



YEAR 5/6

Swimming

Lesson 3

Learning Objective

To develop the front crawl stroke and breathing technique.

Success Criteria

Year 5

- Breathe out slowly for a count of six every three strokes.

Year 6

- I can breathe every three strokes.

Handy Hints

Breathe out to the side every three strokes.

Equipment

- Kickboard x 12
- Mini Goal x 2
- Playground ball x 1

10 Mins

Warm Up and Introduction

Crouch and 1/4 turn entry:

Teacher note: this entry is inappropriate where pool sides are raised, slippery and narrow. In this case use another entry method.

Crouch on the poolside with toes over the edge of pool.

Place one hand on the side of the pool.

Lean on your hand and jump into the pool making a quarter turn.

Bend your knees when your feet touch the pool floor .

Hand remains in contact with pool edge until you are standing.

Somersault tag:

All pupils use front crawl to swim around the designated teaching space. Select one or two pupils to be the taggers. Once caught, pupils perform a somersault to re-join the game. After a while change the taggers.

To complete a somersault, take a breath of air before you start the movement and breathe out for the entire duration of the turn.

Tuck your chin to your chest and keep your knees tucked in throughout the roll.

Use your arms to help to propel you around.

Make this easier by allowing pupils to complete a dolphin dive instead of a somersault.

20 Mins

Skill Development

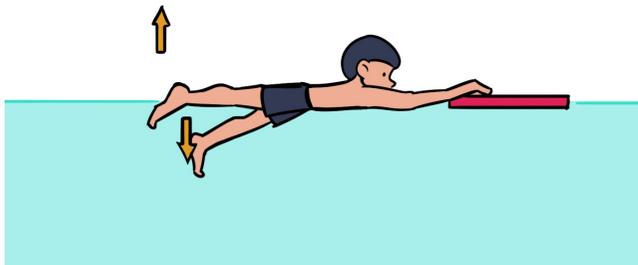
Front crawl legs development:

Pupils have one kickboard each and hold this with arms outstretched. They swim approx. 15m using front crawl legs. Repeat a few times.

Keep a flat and streamlined body position.

Use an alternating kick from the hip.

Kick continuously with stretched feet.



Front crawl breath development:

A Ask the pupils to stand in the water (or hold on to the side depending on pool depth). Ask the pupils to take in a deep breath filling their lungs completely, then drop under the water. Exhale all air as they go under the water. Repeat the process six times.

Slowly exhale all the air from your lungs.

B Pupils have one kickboard each and hold this with arms outstretched. They swim using front crawl legs. This time change the focus to their breathing. Pupils swim with their face in the water looking at the pool floor and count for six kicks slowly blowing out all of the air. After six kicks pupils lift their head to the side and take in one quick, full inhale. They lower their face back into the water and blow the air out whilst counting to six again. Repeat the process until pupils feel comfortable with their breathing.

Blow the air out with control at a consistent speed.

C Pupils swim with their kickboard using their breathing technique. Ask them to try breathing to the side every six kicks.

Exhale completely while your face is in the water.

Turn your head to the side to take one quick, full inhale.

D Pupils swim using their arms. Ask them to try breathing to the side every three strokes.

Make this easier by asking the pupils to breathe every two strokes so that they are practicing from just one side. Make this harder by swimming over a longer distance.



Full stroke:

Ask the pupils to work with a partner. They take it in turns to swim 25m using front crawl. Ask the pupils to count how many strokes they take to swim this distance. Ask them to swim 25m again, this time seeing if they can complete the distance using fewer strokes.

Count your strokes each time your hand enters the water. Keep a consistent speed.

Breathe every three strokes.

Make this easier by breathing every two strokes.

Mini water polo:

Play 6 v 6, with one ball and set up two goals at either side of the teaching space. To move with the ball, pupils must use front crawl and push the ball along. The opposition can take the ball or intercept it. After a goal is scored, the conceding team begin with the ball.

Allow pupils to place their feet on the floor when not in contact with the ball but to move, they must use front crawl.

Encourage the pupils to be inclusive of all team members. What would this look like?

Make this harder by not allowing any pupil to put their feet on the floor so they must tread water.

5 Mins

Plenary

Ask the pupils to exit via the pool edge.

Keep your fingers pointing forward and your hands shoulder width apart.

Push down on the pool edge to lift yourself up and climb out.

Make this easier by using the corner of the pool.

Ask the pupils how many strokes they should take to each breath?

How did they approach the task of completing the distance in fewer strokes?

What was their tactic to succeed at this?

Who was an inclusive team member? Why?