

SWIMMING AND WATER SAFETY – (Beginners)	
About the unit	
In this unit children focus on learning the basic skills involved such as swimming strokes and pool safety. 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.	
Where the unit fits in	
In the next swimming unit, children will develop a range of stokes. They will learn how to use different strokes in different situations, including appropriate use for personal survival situations. They will learn to swim further and for longer periods of time, developing their overall level of fitness.	
Vocabulary	Resources
In this unit children will have an opportunity to use a range of words and phrases, such as: <ul style="list-style-type: none"> • Front crawl • Back crawl • Breaststroke • Floating Safe Entry • Pull, push, kick • Safe Entry/ Exit 	<ul style="list-style-type: none"> • Swimming floats • Goggles • Pool dividers • Floating markers • Balls and other floating equipment
Expectations: When carrying out the type of activities and tasks in this unit.	
Most children will be able to:	Learn to swim over small distances using a variety of equipment such as floats to enable them to learn basic swimming actions. Enter and exit the pool using the correct and safe methods, and to have developed the correct techniques for strokes
Some Children will not have made so much progress. They will be able to:	Swim between 5 and 20 metres unaided; keep swimming for 10 and 20 seconds, using swimming aids and support; use a variety of basic arm and leg actions when on their front and on their back; recognise how their body reacts and feels when swimming; recognise and concentrate on what they need to improve.
Some children will have progressed further. They will be able to:	Swim further than 25 metres; swim fluently and confidently for over 30 seconds; use a successful stroke using the correct technique; swim short distances using Front crawl; perform a personal survival technique confidently; know what different tasks demand of their body, and pace their efforts well to meet challenges;

Learning Objectives

Acquiring and Developing Skills

Children Should Learn

Possible teaching Activities

How to perform basic stroke techniques

Evaluate the equipment and techniques according to their suitability in different situation for rescues

- Know and explain their strengths and the areas to work on.
- Analyse others techniques.
- Suggest ways they and others can improve.
- Describe the techniques of each type of a rescue.

Explain the different ways of rescuing swimmers, whilst keeping themselves safe at all times

Selecting, Applying Skills, Tactics and Compositional Ideas

Children Should Learn

Possible teaching Activities

Applying the correct solution within water safety situations.

Know the correct equipment to rescue swimmers from different situations.

- Describe how they met challenges and tasks set.
- Analyse the techniques used.
- Set targets to improve performance.
- Explain why they chose specific equipment in different situations.
- Explain when they would use certain equipment in what situations.

Knowledge an Understanding of Fitness and Health

Children Should Learn

Possible teaching Activities

Why and how to prepare themselves for swimming

Why physical activity is good for their health

Teach pupils warm-up and training activities that will help prepare them for swimming. Concentrate on activities that develop power and stamina (Kicking). Help them to recognise which joints need the greatest mobility for swimming. Talk to them about how swimming regularly will develop their confidence, strength and stamina.

Listen to pupils' ideas on getting ready and warming up for swimming and on how swimming can be used to help them get fitter and feel better. Teach them the basic principles of training.

Evaluating and Improving Performance

Children Should Learn

Possible teaching Activities

<ul style="list-style-type: none"> • Describe how they met challenges and tasks set. • Analyse the techniques used. • Set targets to improve performance. • Explain why they chose specific equipment in different situations. 	<ul style="list-style-type: none"> • Help pupils to use their analysis of others' technique to set targets and practices for improvement. • Teach the pupils to strive to improve their own skills and techniques, showing increasing efficiency and effectiveness. • Help them to recognise the stages of each skill and the stage that they have achieved and where they need to go next. • Give the pupils opportunities to improve specific skills. • Teach the pupils to communicate their ideas clearly to others. • Identify what makes a skill or action successful and make simple judgments about their own and others' performance. • Use this information to plan how to improve. • Use key words related to the activity. • Ask relevant questions in order to make progress. • Listen carefully to what others say about their work.
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Lesson Objectives weeks 1-12

1	To recognise what their bodies feel like during different activities and to understand that being active is good for them Learn to use push and glide techniques	7	Floating on back and using push off glide in one action
2	How to use skills for different swimming tasks	8	Revisit front crawl action and complete small distance with correct technique
3	To recognise what their bodies feel like during different activities and to understand that being active is good for them	9	To complete a width using the correct front crawl technique from a push start
4	To work with confidence; explore and use skills individually and in combination; repeat and link actions To improve the control and coordination of their bodies in water	10	Treading water skills, starting from holding the side correcting the technique, moving on to small amounts of time unaided
5	Learning how to use breaststroke effectively (using a float first)	11	Focus on back crawl showing all skills learned previously (Kicking Pace)
6	An advanced practise of breaststroke and to use this effectively on front and back with the correct technique	12	Aiming to swim a width with all 3 strokes (Front Crawl, Breaststroke, Backstroke)

Learning Objectives	Teaching Activities	Learning Outcomes
<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>Revise safe feet first entries and select most appropriate; See Top Swim card 'Legs and Feet' and play Scarecrow Tag; aim for all pupils to be able to fully submerge. Ask pupils to feel their pulse before and after the tag game and discuss why there is a difference. Practise floating on front and back with arms and legs wide and with arms by the side and legs together. Revise full stroke on front crawl without breathing; focus on horizontal body position and over the water recovery with the arms.</p> <p>Discuss what pupils can do to help if somebody gets into difficulty in water.</p>	<p>Safe entry</p> <p>Describe how the temperature of the water affects their bodies.</p> <p>Explain what they do to feel warmer in the water;</p> <p>Know and explain the rules and routines that keep them safe near water.</p> <p>Take care of themselves and are aware of others in and around the swimming pool.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Introduce breaststroke leg kick; initially have pupils sitting on the side of the pool and start with legs extended and together; keep heels together and draw them up towards the bottom and push heels outwards and backwards in a circular type action until heels come together in an extended position; repeat several times; pupils in the water in a sitting position supported by a woggle or with a float under each arm; look at the feet and practise the breaststroke leg action.</p> <p>Revise kicking up and down on the back with arms at side; use floats or woggle to support only if required; emphasise alternating action with toes pointed; stress 'floppy feet'; travel 5 and then 10 metres; keep head back and cushioned in the water; with pupils standing in the water introduce sculling action with the hands and arms; start with arms stretched out in front with palms together and thumbs up; move hands out and then back together; as hands move out the palms face outwards and the thumbs drop, then return to start position; show a shape similar to a figure of 8 but on its side; see Top Swim card 'Hands and Arms', 'Chop and Change' ; repeat kicking on the back with arms at side and include sculling type action with the hands and arms; keep arms straight and close to the side of the body; perform figure of 8 sculling action but pushing the water towards the feet.</p>	<p>Move around and across the pool with swimming aids (as required).</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres using aids and later without them.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>QCA Core Task 2; ask pupils how long they can stay still with their feet off the ground when using different body shapes eg. tuck and stretch and when lying on their front or back; work in pairs and help one another to improve; what do they have to do to increase the time; allow slight sculling movements with the hands if needed; ask pupils to compile a short sequence that includes movement and periods of stillness.</p>	<p>Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</p> <p>Gradually coordinate these actions, so that they remain balanced and in control of their bodies</p> <p>Stretch out and keep afloat on the surface, using a number of body shapes.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work.</p>	<p>Share sequences and discuss what pupils do to show stillness and how they move from stillness to movement; what works well and not so well? Ask pupils to repeat their sequence and to improve based upon their observations</p>	<p>Use actions and words to explain what they and others do in the pool.</p> <p>Copy and describe what they see in short demonstrations</p>

Learning Objectives	Teaching Activities	Learning Outcomes
<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>Safe feet first entry followed by game of Tag; have two pupils on and once other pupils are tagged they return to 'home base'; those tagged can be released by others if they can get to home base without being tagged; then discuss tactics, is it better for the two taggers to both chase the others or does one need to protect home base?. Give each pupil a chance to be a tagger.</p> <p>See Top Swim card 'Legs and Feet' 'Kicking Dual' and practise front crawl leg kick; talk about the amount of splash made by the feet; does a lot of splash indicate a stronger leg kick or is it better for the feet to remain under the water; emphasise straight legs and pointed toes.</p>	<p>Safe entry</p> <p>Describe how the temperature of the water affects their bodies.</p> <p>Explain what they do to feel warmer in the water;</p> <p>Know and explain the rules and routines that keep them safe near water.</p> <p>Take care of themselves and are aware of others in and around the swimming pool.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Revisit breaststroke leg action with pupils sitting on the side and then in the water in vertical sitting position supported by one float under each arm or woggle; aim for simultaneous and symmetrical action; then ask pupils to swim on their backs using a breaststroke action with support if needed or using a sculling action with the hands; as the legs kick backwards the feet are turned out with the inside of the foot pushing the water backwards; ask pupils to pause after every kick with legs extended; stop pupils if leg action breaks down and build up kick at a time;</p> <p>Revise kicking on the back with an alternating up and down movement; only use floats or woggle if required; encourage sculling action with arms and hand; for those using floats aim to reduce to one float held across the stomach; ask pupils to stand and practise the back crawl arm action; aim for continuous windmill type action; all pupils swim on their back with float held in one arm and across the stomach, legs kick up and down and attempt single arm back crawl; aim for little finger entry above the head with arm extended and pull through to the hips; repeat with other arm</p>	<p>Move around and across the pool with swimming aids (as required).</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres using aids and later without them.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>QCA Core Task 3; set personal rather than group challenges; how far can they swim on their front and then on their back; ask why they can swim further on some strokes than others; initially allow any means of travelling and then try to refine to include only recognised strokes; work in pairs, one swims on the back and one on the front; how far can they travel using the combined distance; pupils change from front to back and vice versa; ask pupils to work out their best combination.</p>	<p>Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</p> <p>Gradually coordinate these actions, so that they remain balanced and in control of their bodies</p> <p>Stretch out and keep afloat on the surface, using a number of body shapes.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work</p>	<p>Use a pupil from a more advanced group to show back crawl full stroke; ask pupils to identify main points of technique; look for horizontal body position, head back and cushioned in the water, legs kicking up and down with toes just breaking the surface and arms showing a controlled windmill type action; ask pupils to 'have a go'.</p>	<p>Use actions and words to explain what they and others do in the pool.</p> <p>Copy and describe what they see in short demonstrations</p>

Learning Objectives	Teaching Activities	Learning Outcomes
<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>In appropriate water depth allow pupils free choice of head first entries, sitting, kneeling and crouch; emphasise shallow entry with arms stretched and head between the arms; introduce transition to the strokes following the dive entry; for front crawl following the glide underwater the legs kick until the body reaches the surface and then the arm action is introduced; encourage the pupils to keep the face in the water for two arm strokes before breathing; for breaststroke following the glide underwater the arms pull through to the hips and then the legs kick to the surface; in pairs ask the pupils to mark the distance covered when the head breaks the surface and try to improve; repeat on breaststroke and front crawl; discuss how pupils might improve such as, push harder from the pool side, better streamlining through the air and in the water, stronger pull and kick on breaststroke and stronger kick on front crawl.</p>	<p>Describe why swimming helps to make them fit and healthy.</p> <p>Explain why their body reacts differently to swimming different distances and times.</p> <p>Describe how swimming affects the heart rate and breathing, and recognise that it is important to control their breathing when swimming.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Practise a push and glide from the wall on the back with both arms extended above the head; start at the side of the pool facing the wall; sink underneath the water and with arms stretched push off the wall under the water; maintain streamlined position with head between the arms; breathe out through the nose to prevent water going up; repeat several times; in pairs, one swims and one rests, complete repetitions of two widths (if appropriate and possible swim lengths) on back crawl with hand touch turn and underwater push; ensure smooth coordination of arms, legs and with regular breathing; if necessary revise kicking practises with arms at the side or extended above the head; use float held across the stomach if really required; introduce single arm pulling to refine arm action; use pull buoy between the legs to provide support and with one arm held at the side use the other arm to practise the complete arm action; stress entry above the head between the centre line and shoulder and pull through to the hips; hand pulls round or shows a bent arm action as it moves through the water; as the hand passes the hips it finishes by the hand pushing down towards the bottom of the pool; the hand then leaves the water to initiate the recovery over the water and back to the entry position; stress that the arm remains straight throughout the recovery; repeat with other arm; combine again into full stroke with emphasise on long smooth actions; complete number of repetitions over two widths (lengths if possible).</p>	<p>Swim on their front and back, using arm and leg actions together with smooth coordination</p> <p>Control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke.</p> <p>Use personal survival techniques including floating, sculling and surface diving</p> <p>Swim for more than 45 seconds and further than 50 metres.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>Discuss different ways of helping a person who is in difficulties in the water; see TOP Swim card 'Dry rescue Skills' and follow the RESCUE SEQUENCE; emphasise need to avoid going in the water and the dangers that this presents unless appropriately trained and a strong swimmer; use rescue poles to practise reaching rescues and floats/balls for throwing rescues; consider the advantages and disadvantages of each; see TOP Swim card 'Set application of dry rescue skills' and revise different types of casualty; in pairs combine with throwing and reaching rescues; vary type of casualty and distance from the side and ask pupils to select the type of rescue and ask reasons why; discuss as a group.</p>	<p>Use a variety of strokes and personal survival skills to suit the needs of the task</p> <p>Plan how to meet set challenges on their own and in groups</p> <p>Recognise their own ability and the demands of different challenges and choose safe and efficient ways to complete challenges successfully.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work</p>	<p>Set challenges based upon speed and then distance; ask pupils to decide which strokes they would use to swim the fastest and to swim the furthest; ask pupils to swim on their selected stroke for 30 seconds and record the distance; experiment with different strokes and find fastest; repeat the process but over 5 minutes and do not allow a change of stroke during the 5min swim; again experiment with different strokes to find the one most suited to swimming the longer distance; is it the same stroke as the shorter distance and if not why might this be the case?</p>	<p>Use a range of language to describe what they see and give concise explanations of what they do well.</p> <p>Identify aspects of their work that need improvement and suggest ways to practise.</p> <p>Realise that smooth swimming demands concentration and good control of arms, legs and breathing.</p>

Learning Objectives	Teaching Activities	Learning Outcomes
<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>Safe feet first entry; talk to pupils about entering water when the depth is unknown and dangers of jumping in from heights; also revise dangers of swimming outside and effects of cold water.</p> <p>Revise variety of submersion and individual floating practices.</p> <p>See Top Swim card 'Travelling and submerging', 'Treasure Hunt'</p> <p>Swim individual widths with pupils being given free choice of stroke; check body positions and aim for horizontal position.</p>	<p>Safe entry</p> <p>Describe how the temperature of the water affects their bodies.</p> <p>Explain what they do to feel warmer in the water;</p> <p>Know and explain the rules and routines that keep them safe near water.</p> <p>Take care of themselves and are aware of others in and around the swimming pool.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Revisit push off from the wall with arms fully extended and face in the water; glide and then add the kick; aim for streamlined position throughout; repeat several times and then add the front crawl arm action; aim for relaxed, smooth arm action with hand entering the water in extended position between shoulder and head and pulling through to the hips; add one or two arm actions and then stand; revise breathing action for front crawl; standing and then walking co-ordinate breathing with arm action; turn head to breathe rather than lift; experiment with breathing on each side and then allow pupils to select preferred side; combine into full stroke; push, glide, streamline, add kick and arm action and take one breath when needed and then stand; repeat until breathing action is smooth; increase number of breaths used to cover the width, two breaths and then three; aim for pupils to be able to breathe every stroke</p>	<p>Move around and across the pool with swimming aids (as required).</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres using aids and later without them.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>Revise floating on front and back; set personal challenges based on how long they can float in different positions and in different shapes; differentiate the task by giving floats or a woggles to those pupils who need additional support; then put pupils in pairs and ask them to make a float where they are joined together; both on their back and/or their front; then one person on the front and one on the back; pairs decide upon on their best float and then work to improve it; aim for clear start and finish positions.</p>	<p>Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</p> <p>Gradually coordinate these actions, so that they remain balanced and in control of their bodies</p> <p>Stretch out and keep afloat on the surface, using a number of body shapes.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work</p>	<p>Show floating pairs to each other; discuss variations and good aspects as well as how they might be improved; select ones for everybody to copy</p>	<p>Use actions and words to explain what they and others do in the pool.</p> <p>Copy and describe what they see in short demonstrations</p>

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<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>Safe feet first entry; see Top Swim card 'Starting to move' 'Simon Says' and revise variety of skills learned to date including; different ways of moving with feet on the bottom, bobbing, floating in different positions, rotation, submersion.</p> <p>Practise different ways of moving on the back combined with sculling; travel head first and then feet first;</p> <p>If appropriate move to slightly deeper water and introduce treading water; initially with pupils holding the side with one hand and a float in the other and using alternating breaststroke type leg action; then move away from the side and hold a float under each arm or a woggle.</p> <p>Discuss when treading water might be needed.</p>	<p>Safe entry</p> <p>Describe how the temperature of the water affects their bodies.</p> <p>Explain what they do to feel warmer in the water;</p> <p>Know and explain the rules and routines that keep them safe near water.</p> <p>Take care of themselves and are aware of others in and around the swimming pool.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Continuous back crawl kick; use floats/woggle only if required; gradually increase the distance; emphasise head still and steady rhythmical kick with knees kept under the water; vary arm position, initially at the side and then try with arms fully extended above the head; revise back crawl arm action in standing position; then combine arm action with kicking; push, glide, kick and then add arms; establish the kick before adding the arms; keep arms straight as they go over and then pull round to the thighs.</p> <p>Revise undulating body action on the back and then on the front with arms at the side; stand when a breath is required; try on the surface and underwater and then on the side with arms extended; emphasise a whole body fish like action; see Top Swim card 'Introducing and enjoying butterfly', 'dolphins' and 'Under and over'</p>	<p>Move around and across the pool with swimming aids (as required).</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres using aids and later without them.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>Individual practise on front crawl, back crawl and breaststroke; aim to swim a width on each; ask pupils which stroke they like best and why? See QCA Core Task 3; ask the pupils to take part in time and distance challenges on each stroke; discuss main points of technique and ask pupils why one stroke is faster than another.</p>	<p>Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</p> <p>Gradually coordinate these actions, so that they remain balanced and in control of their bodies</p> <p>Stretch out and keep afloat on the surface, using a number of body shapes.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work</p>	<p>Select a pupil(s) who has good technique on each of front crawl, back crawl and breaststroke; ask pupils to describe what they see and what is good about what they see; then ask pupils to perform a width on each of the front crawl, back crawl and breaststroke copying what they have seen.</p>	<p>Use actions and words to explain what they and others do in the pool.</p> <p>Copy and describe what they see in short demonstrations</p>

Learning Objectives	Teaching Activities	Learning Outcomes
<p><u>Knowledge and Understanding of Fitness and health</u> To recognise what their bodies feel like during different activities and to understand that being active is good for them</p>	<p>Allow choice of safe feet first entry; stress control and bending of knees on landing if using a jump entry; experiment with push and glides from the wall showing a streamlined shape and then a wide shape; ask pupils to feel the effect of resistance created against the water and discuss difference in distance travelled; revise undulating whole body movements on the front, back and side, along the surface and under water; arms held at the side and then held overhead; stress relaxed rhythmical movements; emphasise lift of seat and strong kick down with the feet; stand when a breath is needed.</p>	<p>Safe entry</p> <p>Describe how the temperature of the water affects their bodies.</p> <p>Explain what they do to feel warmer in the water;</p> <p>Know and explain the rules and routines that keep them safe near water.</p> <p>Take care of themselves and are aware of others in and around the swimming pool.</p>
<p><u>Acquiring and Developing Skills</u> To work with confidence; explore and use skills individually and in combination; repeat and link actions</p>	<p>Swim 5 and then 10 metres on front crawl full stroke without breathing; stress horizontal body position with face in the water; encourage long steady careful movements of the arms and relaxed alternating action of the legs with toes pointed; ensure legs are almost straight throughout; repeat with breathing; initially one breath and then increase to 2,3 etc. emphasise turning of the head to the side; blow out gradually when the face is in the water and breathe in when the mouth is clear of the water; allow pupils to practise breathing on both sides and then to decide on preferred choice.</p> <p>Repeat on back crawl; horizontal with head back and cushioned in the water; encourage little finger first entry above the head; pull through to the hips and recover over the water with a straight arm; encourage regular breathing</p>	<p>Move around and across the pool with swimming aids (as required).</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres using aids and later without them.</p>
<p><u>Selecting and Applying Skills</u> How to use skills for different swimming tasks.</p> <p>To improve the control and coordination of their bodies in water.</p>	<p>Introduce a log roll; pupils push, glide and streamline on the front with arms extended and then rotate onto the back and back to the front; gradually increase the number of rotations with or without breathing; emphasise long body position throughout</p> <p>See Top Swim card 'Moving on' 'Rotation relay' but restrict to front crawl and back crawl; initially rotate every ¼ strokes and then reduce; ask pupils to experiment with rotating clockwise and anti-clockwise; stress control in rotation rather than speed.</p>	<p>Talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</p> <p>Use different arm and leg actions to propel themselves through the water, at first upright and then horizontal with or without swimming aids.</p> <p>Gradually coordinate these actions, so that they remain balanced and in control of their bodies.</p> <p>Stretch and keep afloat on the surface using a number of body shapes.</p>
<p><u>Evaluating and Improving</u> To watch, copy and describe what they and others have done, and to use the information to improve their work</p>	<p>Work in pairs to develop synchronised log rolls; pupils to organise start and finish times; allow gap between rotations but aim to maintain horizontal position throughout; pupils set personal targets for number of rotations; share rotation sequences with the group, discuss and aim to improve</p>	<p>Use actions and words to explain what they and others do in the pool.</p> <p>Copy and describe what they see in short demonstrations</p>