Progression of Knowledge and Skills through Swimming

PE Progression - Swimming

	Swimming Beginners (non-swimmers and developing swimmers)	Swimming (Developing and competent swimmers)
Aim of Swimming In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities.	In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.
Expectations	▸ In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions	▸ In this unit children will learn to swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use three different strokes, swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water. ▸ Children should know the dangers of water locally and nationally. ▸ Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.

Questions for the PE Premium Report			
What do I report on for the PE Premium?	What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	What percentage of your current Year 6 cohort use a range of strokes effectively? For example: Front crawl, Backstroke and Breaststroke	What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?
What should pupils know and be able to do?	A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water · Strokes are as strong at the end of the swim as at the start ·Strokes are recognisable to an informed onlooker	Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.	Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.