Learn to Swim Framework

The journey through aquatics

Official Partners

Learn to Swim pathway
British Gas
Introduction

The ASA Learn to Swim Pathway is an all-inclusive programme which takes the non swimmer from his or her first splash to developing confidence and competence in the water. The ASA, the National Governing Body for Swimming (NGB), first launched a National Learn to Swim programme in 1997 (the National Plan for Teaching Swimming) and, as part of ongoing improvement to ensure all of the products the ASA distributes are in line with current thinking, the programme was updated in 2007 and is now referred to as the British Gas ASA Learn to Swim Pathway.

The British Gas ASA Learn to Swim Pathway incorporates the following frameworks:

- ASA Foundation Framework
- ASA Learn to Swim Framework (stages 1-7)
- ASA Aquatic Skills Framework (stages 8-10)
- ASA Adult Swimming Framework

Each framework is designed to give you the outcomes, expectations and assessment standards required to ensure that your programme delivers high quality, inspirational lessons and the pathway is supported by further resources and training to help improve quality and implementation. At the same time it is hoped that the ASA Learn to Swim Pathway will ensure your swimmers are provided with a progressive, diverse framework that reflect good practice in line with the ASA’s recommendations.

Swimming Providers who are using the National Plan for Teaching (NPTS) 2007 (stages 1-10) will already be implementing the ASA Learn to Swim Framework and the ASA Aquatic Skills Framework. The outcomes and assessment standards for these stages have not changed but they now form part of the extended Learn to Swim Pathway.

For further information about any of these resources in particular CPD’s please contact your ASA Regional Office contact details can be found at www.swimming.org.

It is recommended the LTS Pathway is complimented by a range of different awards to keep swimmers motivated full overview of the ASA Awards can be found in the following two documents and purchased from the www.shop.swimming.org/. Your ASA Regional office will also be able to further discuss these with you.

ASA Teachers Toolkit includes a full reference book for the Kellogg’s ASA Awards Scheme.

ASA Awards Test Conditions includes a summary of all the criteria of the award in the Kellogg’s ASA Awards Scheme.
ASA Learn to Swim Framework

The ASA Learn to Swim Framework is the section of the swimmer pathway that follows the ASA Foundation Framework. It is targeted at primary aged children who are learning to swim.

The principles behind the ASA Learn to Swim Framework are:

- The National Syllabus for multi-aquatic development
- A Lead to Swim programme underpinned by Long Term Athlete Development (LTAD) providing progression through Fundamental Movement Skills.
- Expected standards
- Outcome focused

As a result of the principles being achieved, the following outcomes will be accomplished:

- Competence in the water
- Confidence in the water
- Safety
- Enjoyment in the water
- Increased likelihood of lifelong participation
- Increased likelihood of leading a healthy lifestyle

The Learn to Swim Framework contains 7 progressive stages for teachers to use to deliver an effective learn to swim programme. Each stage has a list of clear outcomes. Participants are required to complete all outcomes at each stage in order to gain the stage specific award. A DVD of expected standards can be purchased, however, the written expectations for assessment are included in this guide.

Swimming Essentials - getting the basics right!

The Long Term Athlete Development (LTAD) model underpins the LSF Framework. The implementation of the 7 stages will result in the development of a wide range of skills. These skills are like pieces of a jigsaw, and when put together, result in a competent, confident and safe swimmer who then has the skill base for developing technique in a wide range of water based sports.

A child develops his/her basic movement skills between the ages of five years to eight years for females, and six years to nine years for males. During this stage of ‘growing up’, children should be taken part in activity that builds their Fundamental Movement Skills, with the emphasis on learning through fun. All of this helps to bring the plan to life by inspiring children through teacher/ coach motivation, thus aiding in the retention of information. By accessing resources such as the NPTS Activities Resource and specific CPD training, teachers/coaches can develop their use of Fundamentals to create a successful and memorable experience for swimmers and teachers alike.

Listed below are the ‘Swimming Essentials’ that are developed throughout the Learn to Swim Framework:

**The Swimming Essentials**

*(Do not confuse this with LTAD Fundamentals)*

**Entry**

Safe entry into water, use of steps, side, jumps and eventually dives.

**Exits**

Safe exits from water, use of steps and side.

**Flotation & Balance**

Developing an understanding of buoyancy and balance, what can affect it and how to become buoyant in the water.

**Rotation & Orientation**

Developing skills such as: how to turn around, how to lie back, how to lie forward, how to regain an upright position, and how to twist from the back to the front and vice versa.

**Streamlining**

Understanding of streamlining, how to be streamlined and why it is important.

**Aquatic breathing**

Developing confidence in the water and being at ease with water around the face, learning how to breathe correctly, which consequently is developing a ‘safe’ swimmer.

**Travel & Coordination**

Developing movement forwards, backwards, sideways, how to travel effectively, exploring different ways of travelling in water.

**Water Safety**

Development of a basic understanding of how to stay safe around water.

**Health & Fitness**

Developing an understanding of why activity is good for you.

The easiest way for a child to acquire these skills is through fun and games. Games are an ideal way for children to develop their jigsaw of skills and may even lead to combining one skill with another to support the process of building the jigsaw. This ultimately results in a stroke such as front crawl, breaststroke, backstroke or butterfly as well as skills that may become transferable to another aquatic or land based sport. Examples include developing throwing and catching for water polo, which is also transferable to sports such as netball and basketball. Skills such as the somersault may develop a swimmer’s ability to take part in synchronised swimming but would also be used in gymnastics. There are many examples of transferable skills.

If the swimmer does not accomplish a skill such as aquatic breathing, the achievement of skills such as rotation, streamlining, travel, buoyancy and balance will become impossible to learn effectively. Therefore at each stage of the Learn to Swim Framework all of the skills are crucial and must be easily achieved prior to moving onto the next stage. Through the journey of acquiring skills, water competence will develop. Through competence in water the child will have more fun, will be more likely to be active and follow a healthy lifestyle and more likely to actively participate in sport throughout his/her lifetime. The time it takes for a swimmer to develop the crucial skills and build their jigsaw will depend on their own personal development, as swimmers progress at their own pace.

This guide is designed to give you the syllabus, expectations and assessment standards required to ensure that your programme delivers high quality, inspirational lessons. At the same time it is hoped that the 2007 NPTS will ensure the Swimmer Pathway and opportunities for swimmers to progress or diversify are more varied and open than ever before.

Included in this guide are the tools to support you as an aquatics teacher in delivering a multi-aquatic, multi-skill pathway. The emphasis is on the Fundamentals of movement, so delivery and style should be fun. We recommend you read this guide carefully and that all teachers attend the Learn to Swim Framework: Continuing Professional Development (CPD) seminars to fully understand the ethos behind the plan and be able to deliver the principles.

**Fundamental Movement Skills: Stages 1-7**

Stage 1

Developing basic safety awareness, the ‘class’ scenario, basic movement skills and water confidence skills. Swimmers may use aids, e.g. arm bands, floats, etc.

Stage 2

Developing safe entries to the water, including jumping in, basic floating, travel and unaided rotation to regain upright positions. Swimmer may use aids, e.g. arm bands, floats, etc.

Stage 3

Developing safe entries including submersion, travel up to 10 metres on the front and back, progress rotation skills and water safety knowledge.

Stage 4

Developing the understanding of buoyancy through a range of skills, refining kicking technique for all strokes, and swimming 10 metres to a given standard as directed by the ASA.

Stage 5

Developing watermanship through sculling and treading water skills, complete rotation and also performing all strokes to the given standard as directed by the ASA.

Stage 6

Developing effective swimming skills including...
coordinated breathing, developing the water safety aspects and understanding of preparation for exercise.

**Stage 7**

Developing quality stroke technique up to 100 metres, incorporating skills learnt and combining them to develop a linked routine and complete successfully an obstacle course that combines a variety of skills accomplished throughout stages 1-7.

On completion of all of the outcomes detailed an award is available for each stage. These awards are called the Kellogg’s ASA Learn to Swim Framework awards.

Once the swimmer has developed the core range of skills required to be confident, competent and safe in water through stages 1-7, he/she can progress onto the ASA Aquatic Skills Framework stages 8, 9 & 10. In order to develop further, the swimmer should have the choice to take part in a wide range of aquatic activities.

**Training and Development**

An essential part of delivering the ASA Learn to Swim Pathway is having teachers on poolside who have both the correct level of expertise and up-to-date level of knowledge. The ASA has a variety of teacher/coach qualifications. Level 1 will equip a person to assist and support within an aquatic environment. However, it is the Level 2 Teacher/Coach who must plan and lead an aquatic session. There are CPD seminars, previously referenced, which are specific to the Learn to Swim Pathway. Details of all CPDs can be accessed on the website: www.swimming.org. Attendance at CPD seminars will also provide evidence of updating of knowledge and consequently earn points towards the ASA Teacher/Coach Licensing Scheme. The knowledge and innovative approach of the teacher/coach are critical to the success of the Plan.

National Curriculum School Swimming and the Learn to Swim Framework, powered by British Gas

Swimming is a statutory part of the school curriculum at Key Stage 2. It is an activity that is an invaluable life skill that is inclusive for all children, regardless of their physical abilities.

School Swimming provides children with the basic competencies of aquatics, which are transferable to other activities and can help a child lead a healthy lifestyle as they get older. The School Swimming programme is usually delivered by ASA Level 2 swimming teachers, supported by school staff, and may include stages of the Learn to Swim Framework carefully linked into the National Curriculum.

To assist with this, the ASA offers National Curriculum Training for ASA swimming teachers and school staff. If you have not already accessed the training, please speak to your school swimming advisor about organising a session or visit www.swimming.org to find out more about the course and who you need to contact. There are also resources and guides to help you understand how the National Curriculum links to stages 1-7.

For further information on the content of the National Curriculum please visit www.curriculum.qca.org.uk and look for Key Stage 2 swimming.

**Frequently Asked Questions**

**Teachers / Coaches**

1. **What are the sections of the ASA Learn to Swim Pathway?**
   - ASA Foundation Framework.
   - ASA Learn to Swim Framework (stages 1-7).
   - ASA Aquatic Skills Framework (stages 8-10).
   - ASA Adult Swimming Framework.

2. **What qualifications do I need to deliver the various stages?**
   - An ASA/UKCC Level 2 Teacher for Teaching Aquatics is qualified to lead and deliver aquatic sessions.
   - An ASA/UKCC Level 1 Support Teacher for Teaching Aquatics is qualified to assist and support a class under the direction of a Level 2 Teacher.
   - It is recommended that to deliver stages 8, 9 and 10, a Level 2 Teacher attends the relevant CPD specific to that discipline.

3. **Who will be available to give me support as I start to teach this plan?**
   - The ASA has an accreditation programme as providing you with a quality kite mark accreditation.
   - The facility/organisation will have a part to play in supporting consistency between teachers/sites e.g. arrange teacher meetings, in-house training and support teachers in accessing CPD training relevant to their needs.
   - The ASA has an accreditation programme which can be used to support change and improvement within your facility/organisation, enhancing consistency as well as providing you with a quality kite mark accreditation.

4. **How will consistency be guaranteed when teachers are assessing?**
   - Resources detail the expected standards for passing an award and include a DVD of expected standards. A DVD is also available which may help. Please contact the ASA Awards Team.
   - Learn to Swim CPD seminars are available. For further details available contact your ASA Regional Office.
   - The facility/organisation will have a part to play in supporting consistency between teachers/sites e.g. arrange teacher meetings, in-house training and support teachers in accessing CPD training relevant to their needs.

5. **What do I do if another teacher passes a swimmer who is not at the right ability?**
   - This scenario is avoidable as the resources are available to clarify the standards expected for assessment purposes. If the scenario does happen, raise the issue at the next teacher’s meeting or discuss it with the programme supervisor and try to identify a common sense solution.

6. **What awards are included in the learn to swim pathway?**
   - In-house training can also aid the process of change and support teachers to build their knowledge.
   - Contact details for the ASA Regions are available at www.swimming.org or from ASA Customer Services on 0871 200 0928.
The ASA Learn to Swim Framework

6. How long will it take a swimmer to pass each stage?
- This will vary with every swimmer depending on their skills and experience.
- If a swimmer has the experience of preschool or adult and child sessions then he/she may move faster initially through the NPTS Stages 1 & 2 because they will be familiar with the environment and should be more confident in the water.
- It is recommended each centre records the date a swimmer starts each stage and has a meeting to discuss how to support any swimmers that are in any stage for longer than 40 weeks.

9. What happens if by the end of a programme a swimmer has not achieved all the outcomes in the stage they have been working on?
- The child must complete all outcomes in order to receive the Stage Award.
- If a child continues to struggle in completing all outcomes over a considerable amount of time, it may be beneficial for him/her to move up to the next group. However, information regarding the outcomes that he/she has not achieved must also be passed onto the next teacher and be re-assessed before achieving the next Award.

10. Where does a child with a disability fit into learn to swim framework?
- The Framework has a special Additional Needs phase which provides progressive steps for those participants who require additional help prior to entering Stage 1 of the Learn to Swim Framework.
- The swimmer may choose not to enter a NPTS because they will be familiar with the environment and should be more confident in the water.

11. How does the ASA ensure facilities/organisations delivering the npts, powered by british gas, are doing so to the expected standard?
- The ASA has many mechanisms to support and provide guidance to Facilities regarding Aquatic Programmes and delivery.
- A comprehensive education and training programme delivered by the IoS is available to support.
- The ASA Regional Staff, among others, are on hand to offer support through partnership working.
- The ASA provides strong recommendation and clear guidance through resources and training to ensure teachers, coaches, facilities and programmers have the knowledge and information to provide high quality delivery. The onus is placed however on the facility/organisation to take up those opportunities.

12. What is LTAD and how does it link to the Learn to Swim framework?
- LTAD stands for Long Term Athlete Development and identifies a framework for aquatic development. Within LTAD there are five stages which can be used to describe growth and development. The first of these is Fundamentals.
- The Learn to swim Framework is underpinned by LTAD and all outcomes are derived from progressive skills which form part of the LTAD.
- The LTAD aquatic headings are: Entry, Exit, Buoyancy & Balance, Rotation & Orientation, Streamlining, Aquatic Breathing, Travel Coordination, with the additional elements of Water Safety and Health & Fitness.
- The Framework Stages 1-7 develop the Fundamental Movement Skills, Stages 8-10 develop the Fundamental Sports Skills.
- During Stages 1-10 an athlete/swimmer will develop a wide-based structure of skills which will give him/her the basics to progress through specific pathways related to individual disciplines or a number of disciplines and then into Clubs to refine those skills.
- The swimmer may choose not to enter a structured Club situation, but will still have the skills to enable them to pursue a healthy lifestyle.

Additional Notes:
- The Pathway also incorporates all aquatic disciplines and therefore widens the opportunities available for swimmers but also enhances the knowledge and experience required of the teacher.
- The programme is also the most successful programme of its kind in British Sport and is supported by a wide range of awards which can compliment, diversify your programme and motivate swimmers.

If there are any queries regarding your programme or implementation, please contact the ASA school swimming advisor in your region or refer to www.swimming.org for further advice and case study examples of centres who have implemented the plan.
### Stage 1

#### Assessment Outcomes

By the end of this stage participants will, with or without aids, equipment or support be able to:

1. **Enter the water safely**
   - Moves into the water through a variety of methods
   - Move forwards for a distance of 5 metres
   - Move backwards for a distance of 5 metres
   - Move sideways for a distance of 5 metres
   - Scoop the water and wash face
   - Be at ease with water showered from overhead

2. **Demonstrate an understanding of pool rules**
   - Any rules of the pool have been understood and can be applied in the water

3. **Regain an upright position from their back**
   - Use of floats, wall, poolside or Level 1 Support Teacher
   - Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water)

4. **Travel on the back for 5 metres**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support
   - Any means of moving around the pool with the feet on or off the bottom e.g. stepping, hopping, skipping, jumping

5. **Push and glide in a horizontal position to or from a wall**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support

6. **Regain an upright position from on their front**
   - Use of floats, wall, poolside or Level 1 Support Teacher
   - Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water)

7. **Move backwards for a distance of 5 metres**
   - Use of floats, wall, poolside or Level 1 Support Teacher
   - Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water)

8. **Move sideways for a distance of 5 metres**
   - Use of floats, wall, poolside or Level 1 Support Teacher
   - Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water)

9. **Travel on the front for 5 metres**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support
   - Any means of moving around the pool with the feet on or off the bottom e.g. stepping, hopping, skipping, jumping

10. **Regain upright position from their back**
    - Use of floats/wall/poolside or Level 1 Support Teacher
    - Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
    - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water)

11. **吹泡泡**
    - A variety of methods may be used
    - Travel may be with or without aids, equipment or support

12. **Demonstrate an understanding of pool rules**
    - Showing an understanding of basic pool rules, such as ‘no running’, etc.

13. **Exit the water safely**
    - Warns teachers of a health and safety issue

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

### Stage 1 Glossary

- **Move** Any means of moving around the pool with the feet on or off the bottom e.g. stepping, hopping, skipping, jumping.
- **Support**
  - A wall or another person.

### Stage 1 Expected Standards

With or without aids, equipment or support throughout Stage 1:

1. **Enter the water safely**
   - Choice of entry to include: use of ladder/step, beach pool approach (walk in), swivel and lower, use of disability hoist. The participant may make use of: ladder or steps, beach pool approach, climbing or use of Level 1 Support Teacher to assist, or use of disability hoist.
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water).

2. **Move forwards for a distance of 5 metres**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support
   - Any means of moving around the pool with the feet on or off the bottom e.g. stepping, hopping, skipping, jumping

3. **Move backwards for a distance of 5 metres**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support
   - Any means of moving around the pool with the feet on or off the bottom e.g. stepping, hopping, skipping, jumping

4. **Move sideways for a distance of 5 metres**
   - A variety of methods may be used
   - Travel may be with or without aids, equipment or support

5. **Scoop the water and wash face**
   - Demonstration must show scooping the water in an activity whilst remaining calm throughout.

6. **Be at ease with water showered from overhead**
   - Showering may be achieved in a teacher-led activity e.g. showering water (e.g. use of watering can or other similar equipment) whilst participant walks under it comfortably.

7. **Move into a stretched floating position using aids, equipment or support**
   - A variety of methods may be used to demonstrate this including: hands on floor (as in beach area, stepped area or very shallow pool), floats, arm bands, hands holding wall, feet hooked under bar whilst lying on the back, use of steps or use of a Level 1 Support Teacher may aid the participant.

8. **Regain an upright position from on their back, with support**
   - Use of floats/wall/poolside or Level 1 Support Teacher may be used to assist. Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water).

9. **Regain an upright position from their front**
   - Use of floats/wall/poolside or Level 1 Support Teacher may be used to assist. Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
   - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water).

10. **Push from wall and glide on the front**
    - Use of floats/wall/poolside or Level 1 Support Teacher may be used to assist. Starting position must be horizontal stretched position on the back/face in/facing out with arms to the side or overhead
    - Participant may choose to be in a vertical position (floating or standing depending on the depth of the water).

11. **Take part in a teacher-led partner orientated game**
    - The game devised by the teacher or through the Framework support resources must involve participants working in partners or small groups exploring buoyancy and balance in the water.

12. **Demonstrate an understanding of pool rules**
    - Led by teacher with children responding. Example may be practising the emergency exit procedure. Other examples include children showing an understanding of basic pool rules, such as ‘no running’, etc.

13. **Exit the water safely**
    - Participants assessed through questions and answers and/or by practically applying the pool rules.

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.
meet the needs of the individual.

Stage 2
Glossary

- Warns teachers of a health and safety issue
- Rhythmically
  Inhalation and exhalation is of equal length, in a controlled manner
- Support
  A wall or another person
- Travel
  Any means of moving independently around the pool with feet off the pool floor using arms and legs
- Upright Position
  Either standing or vertical floating position

Stage 2
Expected Standards

With or without aids, equipment or support throughout Stage 2.

1. ▲ Jump in from poolside safely
   Start with toes over edge of pool, jump upwards and forwards whilst eyes look forward throughout. Land feet first into the water. This may be performed with or without submerging.

2. Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged
   Participants must submerge the head or tilt head downward with or without goggles. Participants may perform this whilst holding a wall, standing or with support of aids, equipment or support. Teacher must be able to see bubbles being blown.

3. Regain upright position from the back without support
   Travel may be with or without aids, equipment or support, walking or paddle, in deep or shallow water.

4. Regain an upright position from the front without support
   Participant must start the movement from face in the water. Participant can make use of floats or aids but no use of support teacher or wall in achieving this outcome. Finishing position is for the participant to be in a vertical position (floating or standing depending on the depth of the water).

5. Push from wall and glide on the back
   Participant starts with hands placed on the wall/bar/hrough and feet placed on wall, toes under water surface. Push in a controlled manner into a stretched position with arms above head or by the side.

6. Push from wall and glide on the front
   Participant must push from a wall with arms extended over ears, face in the water, legs together, toes pointed. Start position may be from hands on the wall or to start from a standing position arms out in front ready to push.

7. Travel on the back for 5 metres with aids or equipment
   Participant may use aids, equipment or support. Ensure the participant’s ears are in the water, toes are at the surface and there is minimal splash.

8. Travel on the front for 5 metres with aids or equipment
   Participant may use aids, equipment or support. Participants must move with chin on the surface or face in the water. Arms and legs must be in the water and swimmer must use both arms and legs for the entire 5m.

9. Perform a rotation from the front to the back to gain an upright position
   Rotation to start from floatation position or from swimming. The rotation is a full rotation from front to the back; followed by returning to a vertical position to finish (may be vertical floating or standing depending on depth of water).

10. Perform a rotation from the front to the back to gain an upright position
    Rotation to start from a floatation position or from swimming. Rotation can be around horizontal or vertical axis. The rotation is a full rotation from front to the back; followed by returning to a vertical position to finish (may be vertical floating or standing depending on depth of water).

Stage 3
Assessment Outcomes

By the end of this stage participants will, with or without aids, equipment or support be able to:

1. ▲ Jump in from poolside and submerge (min depth 0.9m)
2. Sink, push away from wall on side and maintain a streamlined position
3. Push and glide on the front with arms extended and log roll onto the back
4. Push and glide on the back with arms extended and log roll onto the front
5. Travel on the front, tuck to rotate around the horizontal axis to return on the back
6. Fully submerge to pick up an object*
7. Answer correctly three questions on the Water Safety Code
8. Travel 10 metres on the back
9. Travel 10 metres on the front

Where participants are physically unable to achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

Stage 3
Glossary

▲ Consider safety requirements regarding depth, and including bending knees on landing

Travel

Any means of moving independently around the pool with feet off the bottom using arms and legs

* If in deep water use a suspended object

Q&A

Three responses to the Water Safety Code are to include:

- Don’t go alone
- Go with a friend
- Tell someone where you are going

Further details on the Water Safety Code can be found on www.rlsonline.com

Stage 3
Expected Standards

No aids or support permitted for assessment of outcomes at Stage 3 onwards.

1. ▲ Jump in from poolside and submerge (min depth 0.9)
   Toes over edge of pool, jump upwards and forwards whilst eyes are looking forward throughout, land feet first in water and allow body to fully submerge.

2. Sink, push away from wall on side and maintain a streamlined position
   Swimmer starts by positioning him/herself side-on to the wall. Push using two feet on the wall (parallel to surface of water). Ensure that hands are one on top of the other, arms extended over ears and legs are together with toes pointed after pushing off.

3. Push and glide on the front with arms extended and log roll onto the back
   Push and glide on front, hands one on top of the other, arms extended and covering ears. Log roll rotate after the push onto the back maintaining body alignment.

4. Push and glide on the back with arms extended and log roll onto the front
   Push and glide from the wall on back, with arms extended. Hands one on top of the other. Log roll rotate onto the front whilst maintaining body alignment.

5. Travel on the front, tuck to rotate around the horizontal axis to return on the back
   Travel on front feet off the floor, tuck tightly and rotate around the horizontal axis and return on the back without putting feet on the pool floor throughout.

6. Fully submerge to pick up an object*
   Starting in the water, sink under the water eyes
open with or without goggles. Pick up object with two hands and return to surface. If in deep water a suspended object may be used.

7. Answer correctly three questions on the Water Safety Code
Three responses to the Water Safety Code must include: 'Don’t go alone'; 'Go with a friend'; and 'Tell someone where you are going.' Further details on the Water Safety Code can be found on the RLSS website, www.lifesavers.org

8. Travel 10 metres on the back
This must be performed without feet touching the pool bottom. Travel is defined as any means of moving independently around the pool using arms and legs.

9. Travel 10 metres on the front
This must be performed without feet touching the pool bottom. Travel is defined as any means of moving independently around the pool using arms and legs.

Stage 4 Assessment Outcomes

By the end of this stage participants will, without support, be able to:
1. ▲ Demonstrate an understanding of buoyancy
2. Perform a tuck float for 5 seconds
3. Perform a sequence of changing shapes (minimum of three) whilst floating at the surface
4. Push and glide from the wall to the pool floor
5. Kick 10 metres backstroke (one item of equipment** optional)
6. Kick 10 metres front crawl (one item of equipment** optional)
7. Kick 10 metres butterfly on the front or on the back
8. Kick 10 metres breaststroke on the back (equipment** optional)
9. Kick 10 metres breaststroke on the front (equipment** optional)
10. Perform on the back a head first sculling action for 5 metres in a horizontal position
11. Travel on back and roll in one continuous movement on the front
12. Travel on front and roll in one continuous movement on back
13. Swim 10 metres, choice of stroke is optional • (13 outcomes)

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

Stage 4 Glossary

* Use of different equipment can be used to explain sinking and floating (this can be a wet or dry activity)

** Note A float or kickboard can be used to assist buoyancy on this outcome.

Tuck float
Tuck to a mushroom float
▲ Consider safety requirements regarding depth

Head first sculling
A sculling action performed close to the hips with finger tips up, palms towards feet

Roll
Log roll

Swim
Any means of moving by performing a recognised stroke
• Refer to the ASA expected stroke standards sheet

Stage 4 Expected Standards

1. ▲ Demonstrate an understanding of buoyancy

This activity may be achieved through teacher/pupil discussion or by showing understanding through use of equipment/active activity. The following equipment may be used in an activity: water bottle, float, brick, star float, swimming through a hoop. Teacher can use other examples of how to ascertain swimmer’s understanding of buoyancy e.g. use of games such as ‘go to a piece of equipment that can help you float/sink.’

2. Perform a tuck float for 5 seconds
Swimmer must take a deep breath and hold breath to ensure they are floating above the pool floor. Swimmer slowly curls up and bends knees into tummy tucking arms around knees whilst the chin rests on the chest. Maintain the tucked position for 5 seconds whilst remaining ‘suspended’ in the water - may be either above or below the waterline.

3. Perform a sequence of changing shapes (minimum of three) whilst floating at the surface
Swimmers must ensure controlled, flowing/linking movements throughout the sequence, whilst pausing at each shape and ensuring a minimum of three shapes within the sequence.

4. ▲ Push and glide from the wall to the pool floor
Starting position may be two hands on the wall or no hands on the wall with participant standing arms out in front ready. Arms cover the ears, hands one on top of the other and face in. Hips/Bottom move upward as the swimmer pushes downward toward the floor. This should not be a surface dive but a gradual dive.

5. Kick 10 metres backstroke (one item of equipment is optional)
Long legs swinging, toes breaking the surface kicking upward, action originating from hip. Legs close together whilst maintaining a stretched body position. Must ensure no use of hands.

6. Kick 10 metres front crawl (one item of equipment optional)
Long legs with a small splash, the kick originating from the hip and hips near the surface of the water. Legs swing slightly tilted upward. The backs of the hands should face the swimmer’s head and ears in the water. Arm/hands remain in the water throughout.

10. Perform on the back a head first sculling action for 5 metres in a horizontal position
Stretched body position at the surface of the water, toes pointed and hands at hip level. ‘figure of eight movements’ with the fingers slightly tilted upward. The backs of the hands should face the swimmer’s head and ears in the water. Arm/hands remain in the water throughout.

11. Travel on back and roll in one continuous movement on the front
Starting position could be back paddle, breaststroke or kicking on the back and then a log roll takes place. The head leads first by turning sideways and the shoulder lifts, the hips rotate and the rest of the body rolls whilst all the time the legs are kicking.

12. Travel on front and roll in one continuous movement on the back
Starting position could be front paddle, front crawl or kicking on the front and then a log roll takes place. The head leads first by turning sideways and the shoulder lifts, then the hips rotate and the rest of the body rolls whilst all the time the legs are kicking.

13. Swim 10 metres, choice of stroke is optional •
The 10 metre swim must be performed to the expected standard as described by the ASA in the Framework resources.

Stage 5
Assessment Outcomes
By the end of this stage participants will, without support, be able to:
1. Perform a horizontal stationary scull on the back
2. Perform a feet first sculling action for 5 metres whilst horizontal on the back
3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation
4. Tread water* for 30 seconds
5. Perform three different shaped jumps into deep water
6. Swim 10 metres backstroke •
7. Swim 10 metres front crawl face in the water•
8. Swim 10 metres breaststroke •
9. Swim 10 metres butterfly •
10. Perform a handstand** and hold for a minimum of three seconds
11. Perform a forward somersault, tucked, in the water
12. Demonstrate an action for getting help
(12 outcomes)

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

Stage 5
Glossary

Feet first sculling
A sculling action performed close to the hips with fingers tips down, palms towards head

Stationary sculling
A sculling action performed close to the hips with palms flat, facing pool bottom

* Swimmer can use different methods to achieve the skill including egg beater kick, which must be performed out of their standing depth
** Refer to the ASA expected stroke standards sheet

Stage 6
Assessment Outcomes
By the end of this stage participants will, without support, be able to:
1. Demonstrate an understanding of preparation for exercise
2. Sink, push off on side from the wall, glide, kick and rotate into backstroke
3. Sink, push off on side from the wall, glide, kick and rotate into front crawl
4. Swim 10 metres wearing clothes*
5. Swim front crawl to include at least six rhythmical breaths •
6. Swim breaststroke to include at least six rhythmical breaths •
7. Swim butterfly to include at least three rhythmical breaths •
8. Swim 25 metres, choice of stroke is optional •
9. Perform a 'shout and signal' rescue
10. Perform a surface dive**
11. Exit the water without using steps
(11 outcomes)

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

Stage 6
Glossary

* Minimum requirement t-shirt and shorts
** Refer to the ASA expected stroke standards sheet

Rhythmical breaths
- Front crawl as bilateral or unilateral
- Breaststroke as inhaling during the arm recovery/ inhaling at any stage of the arm pull
• Butterfly swimmers are encouraged to breathe every two strokes

**Shout and signal rescue**
Requires the swimmer on poolside to raise the alarm, shouting for adult help, then the swimmer maintaining position on poolside must shout and instruct the casualty who is in the water and give guidance to help the casualty get to the side of the pool safely. This must be done without making any contact with the casualty to avoid danger.

▲ Consider safety requirements regarding depth for surface dives

**Surface dive**
For assessment purposes either head first or feet first can be assessed.

**Stage 6**

**Expected Standards**

1. Demonstrate an understanding of preparation for exercise
   Question and answer session led by the teacher.
   Answers must reflect: you must start a session by preparation for exercise
   Of course, you can stretch, you must not eat within one hour of exercise, kit required.

2. Sink, push off on side from the wall, glide, kick
   Starting with one hand on the wall and two feet placed on the wall, sink and then, from a tucked position and whilst pushing into extended position, the hand holding onto the wall moves over the water to meet the other hand, one on top of the other. Glide, kick (either fly or alternating kick) and rotate onto back. One arm pulls into backstroke as swimmer reaches surface.

3. Sink, push off on side from the wall, glide, kick and rotate into front crawl
   Starting with one hand on the wall and two feet placed on the wall, sink and then, from a tucked position and whilst pushing into extended position, the hand holding on to the wall moves over the water to meet the other hand, one on top of the other. Glide, kick (either fly or alternating kick) and rotate onto front. One arm pulls into front crawl as swimmer reaches surface.

4. Swim 10 metres with clothes on
   The swim does not need to be to ASA expected standards but may be a travel of the swimmer’s choice. Minimum clothing to be worn is t-shirt and shorts.

5. Swim front crawl to include at least six rhythmical breaths
   The front crawl must be performed to the expected standard as described by the ASA in the Framework resources. Head rolls before breathing to the side and ensure one arm maintains extension to the front and near surface of water whilst the breath is taken. Breathing may take place unilaterally or bilaterally for six rhythmical breaths.

6. Swim breaststroke to include at least six rhythmical breaths
   The breaststroke must be performed to the expected standard as described by the ASA in the Framework resources. Breathing at the start of every arm pull showing six rhythmical breaths.

7. Swim butterfly to include at least three rhythmical breaths
   The butterfly must be performed to the expected standard as described by the ASA in the Framework resources. A breath is taken as the hands are in the propulsive phase; the chin lifts forward whilst remaining relatively close to the water surface. Once a breath is taken, the head returns to a downward position before the hands enter the water to initiate the next stroke. The number of strokes in-between each breath taken is the swimmer's choice.

8. Swim 25 metres, choice of stroke is optional
   The 25 metres choice of stroke must be performed to the expected standard as described by the ASA in the Framework resources.

9. Perform a ‘shout and signal’ rescue
   The swimmer (on poolside) must raise the alarm (by shouting for adult help), and then shout and instruct a casualty in the water, and give guidance to help the casualty find their own way to safety. This must be done without making any contact with the casualty to avoid danger.

10. Perform a surface dive
    **Head first:** From a horizontal position pull (hands move from extended out in front of the body to hands by hips) with both arms and tuck, head/chin down, hips push upward and body rotates sharply into a vertical position with the legs extended and the body sinks vertically, whilst maintaining a streamline position.
    **Feet first:** From treading water position, swimmer initiates one large breaststroke kick, at the same time the arms extend above the head into streamlined position and the swimmer sinks vertically.

11. Exit the water without using steps
    Swimmer to climb out over pool edge.

**Stage 7**

**Assessment Outcomes**

By the end of this stage participants will, without support, be able to:

1. Swim 25 metres backstroke •
2. Swim 25 metres front crawl •
3. Swim 25 metres breaststroke •
4. Swim 25 metres butterfly •
5. Perform a movement sequence of 1 minute duration, in a group of three or more, incorporating a number of the following skills:
   - **Sculling:** head first, feet first
   - **Rotation:** forward/backward somersault, log roll
   - **Floating:** star on the front/on the back, tuck float •
   - **Eggbeater:** moving, lifting one or both arms out of the water link skills with strokes and sculls
6. ▲ Perform a sitting dive
7. Swim 50 metres continuously using one stroke •
8. Swim 100 metres, using a minimum of three different strokes •
9. Tread water using eggbeater action for 30 seconds
10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout

(10 outcomes)

Where participants are physically unable to ever achieve an outcome listed, the award should be granted based on the achievement of the remaining outcomes or a suitable adaptation to meet the needs of the individual.

By the end of Stage 7, participants will have achieved the Frameworks Fundamental Movement Skills.

**Stage 7 Glossary**

- Refer to the ASA expected stroke standards sheet

**Sculling**
A sculling action performed close to the hips with either feet first action (finger tips down, palms towards head) or head first action (finger tips up, palms towards feet).

**Tuck float**
Refers to a mushroom float

▲ Consider safety requirements regarding depth and ability for diving in

* 100 metres minimum of three strokes (swimmer to complete a full length before changing strokes).

**Eggbeater action**
An alternate breaststroke leg kick whilst maintaining high knee position.

**Obstacle course**
Teacher to ensure that the obstacle course gives the participants the opportunity to go under, over, round and through equipment within consideration to Health and Safety.

**Stage 7**

**Expected Standards**

1. Swim 25 metres backstroke •
   The 25 metres backstroke must be performed to the expected standard as described by the ASA in the Framework resources.
2. Swinm 25 metres front crawl •
The 25 metres front crawl must be performed to the expected standard as described by the ASA in the Framework resources.

3. Swim 25 metres breaststroke •
The 25 metres breaststroke must be performed to the expected standard as described by the ASA in the Framework resources.

4. Swim 25 metres butterfly •
The 25 metres butterfly must be performed to the expected standard as described by the ASA in the Framework resources.

5. Perform a movement sequence of 1 minute duration, in a group of three or more, incorporating a number of the following skills:
   Sculling: head first, feet first;
   Rotation: forward/backward somersault, log roll
   Floating: star on the front/on the back, mushroom, create own
   Eggbeater: moving, lifting one or both arms out of the water link skills with strokes and sculls. Movement must be continuous and smooth in-between each skill. The finished performance must appear like a routine of skills as opposed to separate movements.

6. Perform a sitting dive (check deep water issues)
The emphasis is upon rotation of the swimmer from the side into the water. In the instance of a deck level pool, the swimmer must still perform the rotation from the side into the pool resulting in a streamlined entry.

7. Swim 50 metres continuously using one stroke •
The 50 metres swim must be performed to the expected standard as described by the ASA in the Framework resources.

8. Swim 100 metres, using a minimum of three strokes •
The 100 metres swim must be performed to the expected standard as described by the ASA in the Framework resources. Continuous swim, with a change of stroke only at the end of a length.

9. Tread water using eggbeater action for 30 seconds
An alternating leg kick must be performed whilst maintaining a high knee position. The thigh remains relatively still whilst the lower leg rotates. The swimmer must appear to perform the movement with ease and a degree of calmness.

10. Complete an obstacle course (using minimum of four objects) with feet off the bottom throughout
Teacher must ensure that the obstacle course gives participants the opportunity to go over, under, round and through equipment within consideration of health and safety. A minimum of four obstacles to be achieved successfully.

Understanding pool rules

Sample questions and answers: Please note these are suggestions and not an exhaustive list.

1. Why should you walk on poolside?
   Answers may include: safe, slippery, avoid falling, etc.

2. What should you do before entering the swimming pool?
   Answers to include: shower, go to the toilet, etc.

3. What should you do after swimming?
   Answers to include: showering, etc.

4. What should you do if you hear the whistle/an alarm?
   Answers to include: stop, listen and follow what your teacher/lifeguard tells you to do, etc.

5. Why should you listen carefully for instructions?
   Answers include: for safety, etc.

6. Why should you not splash other children in the class?
   Answers include: it may frighten them; they may not like it, etc.

7. Why should you never push anyone in the pool?
   Answers include: dangerous, they may hurt themselves, etc.

8. When should you enter the swimming pool?
   Answers include: when instructed to by a teacher or with a parent, etc.

9. Why must you be clean before entering the swimming pool?
   Answers include: so that the swimming pool stays clean for everyone, etc.

10. Why should you have long hair tied back?
    Answers to include: to keep your hair from covering your face/eyes, to see where you are going, etc.
**ASA Learn to Swim Framework**

**Expected Standards**

**Front crawl**

**Body**
- Face in the water. Eyes looking forward and down.
- Body horizontal stretched and streamlined.
- Head and legs in line with body.
- Shoulders and upper body rolling with the stroke.
- Hips rotating slightly.

**Legs and Feet**
- Legs move in a continuous, rhythmical and alternating kick.
- Feet close to the surface, toes pointed and ankles relaxed.
- Upbeat and downbeat kick initiated at the hip.
- Legs should be straight and relaxed in upbeat and the knee should bend slightly in downbeat.

**Arms and Hands**
- Arm action should be rhythmical and controlled.
- Finger tips lead hand entry into the water. Elbow is bent and entry should be in line with the shoulder. Arm extends just below the surface of the water led by hand.
- Hand accelerates through “S” shape pathway to the hip, where hand releases water.
- Elbow exits the water first followed by wrist and hand.
- The arm moves over the water and stays relaxed with high elbow. Hand should follow a straight path close to body and water surface.
- Aim for the individual is to gain maximum distance per stroke effectively.

**Breathing**
- Breathing is initiated with a controlled turn of the head to the side to quickly inhale air. Head begins to turn as the arm sweeps up in the water.
- Mouth should be clear of the water as the hand exits. The in breath should be taken and head should return to the central position, face in the water before the hand enters.
- Breathing should be bi-lateral over a regular number of strokes.

**Timing**
- Kicking, pulling and breathing must be co-ordinated and controlled.
- All actions must be smooth and continuous, whilst a relationship of stroke length and stroke rate must be developed and vary with the requirements of the swim.
ASA Learn to Swim Framework

Expected Standards

Backstroke

Body
- Body almost horizontal, stretched and streamlined.
- Back of the head in the water and held still in line with body, Eyes looking upward and slightly towards feet.
- Shoulders and upper body rotating with a controlled roll of the shoulders.

Legs and Feet
- Legs move in a continuous and alternating leg kick that predominantly originates from the hip.
- Legs straight and relaxed on downbeat and knees bend slightly on upbeat.
- Legs finish with whip like action.
- Legs close to the surface, toes pointed and slightly turned inward and ankles relaxed.

Arms and Hands
- Arm action must be balanced, controlled and rhythmical.
- Hand enters the water, little finger first with palm facing outward. The entry is in line with the shoulder.
- Hand moves downwards to catch the water, the elbow bends to 90 degrees and shoulder rotates.
- Hand continues to sweep down through to the hip in an “S” shaped pathway.
- Hand then recovers from the water thumb first with a relaxed straight arm and stays in line with the body.
- Shoulders will roll with a more powerful propulsion using the arms.

Breathing
- Breathing will follow a regular pattern.
- Swimmers should aim towards breathing in as one arm recovers and breathing out as the other arm recovers.

Timing
- The kicking and pulling must be co-ordinated and controlled whilst maintaining a steady head position throughout.
- All actions must be smooth, continuous and consistent, whilst a relationship of stroke length and stroke rate must be developed and vary with the requirements of the swim.

Little finger enters water first, the arm is straight

When the arm is at shoulder level, the elbow bends, arm pulls sideways and body rolls

Aim for a flat body position, with head back and eyes looking upwards

The arm and leg actions are continuous

Breathe out as one arm recovers and in as the other recovers

The recovering arm points straight up
ASA Learn to Swim Framework
Expected Standards

Breaststroke

Body
- The body starts in a horizontal, stretched and streamlined position on the front with the face in the water.
- The head and upper body lift during the pull of the arms.
- The swimmer finishes in a stretched streamlined position following the kick.
- As one end of the body provides propulsion the other should remain streamlined.
- Shoulders remain square throughout.

Legs and Feet
- The kick is symmetrical and simultaneous.
- From legs extended and together, the swimmer bends the knees, drawing the heels up close to the seat and still under water; knees remain away from the stomach and hip width apart.
- Both feet turn outward and the soles or ‘in-step’ of the feet flatten ready to kick.
- The feet then kick backward and slightly downward sweeping against the water until the legs are extended and together.
- On completing the kick, the toes become pointed and the swimmer returns to the streamlined position.

Arms and Hands
- The arm action is symmetrical and simultaneous.
- From a full stretched position the hands, facing slightly down, sweep out to shoulder width.
- The hands then sweep out and back in under the chest in a downward and inwards circular movement. The hands finish facing each other with elbows and upper arms squeezed in towards each other.
- The hands and forearms move smoothly and continuously forward into a stretched position under or over the surface of the water.

Breathing
- Air is exhaled into the water as the swimmer is in the streamlined and stretched position.
- As the hands sweep down, the head lifts and the swimmers breathes in as the face clears the water.
- A breath is taken and the face then returns to the water as the arms return to the stretched streamlined position.

Timing
- From a fully streamlined position, pull, breathe, kick and stretch.
ASA Learn to Swim Framework
Expected Standards

Butterfly

Body
• Butterfly is based on an undulating body movement.
• Body position starts in a horizontal, stretched and streamlined position on the front with the face in the water.
• Shoulders should remain level.
• Body undulates from head to toe as a result of the kick, pull and breathing pattern.

Legs and Feet
• The leg kick is simultaneous and legs remain close together with up and down movements being made. Kick originates at hip.
• The feet and toes are pointed throughout and ankles relaxed.
• The movement is finished with a whip like action.

Arms and Hands
• Arm action should be rhythmical and symmetrical, and should clear water during recovery.
• The thumb and finger simultaneously enter the water in line with the shoulder as arms approach full extension.
• Following the entry, the hands move slightly outward and down to the catch position, moving back and through toward the thighs.
• The hands move in a “S” shaped action.
• The arm recovery is a smooth, simultaneous double arm recovery over the water surface. The little finger exits first and elbows should be slightly bent.
• The aim for the individual is to gain maximum distance per stroke using strong arm propulsion and effective streamlining.

Breathing
• Breathing should be rhythmical.
• As the hands extend towards the hips, the swimmer moves their chin forwards.
• The swimmer then inhales once the arms exit and the chin is clear of the water.

• The head returns to “face in the water” by the end of the arm recovery.
• Breathing should be once every two strokes. Swimmers can also breathe to the side.

Timing
• A steady constant movement with breathing once every two strokes.
• The order is kick, pull and kick recover.

Hands pull down, lower leg pushes down with toes pointed

Arms pull wide with the head looking forward

Legs push up, hips push down and hands move in under shoulders

Legs continue upward movement, hips push down, hands move in under body and head comes up out of water

Legs begin downward movement, hands push back at side of hips, and head clears water

Arms begin recovery over the water with the head thrusted forward to breathe

Arms come over straight and wide with face down in water

Hands enter in front of shoulder to repeat action
Long Term Athlete Development (LTAD)
The Swimmer Pathway

This document is written with the emphasis placed upon the FUNdamentals stage of Long Term Athlete Development (LTAD). It is during this stage that the swimming teacher plays a crucial role in developing a wide base of skills and competencies in participants whilst ensuring delivery is based around FUN.

The Journey Through Swimming

Five Stages of Long Term Athlete Development (Growth and Development)

1. FUNdamentals - Childhood
   (Basic Movement Literacy)

The FUNdamentals stage should be structured and fun because a child's attention span is short and there is a strong need for positive reinforcement. Growth is rapid due to the development of large muscle groups, and therefore the emphasis should be on developing basic movement literacy and FUNdamental Movement Skills.

The skills to be developed are:

- ABCS (Agility, Balance, Coordination, Speed).
- RIT (Running, Jumping, Throwing).
- KGBS (Kinaesthetics, Gliding, Buoyancy, Striking with the body).
- CPKS (Catching, Passing, Kicking, Striking with an implement).

In order to develop basic movement literacy successfully, there should be participation in a wide range of activities. As the size of the heart increases in relation to the rest of the body speed and endurance should be developed using FUN and games. In addition, children should be introduced to the simple rules and ethics of sports to complement the beginning of their understanding into the need for rules and structure. These activities should be part of well-structured programmes with proper progressions that are monitored regularly.

Above all else, children should have FUN and be active during this stage.

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- ABCS (Agility, Balance, Coordination, Speed).
- RIT (Running, Jumping, Throwing).
- KGBS (Kinaesthetics, Gliding, Buoyancy, Striking with the body).
- CPKS (Catching, Passing, Kicking, Striking with an implement).

In order to develop basic movement literacy successfully, there should be participation in a wide range of activities. As the size of the heart increases in relation to the rest of the body speed and endurance should be developed using FUN and games. In addition, children should be introduced to the simple rules and ethics of sports to complement the beginning of their understanding into the need for rules and structure. These activities should be part of well-structured programmes with proper progressions that are monitored regularly.

Above all else, children should have FUN and be active during this stage.

"Success is a journey not a destination. The doing is often more important than the outcome." Arthur Ashe - US Champion 1968, Australian Champion 1970, Wimbledon Champion 1975.

1. FUNdamentals - Childhood
   (Basic Movement Literacy)

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RJT
Running/Water Jogging
• not specific to swimming – unless you include water jogging!

Jumping
• jumping from 1, 2 feet, different surfaces
• different combinations of jumps - 2 or 1, 1 to 1, 1 to 2, etc
• jumping in - different shapes
• jumping in - different distances
• from different heights (safety issues)
• jumping in - sideways, backwards, forwards
• jumping in - onto different surfaces of the body
• jumping in - in time with partner/group
• jumping off the bottom - from different parts of the body
• jumping off the bottom - over the surface, over equipment, over partner

Throwing
• right handed, left handed, two handed throws
• different heights, distances, strengths
• different sized balls
• different shaped objects
• aiming throws
• throwing and catching games
• passing to partner whilst still, whilst moving, whilst upright, whilst on back, whilst on front
• passing to people in front, behind, at the side
• mini-polo!
• shooting practices

KGBs
Kinaesthetics
• use of a variety of sculling actions to move head first, feet first and stationary
• incorporating sculling into a slalom, game or sequence to establish ‘feel’ for the water

Gliding
• push and glide from wall, from side, from bottom of pool
• gliding on different surfaces of the body
• gliding using different shapes
• moving/swimming into a glide and holding a shape
• moving/swimming out of a glide
• gliding through the air (diving)
• use of different pieces of equipment

Buoyancy
• floating in different shapes
• moving and then floating
• floating then moving/travelling
• floating at the surface, under the surface
• breathing whilst floating/holding breath
• floating whilst breathing out
• using different pieces of equipment - non floating and floating on different surfaces of the body

Striking with the body
• volleyball or water polo games in the water

CPKs
Catching/Passing
• throwing and catching games passing
• passing to partner whilst still, whilst moving, whilst upright, whilst on back, whilst on front
• passing to people in front, behind, at the side

Kicking
• full range of kicking skills: front, back, side, etc using different pieces of equipment
• ‘kicking’ equipment at surface - e.g. balls, floats
• ‘kicking’ balls etc to partner, etc
• kicking activities to music, group work, etc

Striking with an implement
• participate in a range of activities to improve physical capabilities which will also assist in swimming ability e.g. rounders, cricket, tennis.

LTAD Advanced stages:
An overview
Detailed below are the activities involved in the remaining LTAD stages of the swimmer’s journey.

1. SwimSkills - Late childhood (Building technique)
During the SwimSkills period, the nervous system is almost fully developed and there are rapid improvements in the coordination of movement skills. As a result, young people should learn how to train and develop sport specific skills. A multi stroke approach to training and competition will not only reduce the likelihood of injury but also ensure interest levels remain high with the result that swimming should continue to be fun. Swimmers should also learn the basic technical and tactical skills, (known as the ancillary capacities) which include:
• warm up and cool down
• stretching
• hydration and nutrition
• recovery
• relaxation and focusing
Although the focus is on training, competition should be used to test and refine skills. The recommended training to competition ratio is 75% to 25%.

2. Training To Train - Adolescence (Building the engine)
This should be the stage of greater individualisation of fitness and technical training. The focus should still be on training rather than competition and the training should be predominantly of high volume, low intensity workloads. It is important to emphasise high volume, low intensity training cannot be achieved in a limited time period, similar to the previous stage, if insufficient time is devoted to this stage or it is missed, the young swimmer is unlikely to reach their full potential.

3. Training To Compete - Early adulthood (Optimising the engine)
During the Training to Compete stages there should be a continued emphasis on physical conditioning with the focus on maintaining high volume workloads but with increasing intensity. This should be achieved through practising technical and tactical skills based around specific strokes at all distances, or specific distances across a range of strokes. As a result, the year should be divided into either two or three cycles of training and competition, and the ancillary capacities should be refined more specific to the individual’s needs.

4. Training to win - Adulthood (Maximising the engine)
This is the final stage of athletic preparation. The emphasis should be on specialisation and performance enhancement. All of the swimmer’s physical, technical, tactical, mental, and ancillary capacities should now be fully established with the focus shifting to producing the best possible performance.

To read in more detail the LTAD Journey for Diving, Competitive Swimming, Synchronised Swimming and Water Polo you can purchase the LTAD Swimmer Pathway from The Kellogg’s ASA Awards Centre, 0800 2202292.
The advice given in this document is good practice at the time of going to print. For full information on what is ASA/FINA law on the correct execution of starts, turns and relay takeovers please refer to the ASA handbook.