

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.

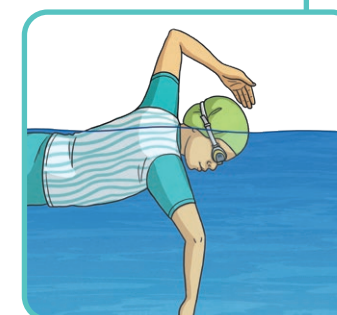


Twinkl Swim Statement of Intent

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

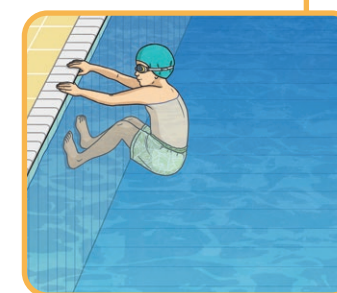
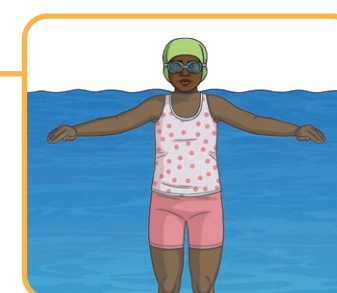
Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver innovative, high-quality teaching and learning opportunities for swimming. We provide technical glossaries, skills posters, inclusive support packs and adult guidance to support teachers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

Non-Swimmers

Demonstrate an understanding of pool rules

- I can:
- walk safely on the poolside
 - explain what to do in an emergency at the swimming pool
 - identify one or more risks and hazards around the pool

Explain the role of a lifeguard

- I can:
- explain how lifeguards keep swimmers safe in and around the pool
 - describe a time when lifeguards may need to use first aid

Demonstrate being safe in the water

- I can:
- sit on the side and lower myself into the water safely
 - enter at the shallow end, using the steps slowly and carefully
 - identify the shallow and deep ends of the pool

Hold on to the poolside without a flotation device

- I can:
- gain a stable position by placing both hands on the wall

Exit the water safely

- I can:
- climb out slowly using the stairs or the side
 - use my arms and legs to climb out of the water

Beginners

Describe how to stay safe near water

- I can:
- name one or more points from the water safety code (stop and think, stay together, call the emergency services, float)
 - identify the risks and hazards around a swimming pool
 - identify the risks and hazards around open water near my home or school

Identify the dangers of jumping into cold water

- I can:
- explain why it is dangerous to jump into unknown water
 - describe the risks of underwater objects
 - describe the effects of cold water and shock
 - identify the dangers of walking on ice or entering water with ice on the surface

Demonstrate what to do if in difficulty

- I can:
- explain how to support myself when in difficulty
 - demonstrate turning onto my back with my face out of the water to breathe and shout for help

Climb out of the pool without using the stairs

- I can:
- use my feet to push off the bottom of the pool
 - use my arms to pull myself out of the pool slowly and safely
 - identify the risks of slippery surfaces

Improvers

Describe how to keep myself and others safe around water

- I can:
- explain how to help in an emergency
 - describe how to take a break when swimming longer distances
 - name one or more self-rescue skills and an appropriate situation to use them

Demonstrate self-rescue skills

- I can:
- roll onto my back to take a break
 - tread water
 - jump into deep water safely
 - climb out of the pool when out of my depth

Tread water without a flotation device

- I can:
- use pedalling legs and sculling arms
 - keep my body in an upright position with my head out of the water

Perform a straddle entry

- I can:
- perform a straddle entry correctly, keeping my head fully above water
 - describe a situation when it would be safer to enter the water using a straddle entry

(Meeting end of KS2 National Curriculum Requirements)

Competent

Perform safe self-rescues in different water-based situations

- I can:
- demonstrate the HELP position and a huddle
 - identify a range of survival and self-rescue skills and a situation when they would be appropriate to use

Tread water for 30 seconds

- I can:
- tread water for 30 seconds continuously

Perform a fall-in entry and recover to the surface

- I can:
- curl into a ball to protect my head whilst falling in
 - swim to the surface
 - float on my back to recover

Swim 10 metres in clothing

- I can:
- explain the effects of wearing clothing in the water and suggest ways to adapt my swimming when fully clothed
 - demonstrate adapting my swimming technique when swimming in clothes
 - explain why it is necessary to kick shoes off if I ever fell into water

(Working Beyond the end of KS2 Requirements)

Proficient

Explain the dangers of the sea and how to stay safe at the beach

- I can:
- identify the hazards and risks of swimming in the sea
 - identify one or more beach flags
 - name activities that could potentially be dangerous in the sea
 - suggest safety precautions to take during these activities

Perform a series of floats and rescue positions in clothing

- I can:
- demonstrate the HELP position and a huddle in clothing
 - explain the effect of wearing clothing in the water and adjust my body position when floating to account for drag and excess weight from the clothing

Demonstrate a safe reach or throw rescue

- I can:
- explain the importance of lying down when reaching for a casualty
 - identify objects that could be used in a reach or throw rescue
 - demonstrate a safe reach or throw rescue
 - give clear instructions to a casualty when carrying out a rescue

Swim up to 25 metres side stroke

- I can:
- describe a situation when side stroke may be most appropriate
 - demonstrate resting one side of the body whilst repeating a scissor kick

Swim 25 metres in clothing

- I can:
- 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

risk, hazard, lifeguard, first aid, shallow, deep, pool edge, balance

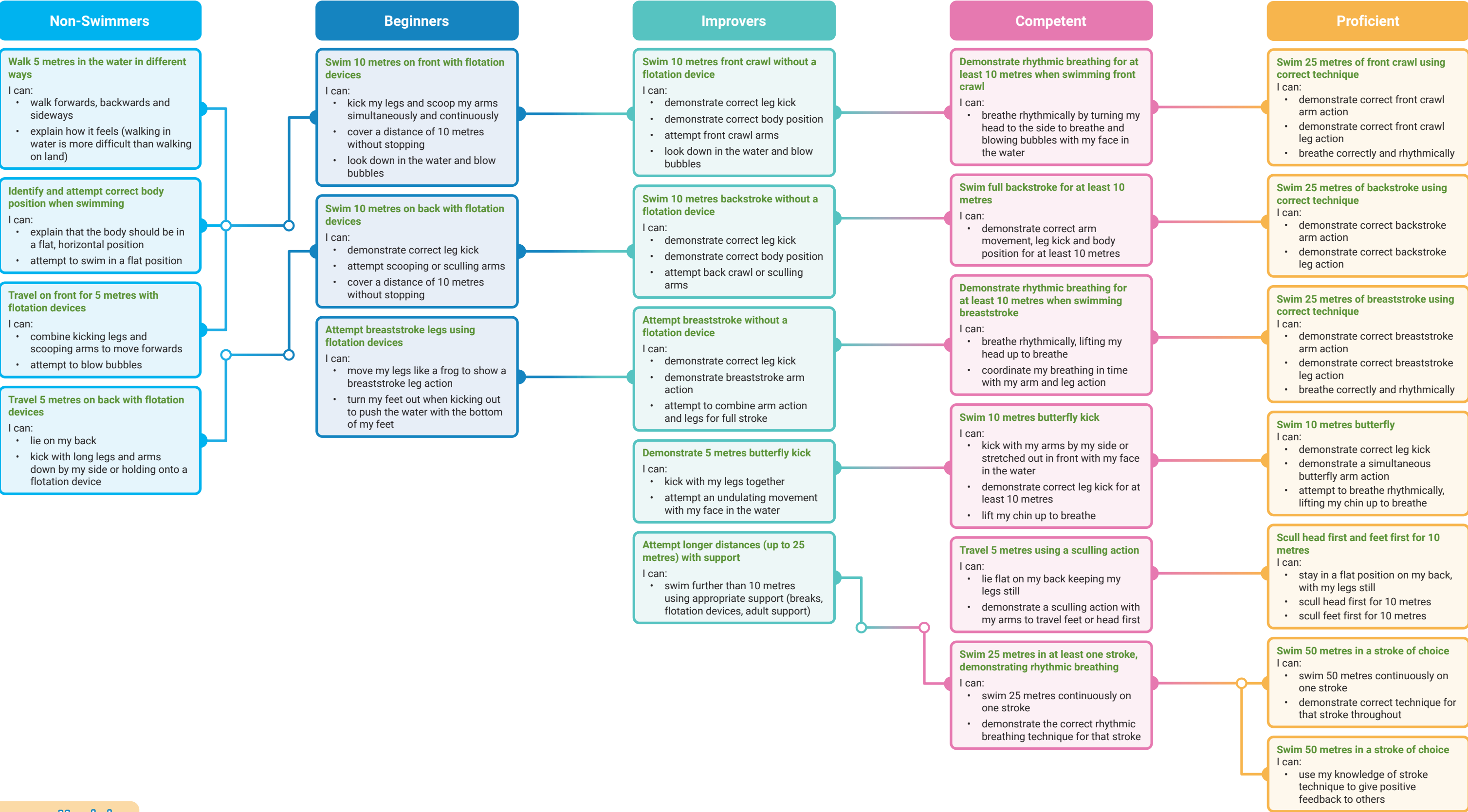
stop and think, stay together, call the emergency services, float, shock, rotate

emergency, break, self-rescue, tread water, straddle entry

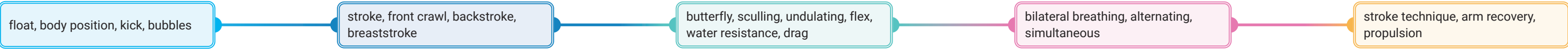
HELP position, huddle, survival, body heat, energy

rip current, beach flags, SUP/paddle board, drag, side stroke, scissor kick

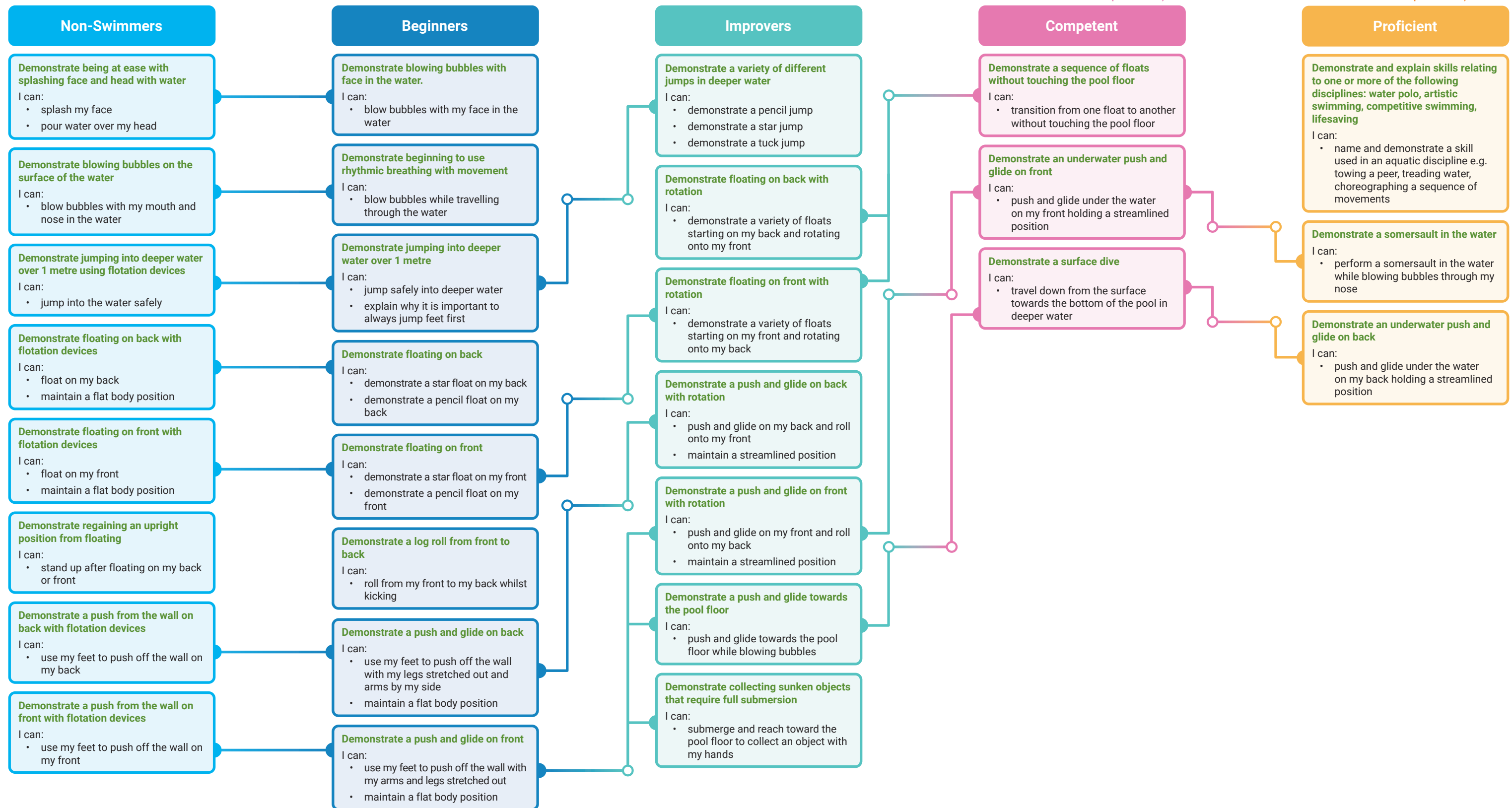
Stroke Development



Vocabulary



Core Aquatic Skills



Vocabulary

