

# SPRINGBOARD SWIMMERS SCHOOL SYLLABUS

## OVERVIEW

### 1. Background and requirements

**i** As part of the Statutory guidance for the National Curriculum in England, swimming and water safety is a key element for schools. All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught the following in particular:

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-rescues in different water-based situations.

Attainment targets are set by the end of each key stage, pupils are expected to know, apply and understand matters, skills and processes specified in the relevant programme of study.

At Springboard Swimmers we break this down further, focusing on strong technique from the start, enabling all pupils to feel a sense of achievement, progress and safety without compromising on enjoyment of the water.

Using SMART goals throughout the learn to swim pathway, pupils, parents and teachers can recognize and celebrate even the smallest achievements on route to attaining the national curriculum guidelines by the time they leave primary education

## 2. Key stage 1 (Years 1 & 2)

**i** We aim to introduce water confidence to all children during this stage of learning and expect to reach a suitable level of technique across both front crawl and back crawl over a short distance. By the end of Key Stage 1 we aim that children should achieve most if not all the following:

<b>Stroke</b>	<b>Skill Development</b>	<b>Personal Survival</b>
<i>Push and glide on front and kick with a level body position for 5m with arms extended</i>	<i>Rotate horizontally from front to back and kick 5m with arms by the side</i>	<i>Float on back unsupported for 15 seconds</i>
<i>Push and Glide on back and kick with a level body position for 5m with arms extended</i>	<i>Push off and swim through a hoop to pick up a sinker</i>	<i>Tread water for a minimum of 3 seconds</i>
<i>Swim 5m front crawl breathing to the side (with or without assistance)</i>	<i>Submerge with confidence and pick up sinkers</i>	<i>Scull headfirst for 5m</i>
<i>Swim 5m back stroke with a continuous arm movement</i>	<i>Swim under water for 3m</i>	<i>From a star float on front flip over to float on the back</i>

**i** This is achieved by following structured Springboard Swimmers Plans (see enclosed), these plans are progressive and focus on technique.

### 3. Key stage 2 (Years 3-6)

**i** By the time pupils leave in year 6 we would have aimed to hit not only the KS2 guidelines, but also introduce elements of personal survival and elements of competitive swimming, without the pressure a competitive environment may bring. By the end of Key Stage 2 we aim that children should achieve most if not all the following: (please see enclosed for lesson plans)

<b>Stroke</b>	<b>Skill Development</b>	<b>Personal Survival</b>
Swim 25m front crawl breathing to both sides	Show a sequence of floating shapes in the water; Star, pencil, mushroom	Sculling 10m both headfirst and feet first
Swim 25m back crawl with a continuous arm movement	Perform a dive entry from either sitting, kneeling, standing or block	Tread water for a minimum of 30 seconds
Swim 25m breaststroke	Perform a forward roll in the water	Confidently enter the water from a height; pencil, star, straddle, compact, fall in
	Push off and demonstrate a dolphin kick action	Confidently swim either or both; side stroke and lifesaving backstroke
		Know and effectively demonstrate the H.E.L.P position

#### 4. Springboard Swimmers example term plan

**i** Key Stage 1 (Years 1 & 2)

<i>Week</i>	<i>Stroke</i>	<i>Skill</i>
1	<i>Front crawl (Assessment for new starters (year 1))</i>	<i>Sinkers, Floating, Push and Glides</i>
2	<i>Back crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
3	<i>Front crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
4	<i>Back crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
5	<i>Front crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
6	<i>Back crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
7	<i>Front crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
8	<i>Back crawl</i>	<i>Sinkers, Floating, Push and Glides</i>
9	<i>Assessment</i>	<i>Games and Personal Survival</i>
10	<i>Front crawl and Back Crawl</i>	<i>Games and Personal Survival</i>

## 5. Springboard Swimmers example term plan

### **i** Key Stage 2 (Years 3 & 4)

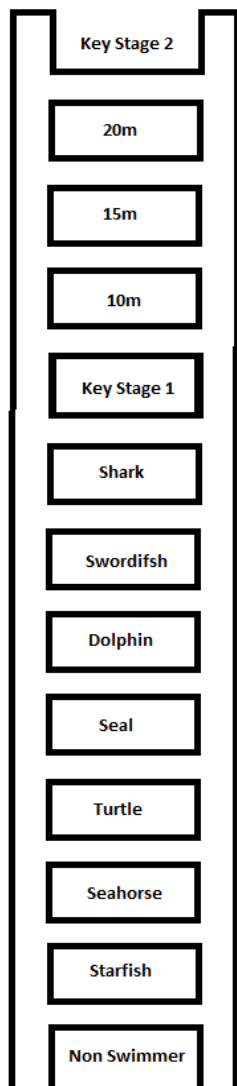
<i>Week</i>	<i>Stroke</i>	<i>Skill</i>
1	<i>Front crawl</i>	<i>Sculling, Jumping, Treading Water</i>
2	<i>Back crawl &amp; Breast Stoke</i>	<i>Sculling, Jumping, Treading Water</i>
3	<i>Front crawl</i>	<i>Sculling, Jumping, Treading Water</i>
4	<i>Back crawl &amp; Breast Stoke</i>	<i>Sculling, Jumping, Treading Water</i>
5	<i>Front crawl</i>	<i>Sculling, Jumping, Treading Water</i>
6	<i>Back crawl &amp; Breast Stoke</i>	<i>Sculling, Jumping, Treading Water</i>
7	<i>Front crawl</i>	<i>Sculling, Jumping, Treading Water</i>
8	<i>Back crawl &amp; Breast Stoke</i>	<i>Sculling, Jumping, Treading Water</i>
9	<i>Assessment</i>	<i>Personal Survival</i>
10	<i>Personal Survival</i>	<i>Games and Personal Survival</i>

## 6. Springboard Swimmers example term plan

### **i** Key Stage 2 (Years 5 & 6)

<i>Week</i>	<i>Stroke</i>	<i>Skill</i>
1	<i>Front crawl</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
2	<i>Breast Stoke</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
3	<i>Back crawl</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
4	<i>Front crawl</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
5	<i>Breast Stoke</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
6	<i>Back crawl</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
7	<i>Front crawl</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
8	<i>Breast Stoke</i>	<i>Dolphin Kick, Diving, Forward Rolls</i>
9	<i>Assessment</i>	<i>Personal Survival</i>
10	<i>Personal Survival</i>	<i>Games and Personal Survival</i>

## **i** Springboard Swimmers Assessment Process



*We recognize as a swimming lesson provider that children learn at different rates, where some swimmers may struggle in an area, others may excel. It is therefore paramount that our assessments are broken down into more manageable goals. Our learning process is laid out in the ladder. Our system allows for us to be able to understand exactly what has been taught throughout the swimmer's time with us and allow us to start progressing without the danger of covering areas again. Our assessments are for in house use to enable us to understand the pupil's ability as well as allow us to group them evenly in the following term.*