New Units Coming Soon

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

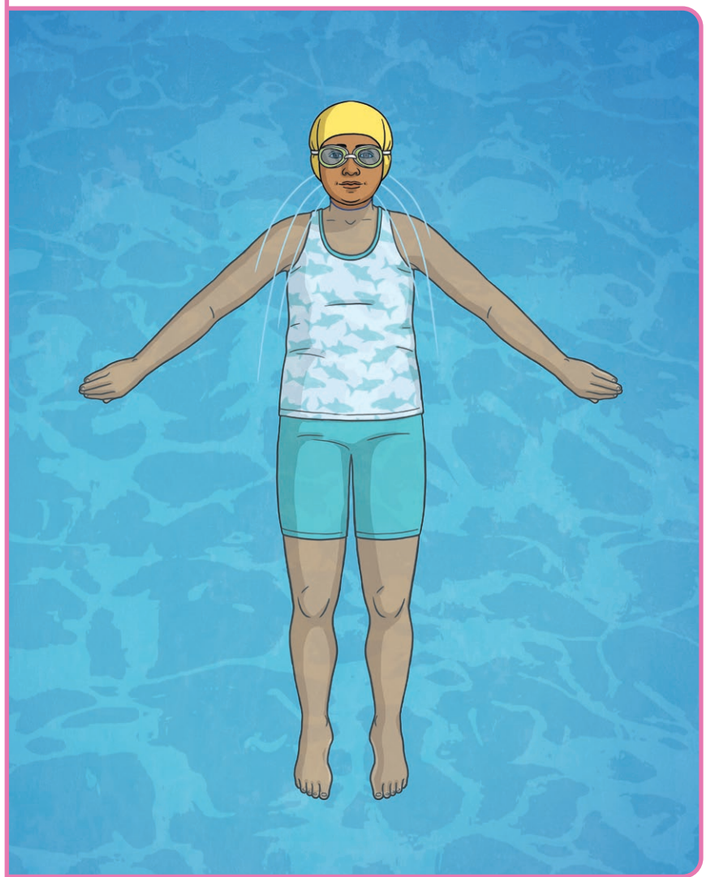
All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.

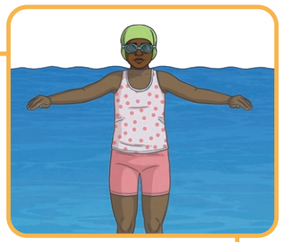
Twinkl Swim Implementation

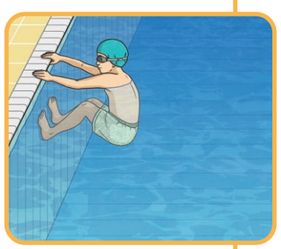
Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver innovative, high-quality teaching and learning opportunities for swimming. We provide technical glossaries, skills posters, inclusive support packs and adult guidance to support teachers 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 with no 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

Beginner Swimmers

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

Improver Swimmers

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 with no 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

Competent Swimmers

(Meeting end of KS2 National Curriculum Requirements)

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

Proficient Swimmers

(Working Beyond the end of KS2 Requirements)

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, slippery, cold, shock, rotate	emergency, break, self-rescue, tread water, straddle entry	HELP position, huddle, survival, body heat, energy, weight	rip current, beach flags, SUP/ paddle board, drag, side stroke, scissor kick

Swimming Progression Map

Stroke Development

Non-Swimmers

Walk 5 metres in the water in different ways
I can:
- walk forwards, backwards and sideways
- explain how it feels (walking in water is more difficult than walking on land)

Identify and attempt correct body position when swimming
I can:
- explain that the body should be in a flat, horizontal position
- attempt to swim in a flat position

Travel on front for 5 metres with floating devices
I can:
- combine kicking legs and scooping arms to move forwards
- attempt to blow bubbles

Travel 5 metres on back with flotation devices
I can:
- lie on my back
- kick with long legs and arms down by my side or holding onto a flotation device

Beginner Swimmers

Swim 10 metres on front with flotation devices
I can:
- kick my legs and scoop my arms simultaneously and continuously
- cover a distance of 10 metres without stopping
- look down in the water and blow bubbles

Swim 10 metres on back with flotation devices
I can:
- demonstrate correct leg kick
- attempt scooping or sculling arms
- cover a distance of 10 metres without stopping

Attempt breaststroke legs using flotation devices
I can:
- move my legs like a frog to show a breaststroke leg action
- turn my feet out when kicking out to push the water with the bottom of my feet

Improver Swimmers

Swim 10 metres front crawl with no flotation device
I can:
- demonstrate correct leg kick
- demonstrate correct body position
- attempt front crawl arms
- look down in the water and blow bubbles

Swim 10 metres backstroke with no flotation device
I can:
- demonstrate correct leg kick
- demonstrate correct body position
- attempt back crawl or sculling arms

Attempt breaststroke with no flotation device
I can:
- demonstrate correct leg kick
- demonstrate breaststroke arm action
- attempt to combine arm action and legs for full stroke

Demonstrate 5 metres butterfly kick
I can:
- kick with my legs together
- attempt an undulating movement with my face in the water

Attempt longer distances (up to 25 metres) with support
I can:
- swim further than 10 metres using appropriate support (breaks, flotation devices, adult support)

Competent Swimmers

(Meeting end of KS2 National Curriculum Requirements)

Demonstrate rhythmic breathing for at least 10 metres when swimming front crawl
I can:
- breathe rhythmically by turning my head to the side to breathe and blowing bubbles with my face in the water

Swim full backstroke for at least 10 metres
I can:
- demonstrate correct arm movement, leg kick and body position for at least 10 metres

Demonstrate rhythmic breathing for at least 10 metres when swimming breaststroke
I can:
- breathe rhythmically, lifting my head up to breathe
- coordinate my breathing in time with my arm and leg action

Swim 10 metres butterfly kick
I can:
- kick with my arms by my side or stretched out in front with my face in the water
- demonstrate correct leg kick for at least 10 metres
- lift my chin up to breathe

Travel 5 metres using a sculling action
I can:
- lie flat on my back keeping my legs still
- demonstrate a sculling action with my arms to travel feet or head first

Swim 25 metres in at least one stroke, demonstrating rhythmic breathing
I can:
- swim 25 metres continuously on one stroke
- demonstrate the correct rhythmic breathing technique for that stroke

Proficient Swimmers

(Working Beyond the end of KS2 Requirements)

Swim 25 metres of front crawl using correct technique
I can:
- demonstrate correct front crawl arm action
- demonstrate correct front crawl leg action
- breathe correctly and rhythmically

Swim 25 metres of backstroke using correct technique
I can:
- demonstrate correct backstroke arm action
- demonstrate correct backstroke leg action

Swim 25 metres of breaststroke using correct technique
I can:
- demonstrate correct breaststroke arm action
- demonstrate correct breaststroke leg action
- breathe correctly and rhythmically

Swim 10 metres butterfly
I can:
- demonstrate correct leg kick
- demonstrate a simultaneous butterfly arm action
- attempt to breathe rhythmically, lifting my chin up to breathe

Scull head first and feet first for 10 metres
I can:
- stay in a flat position on my back, with my legs still
- scull head first for 10 metres
- scull feet first for 10 metres

Swim 50 metres in a stroke of choice
I can:
- swim 50 metres continuously on one stroke
- demonstrate correct technique for that stroke throughout

Swim 50 metres in a stroke of choice
I can:
- use my knowledge of stroke technique to give positive feedback to others

Vocabulary

float, body position, kick, bubbles	stroke, front crawl, backstroke, breaststroke	butterfly, sculling, undulating, flex, water resistance, drag	bilateral breathing, trickle breathing, explosive breathing, alternating, simultaneous	stroke technique, arm recovery, propulsion

Swimming Progression Map

Core Aquatic Skills

Non-Swimmers

Demonstrate being at ease with splashing face and head with water
I can:
- splash my face
- pour water over my head

Demonstrate blowing bubbles on the surface of the water
I can:
- blow bubbles with my mouth and nose in the water

Demonstrate jumping into deeper water over 1 metre using flotation devices
I can:
- jump into the water safely

Demonstrate floating on back with flotation devices
I can:
- float on my back
- maintain a flat body position

Demonstrate floating on front with flotation devices
I can:
- float on my front
- maintain a flat body position

Demonstrate regaining an upright position from floating
I can:
- stand up after floating on my back or front

Demonstrate a push from the wall on back with flotation devices
I can:
- use my feet to push off the wall on my back

Demonstrate a push from the wall on front with flotation devices
I can:
- use my feet to push off the wall on my front

Beginner Swimmers

Demonstrate blowing bubbles with face in the water.
I can:
- blow bubbles with my face in the water

Demonstrate beginning to use rhythmic breathing with movement
I can:
- blow bubbles while moving through the water

Demonstrate jumping into deeper water over 1 metre
I can:
- jump safely into deeper water
- explain why it is important to always jump feet first

Demonstrate floating on back
I can:
- demonstrate a star float on my back
- demonstrate a pencil float on my back

Demonstrate floating on front
I can:
- demonstrate a star float on my front
- demonstrate a pencil float on my front

Demonstrate a log roll from front to back using a flotation device
I can:
- roll from my front to my back whilst kicking

Demonstrate a push and glide on back
I can:
- use my feet to push off the wall with my legs stretched out and arms by my side
- maintain a flat body position

Demonstrate a push and glide on front
I can:
- use my feet to push off the wall with my arms and legs stretched out
- maintain a flat body position

Improver Swimmers

Demonstrate a variety of different jumps in deeper water
I can:
- demonstrate a pencil jump
- demonstrate a star jump
- demonstrate a tuck jump

Demonstrate floating on back with rotation
I can:
- demonstrate a variety of floats starting on my back and rotating onto my front

Demonstrate floating on front with rotation
I can:
- demonstrate a variety of floats starting on my front and rotating onto my back

Demonstrate a push and glide on back with rotation
I can:
- push and glide on my back and roll onto my front
- maintain a streamlined position

Demonstrate a push and glide on front with rotation
I can:
- push and glide on my front and roll onto my back
- maintain a streamlined position

Demonstrate a push and glide towards the pool floor
I can:
- push and glide towards the pool floor while blowing bubbles

Demonstrate collecting sunken objects that require full submersion
I can:
- submerge myself and reach toward the pool floor to collect an object with my hands

(Meeting end of KS2 National Curriculum Requirements)

Competent Swimmers

Demonstrate a sequence of floats without touching the pool floor
I can:
- transition from one float to another without touching the pool floor

Demonstrate an underwater push and glide on front
I can:
- push and glide under the water on my front holding a streamlined position

Demonstrate a surface dive
I can:
- travel down from the surface towards the bottom of the pool in deeper water

(Working Beyond the end of KS2 Requirements)

Proficient Swimmers

Demonstrate and explain skills relating to one or more of the following disciplines: water polo, artistic swimming, competitive swimming, lifesaving
I can:
- name and demonstrate a skill used in an aquatic discipline e.g. towing a peer, treading water, choreographing a sequence of movements

Demonstrate a somersault in the water
I can:
- perform a somersault in the water while blowing bubbles through my nose

Demonstrate an underwater push and glide on back
I can:
- push and glide under the water on my back holding a streamlined position

Vocabulary

splash, submerge, bubbles, float, flat, balance, push	rhythmic, star float, pencil float, push and glide, log roll	pencil jump, star jump, tuck jump, rotation, streamline, sunken	sequence, transition, surface dive, underwater	water polo, artistic swimming, competitive swimming, lifesaving, tread water, tow, somersault