**Hinguar Primary School and Nursery PE Progression Grid – Swimming**

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| Swimming & Water Safety All schools must provide swimming instruction either in key stage 1 or key stage 2.  •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. | | | | | | |
| **Swimming** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Enter the water safely.  Scoop the water and wash the face.  Be comfortable with water showered from overhead.  Push and glide in a flat position from a wall.  Move forward for a distance of 5 metres, feet may be on or off the floor.  Exit the water safely | Enter the water safely.  Move forward for a distance of 5 metres, feet may be on or off the floor.  Move backwards for a distance of 5 metres, feet may be on or off the floor.  Move sideways for a distance of 5 metres, feet may be on or off the floor.  Scoop the water and wash the face.  Be comfortable with water showered from overhead.  Move from a flat floating position on the back and return to standing.  Move from a flat floating position on the front and return to standing.  Push and glide in a flat position on the front from a wall.  Push and glide in a flat position on the back from a wall.  Give examples of two pool rules.  Exit the water safely. | Jump in from poolside safely.  Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.  Move from a flat floating position on the back and return to standing without support.  Move from a flat floating position on the front and return to standing without support.  Push from a wall and glide on the back – arms can be by the side or above the head.  Push from a wall and glide on the front with arms extended.  Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.  Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.  Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.  Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.  Perform a log roll from the back to the front.  Perform a log roll from the front to the back.  Exit the water without support. | Jump in from poolside and submerge.  Sink, push away from wall and maintain a streamlined position.  Push and glide on the front with arms extended and log roll onto the back.  Push and glide on the back with arms extended and log roll onto the front.  Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.  Fully submerge to pick up an object.  Correctly identify three of the four key water safety messages.\*  Push and glide and travel 10 metres on the back.  Push and glide and travel 10 metres on the front.  Perform a tuck float and hold for three seconds.  Exit the water without using steps. | Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.  Push and glide from the wall towards the pool floor.  Kick 10 metres backstroke (one item of equipment optional).  Kick 10 metres front crawl (one item of equipment optional).  Kick 10 metres butterfly on the front or on the back.  Kick 10 metres breaststroke on the front (one item of equipment optional).  Perform a head first sculling action for 5 metres in a flat position on the back.  Travel on back and log roll in one continuous movement onto front.  Travel on front and log roll in one continuous movement onto back.  Push and glide and swim 10 metres, choice of stroke is optional. | Perform a flat stationary scull on the back.  Perform a feet first sculling action for 5 metres in a flat position on the back.  Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.  Tread water for 30 seconds.  Perform three different shaped jumps into deep water.  Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).  Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).  Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).  Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault.  Demonstrate an action for getting help. | Give two examples of how to prepare for exercise and understand why it is important.  Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Swim 10 metres wearing clothes.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim butterfly to include at least three rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Push and glide and swim 25 metres, choice of stroke is optional (performed to [**Swim England expected standards**](https://www.swimming.org/swimengland/swim-england-expected-standards/)).  Perform a ‘shout and signal’ rescue.  Perform a surface dive. |
| **Evaluate** | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Talk about what they have done.  Talk about what others have done.  . | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances,  and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has  improved over time. | Watch, describe and evaluate the effectiveness of performances, giving  ideas for improvements.  Modify their use of skills or  techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance.  Explain why they have used  particular skills or techniques, and  the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful  and appropriate improvements |