

Swimming at Key Stages 1 and 2
Schemes of Work and Session Plans
for
Advanced Swimmers

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SWIMMING AND WATER SAFETY - Advanced (Developing competent swimmers)

About the unit

In this unit children focus on swimming more fluently, improving their swimming strokes and learning personal survival techniques. 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.

Where the unit fits in

In the next swimming unit, children will further develop a wider range of strokes. They will learn how to use these 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. They will improve their personal survival techniques and take on specific tasks and challenges linked to work in outdoor and adventurous activities

Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

- Front crawl
- Back crawl
- Breaststroke
- Floating
- Sculling
- Surface diving
- Tuck jump
- Pull, push, kick
- Lie flat, streamlined
- Breathe
- Turning
- Slide entry
- Straddle entry

Resources

- Swimming floats
- Bricks and weighted hoops
- Pool dividers
- Floating markers
- Balls and other floating equipment
- Timing and recording devices

Expectations: When carrying out the type of activities and tasks in this unit..

Most children will be able to:

Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use a variety of different strokes, swimming on their front and back; control their breathing; swim confidently and fluently on the surface and under water; work well in groups to solve specific water safety problems and challenges; sharing work fairly; recognise how swimming affects their body, and pace their efforts to meet different challenges; suggest activities and practices to help improve their own performance.

Some Children will not have made so much progress. They will be able to:

Swim between 20 and 50 metres unaided; keep swimming for 30 and 45 seconds, using swimming aids and support; use a variety of basic arm and leg actions when on their front and on their back; swim on the surface and under water; take part in group solving activities linked to personal survival; 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 100 metres; swim fluently and confidently for over 90 seconds; use all three strokes with control; swim short distances using butterfly; breathe so that the pattern of their swimming is not interrupted; perform a wide range of personal survival techniques confidently; know what different tasks demand of their body, and pace their efforts well to meet challenges; describe good swimming technique, show and explain it to others

Learning Objectives	
Acquiring and Developing Skills	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> • How to perform reach and throw rescues. • Evaluate the equipment and techniques according to their suitability in different situation 	<ul style="list-style-type: none"> • 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 rescue. • Demonstrate appropriate methods of reach and throw rescues. • Explain the different ways of rescuing swimmers, whilst keeping themselves safe at all times • Describe why they chose to use a particular method of rescue.
Selecting, Applying Skills, Tactics and Compositional Ideas	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> • Applying the correct solution within water safety situations. • Apply the correct equipment to rescue swimmers from different situations. • Evaluate approaches used and suggest alternative approaches 	<ul style="list-style-type: none"> • Describe how they met challenges and tasks set. • Demonstrate HELP and HUDDLE positions. • Analyse the techniques used. • Set targets to improve performance. • Explain why they chose specific equipment in different situations. • Demonstrate how to perform a throwing and reaching rescue, and when you would use them.
Knowledge an Understanding of Fitness and Health	
Children Should Learn	Possible teaching Activities
<ul style="list-style-type: none"> • What they need to do to improve their fitness in swimming • Why and how to prepare themselves for swimming • Why physical activity is good for their health 	<ul style="list-style-type: none"> • Teach pupils warm-up and training activities that will help prepare them for swimming. Concentrate on activities that develop power and stamina. 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. Ask pupils to select some of their own activities to put into a training routine. 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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Prior Learning

It is helpful if children have:

- some understanding of 3 different strokes
- swum on their front and back
- used a range of personal survival techniques including floating, sculling and surface diving
- learnt about water safety, both within the pool environment and open water

Cross Curricular Links

This unit could be linked to:

- Numeracy - challenges and events, *e.g. lengths and widths, times and distances, sustained effort, pacing, starts and turns*
- Literacy - discuss and respond to initial ideas and information, carry out the task and then review and refine ideas

Rich task

The following are Rich Tasks the children could be asked to carry out.

Task 1

How fast can you swim

- 25 meters? 50 meters?

Adaptations and variations on the task

Ask the children to:

- Swim the distance using controlled arm actions or controlled leg actions.
- Swim on their front and their back.
- See how many strokes they need to use to cover the distance.
- See if they can swim the distance using a certain number of breaths, e.g. one breath, three breaths, ten breaths.
- Use the correct technique for each stroke.

Task 2

Working as a team of three or four swimmer, how fast can you swim:

- 100 meters? 200 meters? 400 meters?

Only one person can swim at a time, and everyone in the group must swim part of the distance. No feet touch the ground. Try the challenge four or five times over several lessons and try to get your team to swim the distance faster.

Adaptations and variations on the task

Ask the children to:

- Swim using the same stroke or to swim using different strokes.
- Use at least two strokes.
- Swim as a team for a specific time, e.g. 1 minute, 2 minutes, and measure the distance they cover.
- Tackle obstacles or use skills, e.g. swim through a hoop, swim with a ball, swim wearing clothes.

Task 3

How long can you keep going around a personal survival obstacle course without touching the floor. Try to keep going for set lengths of time, e.g. 5 minutes, 8 minutes, 12 minutes. The course should involve:

- Swimming on the surface
- Swimming under water
- Climbing over obstacles e.g. floats
- Floating in the HELP or HUDDLE positions for a set period of time
- Retrieving equipment from the bottom of the pool.

Adaptations and variations on the task

Ask the children to:

- Cover a certain distance, rather than to keep going for a certain time.
- Swim further or for longer, depending on ability
- Tackle more obstacles and tasks, to increase the demand.
- Tackle fewer obstacles and tasks to increase the speed.
- Swim in relay teams.
- Bring in clothing, starting off with light clothing such as shorts and t-shirts, advancing to heavier clothing (not pyjamas)

Task 4

Rescue Challenge

This rich task is linked to the adventurous activities area of the curriculum and might be suitable for pupils in key stage 2 showing characteristics of Levels 4-5 in their work.

The aim of the task is to work in small groups of three to complete a series of life saving challenges, using the equipment provided.

Pupils will work in groups of three, taking on the roles of swimmer, rescuer and observer.

In each challenge the swimmer simulates being in distress, the rescuer needs to decide how to bring the swimmer to safety and the observer needs to evaluate how successful the rescuer was and identify what they could do differently to improve the rescue, if necessary.

The rescuer needs to react to the situation quickly and **without putting themselves in any danger**.

Challenge 1

A swimmer needs to call for help near the edge of the pool. The rescuer needs to choose a suitable object from those provided to reach the swimmer and pull them to safety.

Challenge 2

A swimmer needs to call for help about 4m away from the edge of the pool. The rescuer needs to choose a suitable buoyant object to throw to the swimmer.

The object must land within easy reach of the swimmer. The rescuer should encourage the swimmer to grab the object and kick to the side.

The pupils should then swap roles so everyone in the group carries out the rescues.

Twelve week programme for competent swimmers focussing on Water Safety and Different Disciplines (Weeks 1-6)

Goggles should not be worn for sessions 1 - 6

No	Entry	Main Theme	No	Entry	Main Theme
1	Slide in entry	Tread water at the edge for safety Head up swim with movement in all directions Tread water, then float on back Random swim into HELP position with buoyant aid. Swim to side with the buoyant aid Swim a circuit without a touch of the sides Exit via the steps	4	Tuck jump into deep water	With shirt, jumper and trousers Tread water at the edge. Swim round the edge of pool. Scenario: On the pool edge pupils pretend to paddle a canoe and fall into the water individually Reach and throw rescues
2	Slide in entry	With T shirt and shorts Tread water close to edge, repeat further away and then float on back Head up circuit HUDDLE practice Straddle Scull for cool down – stationary - head first - feet first Exit over the side of pool independently	5	Straddle or tuck entry	With clothes, divide pupils into 4 groups and rotate as below Circuit swim – HELP position - Tread water - Huddle position Scenario: A group of friends walk along the riverside and one falls in. What is the recommended action?
3	Straddle entry into deep water	With T shirt, jumper and shorts Swim with partner - head up strokes Scenario: Work in groups - use large mats - fall off the mat and get back on or hold onto to the mat. Each group to get close to one another. Get to the side with the mats together Exit over the edge safely	6	Safest entry possible	With clothes re-cap of above activities without a break (simulates open water) Reach and throw rescues Swim through the waves Safest exit

Twelve week programme for competent swimmers focussing on Water Safety and Different Disciplines (Weeks 7-12)

Content: Different disciplines for those who are working beyond Key Stage 2

Goggles should be removed for jumps, dives and water polo

No	Entry	Main Theme	No	Entry	Main Theme
7	Jump into deep water	Distance swims of 25m – 50m - 100m in 2 different strokes Timed swim over 10m in preferred stroke Butterfly techniques - body position and legs Swim 10m followed by surface dive Tread water for 2 minutes Scull 10m head first and 10m feet first	10	Safe entry Into deep water – face forwards	Extend the distance of travel with the ball. Use head up front crawl or breaststroke Tread water and hold the ball upright in one hand. Travel forwards and backwards Catch and pass the ball in small groups Play small sided games
8	Jump into deep water	Increase distance swims from the previous week Try other strokes for distance swims Timed swim over 10m or 25m Butterfly techniques – arms and breath control Swim 10m then surface dive and complete 1 - 3 strokes underwater then return to surface Tread water for 3 minutes Scull 15m head first and 15m feet first	11	Straddle entry	Push and glides on front into mushroom float Push and glide into surface dive Progressive dives - sitting dive – kneeling - crouch Make a sequence of sculls and tuck rotations in pairs
9	Safe entry into deep water	Swim head up front crawl or breaststroke propelling a ball without the use of hands Tread water and hold a ball upright in one hand Catch and pass the ball with one hand Play a small sided game	12	Straddle entry	Push and glide into surface dives Progressive dives – sitting dive - kneeling – crouch and plunge Make sequences of sculls and rotation in small groups Obstacle course

Session Plan 1 Advanced

Competent swimmers	Water depth: 1.5 – 2m	Time: 30 – 4 minutes	Equipment: ropes, torpedo buoy, balls, noodles and floats
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Outcomes: to develop basic skills of water safety – tread water – floats - circuits - HELP position

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Slide in entry	Sit at edge, feet in water Hands on sides Lower gently into water	All together - watch back on rail or pool wall.	Safe entry Head above the water	5mins
Tread water	Hands underwater Thumbs up, thumbs down Breaststroke kick, cycle scissor or egg beater kick	Perform close to edge initially. Have noodle in hand	Economical movement Chin on the water Vertical body position	5mins
Head up swim	Breaststroke or head up front crawl or front paddle	Swim randomly in designated area Avoid other pupils Give rest	Head up at all times	5mins
Head up swim followed by float on back	Look ahead Even pace If tired lie on back	Maintain overall view of pupils	Ability to recognise when tired and able to rotate on to back for rest	5mins
Place balls and floats in water. Pupils swim to them and into HELP position	Cuddle the object on chest Legs together Back of head out of water Keep still	Send pupils in an orderly manner	Ability to maintain a hold of the object on back	10mins
Swim to side of pool with object	Turn on front Keep hold of object Use other arm to travel		The awareness to travel on the front with the object	
Circuit swim	How easily can you travel with head up?	10 x 10m circuit Space pupils out evenly	The pupils swim continuously without a touch of the sides	5mins
Exit via steps	Use the easiest exit		Exit via the steps	2mins

Session Plan 2 Advanced

Competent swimmers	Water depth: 1.5 – 2m	Time: 30 – 40 minutes	Equipment: ropes, torpedo buoys, noodles, lifebelts or buoyant large rings. T shirt and shorts for each pupil
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Outcomes: Re-cap of basic skills, introduction of clothes, HUDDLE, straddle entry and sculls

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Slide in entry	How do you do this safely?	Watch back on rail or pool wall	Safe entry	5mins
Tread water for 15 – 30 – 60 seconds	If tired how can you rest?	Perform close to edge initially. Move away from side gradually	Head above the water Ability to rest on back when tired?	5mins
Circuit swim head up	Can you swim continuously close to the edge without a touch?	Have noodle in hand Swim round the edge of pool	Head up at all times Pupils do the skill for a longer period of time without rest.	5mins
Swim from sides to lifebelts and buoyant large rings to effect HUDDLE position. Signal for help	Under grasp lifebelt Back straight Knees up Hand fully extended move side to side	Place equipment in pool 4 to 5 pupils per lifebelt Maintain overall view of pupils	Hands under grasp Pupils work as a team with all groups gathered together Straight arm signal above head	10mins
Straddle entry into deep water	Front foot grips edge of pool Other foot behind Arms in front at shoulder level, elbows bent Stride forward	Cannon organisation Swim away after entry to other side or designated area	Legs apart on entry then together Head out of the water Arms press down to prevent submersion	5mins
Scull in pairs	Can you be still? Can you move back? Can you move forward?	Random space	Pencil type float Stationary scull - palms to floor Head first scull - fingers to feet Feet first scull - fingers to head	5mins
Climb out at edge	Hands on edge Use a breaststroke kick	Use steps if pupil cannot perform this task	Ability to get out independently	2mins

Session Plan 3 Advanced

Competent swimmers	Water depth: 1.5 – 2m	Time: 30 – 40 minutes	Equipment: ropes, torpedo buoys, noodles and large mats. T shirt, jumper and shorts for each pupil
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Outcomes: Swim competently with additional clothes and understand personal survival techniques

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Straddle entry	Can you keep your head out of water?	Waves and swim away	Legs apart on entry then together	5mins
Swim head up stroke with partner	How does it feel with extra clothes?	Have noodle in hand Swim round the edge of pool together	Head above the water The pupils understand how difficult it is to swim with clothes.	5mins
Scenario – fall off a mat which simulates a boat scene	Sit on the mat Fall in gently What action should be considered?	Place the mats into pool Pupils to swim from the sides of pool and get on mats. Space mats out 4 to 5 pupils per mat	Pupils try to get back on after the fall or hang on to the mat All groups coming together. Maintain hold of the mats and swim to side	10mins
Repeat the task but mats float away down river	What skills would you consider if mats have drifted away?	Maintain overall view of pupils	Swim to side if very short distance. If longer distance - floats on back as a group HELP position or HUDDLE Teamwork to help weaker swimmers	10mins
Climb out at edge	How could you support someone who cannot get out?	No pupil to pull anyone out Either support in water or from poolside until help arrives	Support position in the pool or one pupil on the side with hands on top of casualty's hands who is still in water	5mins

Session Plan 4 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: ropes and torpedo buoys. T shirt, jumper and trousers for each pupil
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Outcomes: to introduce tuck jump, full set of clothes and further scenarios

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Tuck jump into deep water only	Jump away from side Arms round knees Breathe out	Enter individually and swim away to steps or other side if not too far	A tucked position on entry	5mins
Tread water at edge followed by swim round the edge	Can you tread water for 30 seconds? Head up for swim	Close to edge Have noodle in hand	Pupils still able to swim with additional clothing that simulates a "real life" situation	5mins
Scenario – Pretend paddle of a canoe Pupils sit on poolside parallel to side with noodle. Change scenario from: a) pupil is able to grab canoe and can climb back on poolside b) the canoe floats away but pupil still has the noodle c) the canoe and noodle float away	Fall in away from the side Climb out of water if possible Stay with anything that is buoyant What action should be considered in differing scenarios?	Space pupils out well round the edge of pool. Controlled entry to avoid a pupil falling onto another Maintain overall view of pupils	Pupils try to a) get back on poolside after the fall b) retain the noodle and do HELP position c) float if they can otherwise tread water	15mins
Reach and throw rescues in pairs. Use poles, balls and ropes	Lie down with noodle Throw the ball to land a little way in front of the casualty Hold one end of a rope	Work in pairs one pupil in water other on side Use a pole, ball or rope to rescue casualty	A call for help The casualty told to keep hands under the water A reach throw, do not go reaction	10mins

Session Plan 5 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: ropes, torpedo buoys, balls, floats, lifejackets, lifebelt or ring. T shirt, jumper and trousers for each pupil
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Outcomes: Re-cap of all water safety skills with added endurance and a further scenario

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Straddle or tuck entry in deep water	Show an entry that is correct for different heights	Cannon and swim away to steps or other side if not too far	A straddle from a height of no more than 1m A tuck entry from a greater height	5mins
4 different activities <ul style="list-style-type: none"> • Gp 1 Swim a circuit around the other groups without a touch of the sides and a float if tired • Gp 2 Hold HELP position for 5mins • Gp 3 Tread water for 2 – 5mins • Gp 4 HUDDLE position for 5mins with signal for help 	Head up for swim Float on back Hold onto buoyant aid Keep still on back Head just clear of water Use of preferred kick and hands underwater With either lifebelt or ring or lifejackets maintain the Huddle. Take turns to signal	Divide class into 4 groups and rotate through activities 1 – 2 - 3 – 4 Follow that order as it alternates passive and active tasks Maintain overall view of pupils	Pupils able to demonstrate good practice in all activities Ability to perform the activities for a longer period of time	20mins
Scenario: A group walk along the edge of pool and one falls in	How can you help? How can you safeguard yourself?	Give clear instructions to the pupil who is to fall in. Ensure a fall away from the wall Observe the actions of the rescuers	A call for help command The casualty told to keep hands under the water Use of appropriate equipment Reach throw do not go Work as a team Casualty placed in support position	5mins

Session Plan 6 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: ropes, torpedo buoys, balls, floats, lifejackets and lifebelt or ring. T shirt, jumper and trousers for each pupil
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Outcomes: To understand the open water environment

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Feet first entry	Show the safest entry possible	Waves Space pupils out well	A slide in entry from the poolside	5mins
Linked activities: Tread water for 2mins, A head up swim circuit, HELP or HUDDLE position	Even pace No break between activities Rest on back if tired	Maintain overall view of pupils	Pupils able to demonstrate good practice in all activities Ability to perform the activities With greater endurance	10mins
Reach and throw rescues with casualty situated close to edge and further way	What rescue aid may be used for someone close to the edge? What may be used for a greater distance?	In pairs take turns to be casualty then rescuer Observe the actions of the rescuers	The use of poles, balls, floats and clothes as rescue aids Shout to the casualty to keep hands under the water Call for help Use of appropriate equipment Reach throw do not go	10mins
Scenario: 2 lines of pupils on black lines face each other. Tread water with a vertical float to make waves. A pupil swims through	Head up swim through the waves How is this different from pool water?	This is a challenging activity Take turns and give rest when required	The real life situation of rough water and how it affects the ability of the child to survive	10mins
Safe exit	Get out the safest way possible	Orderly exit without panic	Exit via the steps	2mins

Session Plan 7 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: clock or stopwatches
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Outcomes: To introduce butterfly, increased endurance and timed swims

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Enter with jump Swim 50m – 100m	Soft knees Even pace	Jump away from the edge Circuit	Ability to swim with ease	5mins
Timed swim of 10m or 25m if lane available	2 different strokes on front Which stroke will be the fastest?	Start in water Pupils to time each other with use of clock	Pupils acknowledge that front crawl will be the fastest stroke when swum with face in water Pupils swim comfortably over short distances	10mins
Butterfly On front travel with legs together and arms outstretched Try same kick on back front, side and short distances underwater Short distance of whole stroke	Be like a dolphin Head leads the undulation Two legs down one sock Fling arms over	Waves or continuous cannon More space required with the use of arms	A preference for prone, supine or side action The ability to use arms and legs together	10mins
Swim 10m then surface dive	Sink like a pencil then re-surface	Cannon	Legs together on submersion Eyes open, easy re-surface with hands together	10mins
Tread water for 2 minutes	Which kick is the most economical?	Random	The ability to use different kicks	
Scull head and feet first - 10m of each	On back Legs still Figure of 8 action with hands	In pairs	Pupils understand the purpose of sculls	
Exit safely over the side	What kick will help you to get out better?	Over the sides of pool	Able to undertake this task with ease and use a Br kick	2mins

Session Plan 8 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: clock or stopwatches
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Outcomes: To develop butterfly, endurance and timed swims

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Enter with jump Swim 50m or 100m or 150m	Soft knees Even pace 2 different strokes on front	Jump away from the edge Circuit or lane. Space out at 10 second intervals Keep to sides	Ability to swim with ease Understand lane safety	5mins
Timed swim of 10m or 25m if lane available	How can you streamline the body?	Start in water One at a time down lane at 10 second intervals	Pupils understand physical ability to maintain speed	10mins
On poolside try butterfly arm action then short distances of whole stroke with face down, Add breath every other arm cycle	Be like a dolphin Fling arms over Keyhole arm action underwater Breathe as arms exit	More space required with the use of arms	The ability to breathe regularly	10mins
Swim 10m then surface dive and swim 1 – 3 strokes underwater	Breathe in before submersion Re-surface with arms together	Link these skills Spaced out round the edges of pool	Pupils have control over skills	10mins
Tread water for 3 minutes	What action should the hands perform?			
Scull head and feet first for 15m	Smooth action legs at surface		Figure of 8 pattern with hands	
Exit safely	Count 1 2 3 kick and lift out	Use higher wall if appropriate	Use of breaststroke kick	2mins

Session Plan 9 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: Lightweight balls and floats or large hoops to make goals
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Outcomes: To introduce water polo

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Use the safest entry without use of steps	Show the safest entry	At the edge of pool	A swivel entry	2mins
Swim any head up stroke on front	What options can you use?	Swim randomly without a touch of each other	Head up front crawl or breaststroke	5mins
Same stroke add a ball	Swim with the ball in front and between arms No touch of the ball with hands	Waves initially then in random organisation	Control of the ball without the use of hands	5mins
Tread water and hold the ball	Keep hand high Elbows out of water	Near the edge initially Repeat tasks as appropriate	Head above the water	2mins at a time
Catch and throw the ball with one hand	Scoop the ball up or press down and lift	In pairs a short distance apart then increase distance	One hand only used to catch and throw	2mins at a time
Small sided game	To score a goal each player must touch the ball first	Give rest breaks in deep water	Ability to maintain an upright position in the water for a sustained period	2mins at a time
HELP position with ball for 5 minute cool down. Swim to edge with ball side and exit	Swim on front Hold the ball on chest Use other arm to aid travel Retain ball	Random space	Immediate knowledge of HELP position Retention of ball at all times	10mins

Session Plan 10 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: Lightweight balls and floats or large hoops to make goals
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Outcomes: To develop water polo

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Safest entry without the use of steps - face forward	Lower into water gently	Watch back on rail or wall	A slide in entry	2mins
Swim any head up stroke on front	Show 2 strokes	Swim randomly without a touch of each other	Head up front crawl and breaststroke	5mins
Swim with a ball with head up front crawl and breaststroke	Try both strokes	Waves initially then in random organisation	Control of the ball without the use of hands	5mins
Tread water and hold the ball travel forwards and backwards	Keep hand high Elbows out of water Ball in front then behind shoulder	Between 2 black lines in the pool Repeat tasks as appropriate	Control with the ball	2mins at a time
Catch and throw the ball with one hand through a hoop	Aim to pass the ball accurately	In threes one holds a hoop - others on either side. Take turns	One hand only used to catch and throw	2mins at a time
Small sided game	To score a goal each player must touch the ball first	Give rest breaks in deep water	Ability to maintain an upright position in the water for a sustained period	2mins at a time
HELP position with ball for 5 minute cool down. Swim 20m with ball then go to side	Hold the ball on chest Retain ball in the swim If tired turn onto back again	Random space	Able to swim for a greater distance with ball Retention of ball at all times	5mins

Session Plan 11 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: Large hoops optional
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Outcomes: To introduce diving skills and sequences ASA Level 2 Teacher required to teach diving

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Straddle entry and swim to other side with head up. Climb out and repeat	Front foot grip edge Stride in Keep your hair dry	Spaced out on poolside	Head above water on entry	5mins
Push and glides on surface and into mushroom	Streamlined position then tuck face down	Canon then waves Consistency of hands together must be observed in order to protect the head. A move to poolside entries is dependent on the ability to show competent practice at the basic in - water skills Ensure hands aim for black line to avoid vertical entry Go back to basic push and glides if a pupil pulls hands apart on entry and on re-surface	Streamlined position Hands interlocked	10mins
Push and glides below water and re-surface	Arms outstretched - hands interlocked when in the glide position and return to surface		Eyes open	
Push and glide into surface dive and re-surface. Repeat through hoops	Eyes open		Hands point towards black line	
Sitting dive or Kneeling dive if no rail	Feet on rail - hands interlocked - pointed to black line- chin in - hips up - slide in gently		Shallow entry	5mins
Crouch dive	Feet grip edge of poolside Hands together point to black line – hips up – knee bend head down – slide in gently		Hips high Hands point towards black line	5mins
Sequences of sculls, tuck position and rotation	Think of 4 different skills that can be linked	In pairs	Teamwork and thinking skills	10mins
Safe exit	Take the easiest exit		Use of steps	2mins

Session Plan 12 Advanced

Competent swimmers	Water depth: 1.8 – 2m	Time: 30 – 40 minutes	Equipment: Large sinker hoops, floating hoops and sinkers or bricks
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Outcomes: To develop diving skills, sequences and obstacle course ASA Level 2 teacher required for diving

Activity	Teaching Points	Safety and organisation	Can you see?	Time
Straddle entry and swim a head up circuit	If tired float on back	Use a circuit	Head above water on entry	5mins
Push and glide into surface dive and re-surface. Repeat through hoops	Where must hands be on glide and re-surface?	Waves	Streamlined position Hands interlocked Eyes open	10mins
Sitting dive or kneeling dive if no rail	Where should hands point?	Question knowledge for protection of the head	Hands together on entry into water	5mins
Crouch dive	Why should hands be together? Where should toes be on poolside?		Shallow entry	
Plunge dive	Toes grip edge Arms hang loosely at sides in stance position and move back then forward Thrust away from poolside Curved flight with head between outstretched arms on entry	Move to plunge only when competency has been shown with other dives	Safe techniques	5mins
Sequences of sculls, tuck position and rotation re-cap	Show your sequence to others so they can copy	In pairs then groups	Observation and thinking skills	10mins
Obstacle course with hoops and sinkers - exit	Maintain breath control and eyes open	Place equipment in pool Circuit organisation	A return to surface to take a breath between each task	5mins