyond the end of KS2
 requirements).
- The map includes a breakdown of the skills to be met at each level, as well as useful vocabulary lists to support your teaching. There is clear progression throughout the levels, ensuring children consolidate and build on prior knowledge before moving on.



Twinkl Swim Statement of Intent

Twinkl Swim offers a coherently planned sequence of lessons to help teachers ensure that they have covered the requirements of the PE national curriculum for England. The Twinkl Swim scheme of work ensures that children have a comprehensive swimming curriculum that is mapped out in detail and provides the opportunity for progression, from non-swimmer level through to proficient. 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 and help young people develop essential skills such as independence and perseverance.

Twinkl Swim Implementation

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver innovative, high-quality teaching and learning opportunities for swimming. We provide technical glossaries, skills posters, inclusive support packs and adult guidance to 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. It ultimately helps build depth to the children's knowledge, skills and understanding in swimming.





Twinkl Swim Impact

Each unit is mapped against the progression map 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 child. Each unit has been tailored to meet the needs of children at different levels of their swimming education, and lessons are often themed so that they are memorable and engaging. Attainment can be easily measured using our assessment sheets and trackers, allowing practitioners to easily observe progress and plan next steps. This high-quality and consistent approach to teaching swimming should significantly improve attainment in the sport.

Twinkl Swim not only includes resources focusing on stroke development and core aquatic skills but also provides a wide range of water safety resources for both classroom and pool-based lessons. These resources ensure that children are developing vital survival skills required by the national curriculum alongside exploring opportunities for other sports and potential career opportunities for later life.









Swimming Progression Map

Water Safety (Meeting end of KS2 (Working Beyond the National Curriculum Requirements) end of KS2 Requirements) **Beginners Non-Swimmers Improvers** Competent **Proficient** Demonstrate an understanding of Describe how to stay safe near water Explain the dangers of the sea and how Describe how to keep myself and pool rules to stay safe at the beach I can: others safe around water Perform safe self-rescues in different I can: I can: · name one or more points from the Lcan water-based situations · identify the hazards and risks of · walk safely on the poolside water safety code (stop and think, · explain how to help in an I can: stay together, call the emergency swimming in the sea explain what to do in an emergency · demonstrate the HELP position · identify one or more beach flags services, float) emergency at the swimming pool describe how to take a break when and a huddle · name activities that could identify the risks and hazards swimming longer distances identify one or more risks and identify a range of survival and potentially be dangerous in the sea hazards around the pool around a swimming pool name one or more self-rescue self-rescue skills and a situation suggest safety precautions to take identify the risks and hazards skills and an appropriate situation when they would be appropriate during these activities around open water near my home to use them Explain the role of a lifeguard or school I can: Perform a series of floats and rescue explain how lifeguards keep Tread water for 30 seconds Demonstrate self-rescue skills positions in clothing Identify the dangers of jumping into swimmers safe in and around the I can: I can: cold water · tread water for 30 seconds · roll onto my back to take a break demonstrate the HELP position describe a time when lifeguards I can: continuously · tread water and a huddle in clothing may need to use first aid explain why it is dangerous to · jump into deep water safely explain the effect of wearing jump into unknown water · climb out of the pool when out of clothing in the water and adjust Perform a fall-in entry and recover to · describe the risks of underwater Demonstrate being safe in the water my depth my body position when floating objects the surface to account for drag and excess I can: describe the effects of cold water I can: weight from the clothing · sit on the side and lower myself and shock Tread water without a flotation device curl into a ball to protect my head into the water safely · identify the dangers of walking on whilst falling in · enter at the shallow end, using the ice or entering water with ice on · use pedalling legs and sculling Demonstrate a safe reach or throw · swim to the surface the surface steps slowly and carefully rescue identify the shallow and deep ends · float on my back to recover keep my body in an upright position of the pool with my head out of the water Demonstrate what to do if in difficulty explain the importance of lying down when reaching for a casualty I can: Swim 10 metres in clothing Hold on to the poolside without a identify objects that could be used Perform a straddle entry · explain how to support myself flotation device I can: in a reach or throw rescue when in difficulty · explain the effects of wearing demonstrate a safe reach or throw I can: demonstrate turning onto my back · perform a straddle entry correctly, clothing in the water and suggest rescue · gain a stable position by placing with my face out of the water to keeping my head fully above water ways to adapt my swimming when give clear instructions to a breathe and shout for help both hands on the wall describe a situation when it would fully clothed casualty when carrying out a be safer to enter the water using a demonstrate adapting my rescue Climb out of the pool without using the straddle entry swimming technique when Exit the water safely stairs swimming in clothes I can: Swim up to 25 metres side stroke explain why it is necessary to kick I can: · climb out slowly using the stairs or shoes off if I ever fell into water · use my feet to push off the bottom · describe a situation when side of the pool · use my arms and legs to climb out stroke may be most appropriate · use my arms to pull myself out of of the water demonstrate resting one side of the the pool slowly and safely body whilst repeating a scissor kick · identify the risks of slippery surfaces Swim 25 metres in clothing · explain the effect of wearing clothing in the water and suggest strategies to conserve energy when swimming in clothing swim 25 metres in clothing, demonstrating an awareness of excess weight and drag Vocabulary rip current, beach flags, SUP/ stop and think, stay together, call risk, hazard, lifeguard, first aid, emergency, break, self-rescue, HELP position, huddle, survival, the emergency services, float, paddle board, drag, side stroke, body heat, energy shallow, deep, pool edge, balance tread water, straddle entry shock, rotate scissor kick





Swimming Progression Map

Stroke Development (Meeting end of KS2 (Working Beyond the National Curriculum Requirements) end of KS2 Requirements) **Non-Swimmers Beginners Improvers** Competent **Proficient** Swim 10 metres front crawl without a Walk 5 metres in the water in different Demonstrate rhythmic breathing for at Swim 25 metres of front crawl using Swim 10 metres on front with flotation flotation device least 10 metres when swimming front correct technique crawl I can: I can: I can: · demonstrate correct front crawl · walk forwards, backwards and kick my legs and scoop my arms · demonstrate correct leg kick I can: arm action · breathe rhythmically by turning my sideways simultaneously and continuously · demonstrate correct body position demonstrate correct front crawl head to the side to breathe and · explain how it feels (walking in cover a distance of 10 metres · attempt front crawl arms blowing bubbles with my face in leg action water is more difficult than walking without stopping look down in the water and blow the water · breathe correctly and rhythmically on land) look down in the water and blow Swim full backstroke for at least 10 Swim 25 metres of backstroke using Identify and attempt correct body Swim 10 metres backstroke without a metres correct technique position when swimming Swim 10 metres on back with flotation flotation device I can: I can: I can: devices · demonstrate correct backstroke I can: demonstrate correct arm · explain that the body should be in I can: arm action · demonstrate correct leg kick movement, leg kick and body a flat, horizontal position · demonstrate correct leg kick position for at least 10 metres demonstrate correct backstroke demonstrate correct body position attempt to swim in a flat position leg action · attempt scooping or sculling arms · attempt back crawl or sculling · cover a distance of 10 metres Demonstrate rhythmic breathing for Travel on front for 5 metres with without stopping Swim 25 metres of breaststroke using at least 10 metres when swimming flotation devices correct technique breaststroke Attempt breaststroke without a I can: I can: Attempt breaststroke legs using I can: flotation device · combine kicking legs and · demonstrate correct breaststroke · breathe rhythmically, lifting my flotation devices scooping arms to move forwards I can: arm action head up to breathe I can: · demonstrate correct leg kick · demonstrate correct breaststroke · attempt to blow bubbles · move my legs like a frog to show a · coordinate my breathing in time leg action demonstrate breaststroke arm with my arm and leg action breaststroke leg action · breathe correctly and rhythmically turn my feet out when kicking out Travel 5 metres on back with flotation attempt to combine arm action to push the water with the bottom devices Swim 10 metres butterfly kick and legs for full stroke Swim 10 metres butterfly I can: I can: I can: · lie on my back · kick with my arms by my side or · demonstrate correct leg kick Demonstrate 5 metres butterfly kick kick with long legs and arms stretched out in front with my face · demonstrate a simultaneous down by my side or holding onto a I can: in the water butterfly arm action flotation device · kick with my legs together · demonstrate correct leg kick for at attempt to breathe rhythmically, · attempt an undulating movement least 10 metres lifting my chin up to breathe with my face in the water · lift my chin up to breathe Scull head first and feet first for 10 Attempt longer distances (up to 25 Travel 5 metres using a sculling action metres metres) with support I can: · stay in a flat position on my back, · lie flat on my back keeping my swim further than 10 metres with my legs still using appropriate support (breaks, scull head first for 10 metres · demonstrate a sculling action with flotation devices, adult support) scull feet first for 10 metres my arms to travel feet or head first Swim 50 metres in a stroke of choice Swim 25 metres in at least one stroke, I can: demonstrating rhythmic breathing swim 50 metres continuously on I can: one stroke · swim 25 metres continuously on demonstrate correct technique for that stroke throughout · demonstrate the correct rhythmic breathing technique for that stroke Swim 50 metres in a stroke of choice I can: use mv knowledge of stroke technique to give positive feedback to others Vocabulary stroke, front crawl, backstroke, butterfly, sculling, undulating, flex, bilateral breathing, alternating, stroke technique, arm recovery, float, body position, kick, bubbles breaststroke water resistance, drag simultaneous propulsion





Core Aquatic Skills

(Working Beyond the (Meeting end of KS2 **National Curriculum Requirements)** end of KS2 Requirements) **Non-Swimmers Beginners Improvers** Competent **Proficient** Demonstrate being at ease with Demonstrate blowing bubbles with Demonstrate a sequence of floats Demonstrate and explain skills relating Demonstrate a variety of different splashing face and head with water without touching the pool floor face in the water. jumps in deeper water to one or more of the following disciplines: water polo, artistic I can: I can: I can swimming, competitive swimming, · blow bubbles with my face in the · splash my face · transition from one float to another demonstrate a pencil jump lifesaving water without touching the pool floor · pour water over my head demonstrate a star jump I can: · demonstrate a tuck jump · name and demonstrate a skill Demonstrate beginning to use Demonstrate an underwater push and used in an aquatic discipline e.g. Demonstrate blowing bubbles on the rhythmic breathing with movement alide on front towing a peer, treading water, surface of the water Demonstrate floating on back with choreographing a sequence of I can rotation I can: · blow bubbles while travelling push and glide under the water movements · blow bubbles with my mouth and I can: through the water on my front holding a streamlined nose in the water · demonstrate a variety of floats starting on my back and rotating Demonstrate a somersault in the water onto my front Demonstrate jumping into deeper I can: Demonstrate jumping into deeper water water over 1 metre Demonstrate a surface dive perform a somersault in the water over 1 metre using flotation devices I can: I can: while blowing bubbles through my Demonstrate floating on front with · jump safely into deeper water · travel down from the surface rotation · jump into the water safely towards the bottom of the pool in · explain why it is important to I can: deeper water always jump feet first demonstrate a variety of floats Demonstrate an underwater push and starting on my front and rotating Demonstrate floating on back with glide on back onto my back flotation devices I can: **Demonstrate floating on back** · push and glide under the water I can: on my back holding a streamlined float on my back · demonstrate a star float on my back Demonstrate a push and glide on back position · maintain a flat body position with rotation · demonstrate a pencil float on my I can: · push and glide on my back and roll Demonstrate floating on front with onto my front flotation devices **Demonstrate floating on front** · maintain a streamlined position I can: float on my front · demonstrate a star float on my front · maintain a flat body position Demonstrate a push and glide on front · demonstrate a pencil float on my with rotation front I can: Demonstrate regaining an upright push and glide on my front and roll position from floating Demonstrate a log roll from front to onto my back I can: back maintain a streamlined position · stand up after floating on my back I can: or front · roll from my front to my back whilst kicking Demonstrate a push and glide towards the pool floor Demonstrate a push from the wall on I can: back with flotation devices Demonstrate a push and glide on back push and glide towards the pool floor while blowing bubbles · use my feet to push off the wall on · use my feet to push off the wall my back with my legs stretched out and arms by my side Demonstrate collecting sunken objects that require full submersion maintain a flat body position Demonstrate a push from the wall on front with flotation devices · submerge and reach toward the Demonstrate a push and glide on front pool floor to collect an object with · use my feet to push off the wall on I can: my hands my front · use my feet to push off the wall with my arms and legs stretched out · maintain a flat body position Vocabulary pencil jump, star jump, tuck jump, rhythmic, star float, pencil float, sequence, transition, surface dive, splash, submerge, bubbles, float, competitive swimming, lifesaving, rotation, streamline, sunken, tread flat, balance, push, water polo push and glide, log roll underwater tow, somersault water, artistic swimming



