# Developing Swimming Skills - Front crawl

### Legs only

Holding onto the side of the pool, pupils can practice the leg kick in a static position.

The leg kick for front crawl involves the movement of the legs up and down

The emphasis of movement should come from the waist to give a greater range of motion (you may see a tendency for flexion to occur at the knee joint).

Toes should be pointed and only break the surface of the water (trying to make as small a splash as possible.

Once confident, pupils can push and glide from the side of the pool and then move into the leg kick.

### Arms only

Standing in the water, pupils can practice the arm action in a static position.

The emphasis here is placed on the extension of the arm to enter the water in front of the forehead.

The hand should enter fingers first with the elbow slightly bent. The arm is then drawn backwards exiting the water level with the waist.

As the right hand exits the water the left hand will enter.

To isolate the arm action, floats can be placed between the legs.

### Breathing

Breathing in the front crawl should occur to the side.

If pupils breathe by lifting their head, this will result in a lowering of their lower body and thus impacting on the streamlining of the body. Further, each time the head is turned to breathe, a small degree of body rotation will occur impacting on the overall efficiency of the stroke.

Breathing can be practiced in the same static position as the arm action.

Pupils perform the arm action and then can either practice breathing to the right or left every two or four strokes, or alternatively every third stroke, which means that they will breathe on alternative sides.

When breathing, pupils inhale when the head is out of the water, exhaling either in a trickling action (so slowly) or an explosive action (all in one go) whilst their head is submerged.

When introducing breathing into the execution of the overall all stroke, the progression from a static position would be to provide a float held in both hands (see leg action) and then the pupils practice the breathing action.

The next progression is to hold the float with only one hand so that the other performs the arm action.

### Full stroke

Once confident, pupils can combine both the arms and the legs.

The key teaching points remain.

The challenge then comes to increase the distance covered, or decrease the time taken to cover the distance.

# Paired activities

In looking at paired activities when teaching aquatic activities a number of approaches can be used:

Pupils work in pair so that one preforms the task followed by their partner.

Alternatively – pupils can act as coaches / observers giving their partner feedback on their performance. Resource cards can be developed to provide a checklist of key teaching points.