

Physical Education

at Norton Community Primary School

P.E. and sport play an important role in the children's education at Norton Primary School and is integrated in the school's ethos. We equip children with the skills and values to become excellent sportspeople through the School's Norton Values: Respect, Determination, Courage and Friendship and the British Values: Liberty & Individuality, Democracy & Sharing, Respect & Tolerance and Following rules.

The school's aim is to encourage children to have a love for being active and playing sport, as well as ensuring children develop essential life skills such as learning how to swim, ride a bike and how to lead healthy, active lifestyles.

Regular inter-house and inter-school tournaments develop strong, resilient and healthy attitudes towards playing competitive sport. Not only do children have the opportunity to take part in these events, but also the chance to become effective Sport Leaders through helping to organise and officiate tournaments.

We offer a wide variety of extra-curricular sports and have worked hard to develop strong links with the local community to encourage ALL children to play sport outside of school, using coaches from local clubs to deliver taster sessions and take after-school clubs.

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Year One

Y1 – Athletics

Curriculum link

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key Vocabulary

Fast, slow, Jump, throw, catch, roll

Key Skills

- Running at different speeds in straight lines
- Jumping off one or two feet for distance
- Throwing or rolling a range of equipment for distance

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 1\Run Jump Throw Unit 1

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
- [UK Athletics Primary Resource Pack.pdf](#)

Y1 – Dance

Curriculum link

Perform dances, using simple movement patterns

Key Vocabulary

Leap, bound, jump, skip, crawling, skipping, hopping, bouncing, twisting, turning, marching

Key Skills

- Children can copy a teacher's movements
- Children can attempt a range of different types of movements (as listed in the key vocabulary above)
- Children can describe what they liked about a peer's performance.

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)

Y1 – Games

Curriculum link

Participate in team games, developing simple tactics for attacking and defending.

Key Vocabulary

Attack, defend, shoot, send, return, catch, throw, intercept, hit

Key Skills

- Children can participate in basic team games and can follow simple rules of a game
- Children can throw and catch bean bags, bounce and roll larger balls, hit and retrieve soft balls with their hands.
- Children are aware of the terms attacking and defending

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
 - Attack, defend shoot
 - Send and return
 - Hit, catch, run

Y1 – Gymnastics

Curriculum link

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Children know different large body parts they can balance on: back, front, side, bottom
- Children can explain different ways to travel: Jumping, hopping, rolling
- Children can jump and land safely off low apparatus (benches).

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)

[TOP-Gymnastics cards.pdf](#)

[Primary Gymnastics By M. Weinstock.pdf](#)

Year Two

Y2 – Athletics

Curriculum link

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key Vocabulary

Sprint, Jog, underarm, overarm, target, aim,

Key Skills

- Decide which activity requires sprinting or jogging. Can change speed and direction, when running.
- Explore which type of jump produces the most power for height and distance (1 foot or 2 feet)
- Can throw underarm and roll a piece of equipment accurately.

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
- [UK Athletics Primary Resource Pack.pdf](#)

Y2 – Dance

Curriculum link

Perform dances, using simple movement patterns

Key Vocabulary

A count of 4, unison, feelings, emotions, start position, finish position, fast, slow

Key Skills

- Children can copy a teacher's movements slowly showing control and accuracy
- Children can perform movements in unison with a partner, using a count of 4 to improve their sense of timing
- Children can describe how another child's work makes them feel

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 1\Dance Unit 1

Y2 – Games

Curriculum link

Participate in team games, developing simple tactics for attacking and defending.

Key Vocabulary

Kick, dribble, pass, shoot, cooperate, speed, direction, outwit, fielder, bowler, batter, fielder

Key Skills

- Children can explain basic rules of a game and understand why it is important to follow the rules of a game.
- Children can start to use their feet to send, receive & dribble a ball with some control. Start to hit larger balls with a racket or bat.
- Children can explain the difference between attacking and defending

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 2\

- Attack, defend shoot
- Send and return
- Hit, catch, run

Y2 – Gymnastics

Curriculum link

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Children explore balance in the 5 basic shapes: Straight, tucked, star, straddle, pike
- Children begin to travel with hands and feet on the floor. Ie Monkey, caterpillar walk, bunny hops
- Children explore shape in the air when jumping and landing with some control (ie Star shape).

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 1\gymnastics

[TOP-Gymnastics cards.pdf](#)

Year Three

Y3 – Athletics

Curriculum link

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Pacing, lanes, inside lane, outside lane, technique, throwing arm, non- throwing arm, sideways on, front on, stamina, pacing,

Key Skills

- Demonstrate a good sprinting action. Thinking about arms, legs, head position.
- Can perform 5 basic jumps using different foot patterns (2 feet – 2 feet; 2 -1; 1 -2; Right foot – Right foot; Right foot – Left foot)
- Explore a good technique for throwing a tennis ball overarm, standing sideways on and using both their throwing and non-throwing arm effectively

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
- [UK Athletics Primary Resource Pack.pdf](#)

Y3 – Dance

Curriculum link

- Perform dances using a range of movement patterns
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary

Levels: high, low, medium. Unison, tempo, count of 8, arabesque, cannon, improvisation

Key Skills

- Children can copy a teacher's a short dance sequence and add ideas of their own – linking movements and actions
- Children can perform movements at different speeds to match the tempo of the song – using a count of 8 to improve their sense of timing
- Children can compare and comment on other's work – strength and areas for improvement.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 3\Dance Unit 1

Y3 – Games

Curriculum link

Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

Key Vocabulary

Kick, dribble, pass, shoot, cooperate, speed, direction, outwit, fielder, bowler, batter, fielder

Key Skills

- Children know the Y3 adapted rules of the following games: Football, netball, rugby, hockey, cricket, tennis and rounders (see resources for individual sports' rule progressions).
- Children understand how to outwit opponents in a 1 v 1 or a 2 v 1 situation,
- Develop their hand eye co-ordination to hit balls with bats and rackets off stationary tees
- Children can send and track a ball over a net

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 3\

Rugby, Football, Netball, Hockey, Rounders, Cricket, Tennis

Year Three

Y3 – Gymnastics

Curriculum link

Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Children can transfer balances on the floor to low level apparatus
- Children explore travelling at different speeds
- Children develop control in rolls and explore forward and backward rolls

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)

[TOP-Gymnastics cards.pdf](#)

[Primary Gymnastics By M. Weinstock.pdf](#)

Year Three

Y3 – Outdoor & Adventurous Activities

Curriculum link

- Take part in outdoor and adventurous activity challenges both individually and within a team

Key Vocabulary

Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust

Key Skills

- Work in small groups to find solutions to physical problems (ie. crossing the lava)
- Orientate simple maps and plans
- Know what a key is and how to interpret one on a map

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 3\OAA

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\KS2\outdoor&adventure

[schools_tri_o_resources.pdf](#)

Year Four

Y4 – Athletics

Curriculum link

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

endurance, self-pacing, hurdles, power, hurdles, stride rate, transfer of weight, 45' angle of release

Key Skills

- Can pace their running over longer distances, understands how this is different to sprinting technique. Can adjust their sprinting stride rate to jump hurdles.
- Developing a good technique for jumping for distance, taking off from 1 foot, landing on two; using the arms to generate power and a run up when proficient.
- Develop a good technique for throwing a tennis ball overarm, standing sideways on and using both their throwing and non-throwing arm effectively and transferring weight from back to front foot,
- **Books / resources**
- **Sharepoint>Curriculum>PE>Schemes of learning**
- [UK Athletics Primary Resource Pack.pdf](#)

Y4 – Dance

Curriculum link

- Perform dances using a range of movement patterns
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary

Freeze frame, exaggerated actions, facial expressions, body tension, slide roll, march, jump, formations, cannon

Key Skills

- Children can create their own freeze frames to represent part of a story or character using exaggerated actions, facial expressions and body tension
- Children can perform transitions to link freeze frames, use different group formations and practise a cannon.
- Children can modify their own sequence as a result of self and peer evaluation.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 4\Dance Unit 1

Y4 – Games

Curriculum link

Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

Key Vocabulary

Kick, dribble, pass, shoot, cooperate, speed, direction, outwit, fielder, bowler, batter, fielder

Key Skills

- Children know the Y4 adapted rules of the following games and can apply them to a competitive tournament: Football, netball, rugby, hockey, cricket, tennis and rounders (see resources for individual sports' rule progressions).
- Use simple tactics to help a team score or regain possession.
- Begin to strike a ball with a bat or racket which has been slowly fed to them. Start to bowl a ball with some accuracy and consistency
- Children can use a forehand to return a fed ball back over a net. Children can perform an underarm serve over the net with some accuracy

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 3\

Rugby, Football, Netball, Hockey, Rounders, Cricket, Tennis

Y4 – Gymnastics

Curriculum link

Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Children explore balances on combinations of 1/2/3/4 "points" e.g. 2 hands & 1 foot
- Children able to travel with a partner; in unison or moving away and together on the floor
- Children continue to develop forward and backward rolls and start to select appropriate balances to start and finish a roll with.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 4\gymnastics

[TOP-Gymnastics cards.pdf](#)

[Primary Gymnastics By M. Weinstock.pdf](#)

Y4 – Swimming

Curriculum link

All schools must provide swimming instruction in either KS1 or KS2

Key Vocabulary

Balance, control, extension, float, water safety, streamline, front crawl, backstroke, breaststroke

Key Skills

- Place face under water and blow bubbles
- Can float on their front and back unaided and swim one width unaided (on their front and back)
- Can enter and exit the water safely

Books / resources

Taught by Everyone Active swimming instructors

Y4 – Outdoor & Adventurous Activities

Curriculum link

- Take part in outdoor and adventurous activity challenges both individually and within a team

Key Vocabulary

Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust

Key Skills

- Make suggestions and listen to others to find solutions to physical problems
- Orientate maps of the school site and locate specific locations
- Use the key on the map to identify geographical landmarks on the school site

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 3\OAA

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\KS2\outdoor&adventure
[schools tri o resources.pdf](#)

Year Five

Y5 – Athletics

Curriculum link

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Relay, baton, change-over, stamina, sustain a pace, long jump, triple jump,(hop, step, jump), transfer of weight, crow-hop.

Key Skills

- Can work as a team to effectively get a baton around the track, as quickly and as efficiently as possible. Able to sustain an appropriate pace over different distances and improve their stamina.
- Develop technique for the triple jump
- Develop their over-arm throwing action to incorporate the crow-hop

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
- [UK Athletics Primary Resource Pack.pdf](#)

Y5 – Dance

Curriculum link

- Perform dances using a range of movement patterns
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary

Bhangra dance: step-touch, bhangra shoulders, lightbulbs, hand gestures, shimmy shoulders, around the world. Line dance: shuffle-step, Charleston, grapevine

Key Skills

- Children can perform a short dance routine using a range of Bhangra dance moves (as listed in the vocabulary) and can apply them to a set dance routine
- Describe what line dancing is and are able to describe and perform some basic line dancing steps.
- Children can start to use dance vocabulary to identify and improve their own and others work

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 5\Dance Unit 1

[Year 5 Bangra Dance on Vimeo](#)

[Year 5 Line Dance on Vimeo](#)

Y5 – Games

Curriculum link

Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

Key Vocabulary

Kick, dribble, pass, shoot, cooperate, speed, direction, outwit, fielder, bowler, batter, fielder

Key Skills

- Children know the Y5 adapted rules of the following games and can apply them to a competitive tournament: Football, netball, rugby, hockey, cricket, tennis and rounders (see resources for individual sports' rule progressions).
- Children can pass a ball to keep possession and understand why this is important when both defending and attacking.
- Children are beginning to move their feet to get in line with a moving ball and hit the ball with a bat consistency.
- Children are able to rally with a partner using their forehand and occasionally their backhand

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 4\

Rugby, Football, Netball, Hockey, Rounders, Cricket, Tennis

Y5 – Gymnastics

Curriculum link

Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Explore partner balances: facing, beside, behind, different levels & counter-balances
- Children understand they can travel in different pathways other than just travelling in a straight line
- Children develop their technique for jumping off different sized apparatus and landing effectively and safely; exploring making different shapes in the air.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year5\gymnastics

[_TOP-Gymnastics cards.pdf](#)

[Primary Gymnastics By M. Weinstock.pdf](#)

Y5 – Outdoor & Adventure Activities

Curriculum link

- Take part in outdoor and adventurous activity challenges both individually and within a team

Key Vocabulary

Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust

Key Skills

- Work as a team and understand individuals' roles and responsibilities. Recognise and talk about dangers of a task
- Use a properly scaled map to effectively locate points around a site
- Build a safe and effective shelter

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 5\OAA

Y5 – Swimming

Curriculum link

All schools must provide swimming instruction in either KS1 or KS2

Key Vocabulary

Balance, control, extension, float, water safety, streamline, front crawl, backstroke, breaststroke

Key Skills

- Can hold their breath under the water for a minimum of 3 seconds
- Can perform an effective push and glide from the side of the pool and swim 2 widths on their front and back
- Can jump into deep water safely

Books / resources

Taught by Everyone Active swimming instructors

Year Six

Y6 – Athletics

Curriculum link

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Personal best, perseverance, determination, pull, sling, push, change-over box, down-sweep,

Key Skills

- Set realistic personal targets and try to improve their personal best at jumping, throwing and running
[Personal Awards Chart.pdf](#)
- Practise hopping for distance and generating height from take-off
- Explore different styles throwing: Pulling, pushing and slinging, as an introduction to javelin, shot and discus.

Books / resources

- [Sharepoint>Curriculum>PE>Schemes of learning](#)
- [UK Athletics Primary Resource Pack.pdf](#)

Year Six Dance

Y6 – Dance

Curriculum link

- Perform dances using a range of movement patterns
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary

Movement action: travel, jump, turn, explode, stillness, glide, bowing. Dynamics: fast, slow, graceful, powerful, sharp, pulsing and thrusting. Stag leap, rebound jump, relationships, gestures

Key Skills

- Children are able to perform a short dance routine in unison which includes: dynamics, movement action, relationships and spatial design.
- Children can demonstrate the difference between dynamics and movement action
- Children evaluate and suggest ways their group could improve their dance focusing on: The accuracy of movements, transitions between movements, gestures, facial expressions, unison and formations.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 6\Dance Unit 1

[BEST Haka EVER on HD - All Blacks Haka - Rugby World Cup Final 2011 Vs. France - YouTube](#)

[Lesson 3 Haka Full-Dance-Phrase.pdf \(thepehub.co.uk\)](#)

[Lesson 3 Haka Full-Dance-Phrase.pdf \(thepehub.co.uk\)](#)

Y6 – Games

Curriculum link

Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending

Key Vocabulary

Kick, dribble, pass, shoot, cooperate, speed, direction, outwit, fielder, bowler, batter, fielder

Key Skills

- Children know the Y6 adapted rules of the following games and can apply them when refereeing games: Football, netball, rugby, hockey, cricket, tennis and rounders (see resources for individual sports' rule progressions).
- Children can pass, receive and shoot a ball with increasing control, when under pressure. They can create and use a variety of tactics to help their team, when attacking and defending.
- Children are able to use some tactics in a game as a batter, bowler or fielder to help their team in different situations.
- Children are becoming more consistent at hitting the ball accurately in a game situation.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 6\

- Rugby
- Football
- Netball
- Hockey
- Rounders
- Cricket
- Tennis

Year Six

Y6 – Gymnastics

Curriculum link

Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics)

Key Vocabulary

Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

Key Skills

- Children can select and apply appropriate balances to start and finish a routine showing good body tension, extension and stillness
- Children can explore different ways of traveling sideways from a bunny hop developing into a cartwheel action
- Children continue to develop forward and backward rolls and start to select appropriate balances to start and finish a roll with.

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 6\gymnastics

[TOP-Gymnastics cards.pdf](#)

[Primary Gymnastics By M. Weinstock.pdf](#)

Year Six

Y6 – Outdoor & Adventure Activities

Curriculum link

- Take part in outdoor and adventurous activity challenges both individually and within a team

Key Vocabulary

Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust

Key Skills

- Plan and share roles within the group based on each other's strengths
- Draw maps; plan and set trails for others to follow
- Work in teams to develop strategies for wide games (ie. Capture the flag).

Books / resources

G:\1 SUBJECT RESOURCE GUIDANCE AND PLANNING\7 PE\2.Schemes of Work\NEW SOW\Year 6\OAA

Y6 – Swimming

Curriculum link

All schools must provide swimming instruction in either KS1 or KS2

Key Vocabulary

Balance, control, extension, float, water safety, streamline, front crawl, backstroke, breaststroke

Key Skills

- Can swim under-water to retrieve objects
- Can swim a full length of the pool (25m) on their front and back unaided and tread water for 1 minute.
- Can perform safe self-rescue

Books / resources

Taught by Everyone Active swimming instructors