



Physical Education

Introduction

The following document was initially created in February 2009 on the Physical Education in-school planning day by the 4 teachers following two out of school in-service training days. The document was formulated following a review of current practice and an audit of resources within the school.

It was then reviewed and some changes were made in Sept. 2012.

Rationale

- To benefit teaching and learning in our school.
- To conform to principles outlined in the primary curriculum.
- To review the existing plan for PE in light of the 1999 Primary School Curriculum.

Vision

In contributing to the holistic development of children, physical education shares much with the other subjects of the curriculum. Children learn to relate to and communicate with each other and to develop self-esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle.

Relationship to the Characteristic Spirit of the School

We are committed to the holistic development of all pupils in order to assist them to contribute and play a fulfilling role in their own community. We see the development of their P.E. skills as being central to this process.

Aims and Objectives:

The aims of the physical education curriculum are

- to promote the physical, social, emotional and intellectual development of the child
- to develop positive personal qualities
- to help in the acquisition of an appropriate range of movement skills in a variety of contexts
- to promote understanding and knowledge of the various aspects of movement
- to develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- to promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.



Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the physical education curriculum should enable the child to

Social and personal development

- experience enjoyment and achievement through movement
- interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement
- develop an understanding of fair play and team spirit through participation and competition
- develop positive attitudes towards participation in movement activities
- experience adventure and challenge

Physical and motor development

- develop strength, speed, endurance and flexibility through engaging in a wide variety of activities
- develop agility, alertness, control, balance and co-ordination through movement
- develop personal competence in the athletic skills of running, jumping and throwing
- perform dances with confidence and competence, including simple folk and Irish dances
- develop personal competence in a range of gymnastic movements
- develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations
- apply the skills needed to live and move with confidence in the environment
- build water confidence near, in, on and under water
- develop personal competence in a variety of strokes and water agility

Knowledge and understanding

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus
- experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- observe, discuss, analyse, interpret and enjoy the performance of movement
- gather, record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems and develop autonomy through movement activities
- participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors



Creative and aesthetic development

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform simple dances
- create and play simple games
- develop artistic and aesthetic understanding within and through movement
- Development of health-related fitness
- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities.



Athletics: Content for Junior & Senior Infants

Running	Jumping	Throwing	Understanding and appreciation of athletics
<p>Walking, jogging or running over distance</p> <ul style="list-style-type: none"> • walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds <p>Sprinting</p> <ul style="list-style-type: none"> • sprint distances of 10 to 20 m • practise reaction sprints • practise the standing start <p>Relays</p> <ul style="list-style-type: none"> • participate in a pair relay using a beanbag • participate in team relays, in small groups, using various means of travelling <p>Hurdling</p> <ul style="list-style-type: none"> • run over flat markers • running over lines • run over flat markers evenly spaced • run over low hurdles, i.e. less than 20 cm high • run over low hurdles, evenly spaced. 	<ul style="list-style-type: none"> • practise skipping activities with and without ropes • experiment with various ways of jumping • experiment with appropriate objects and methods of throwing, aiming for height and distance 	<ul style="list-style-type: none"> • Provide further information in response to the teacher's prompting. • Listen to a story or a narrative and ask questions about it. • Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. • Discuss different possible solutions to simple problems. • Ask questions in order to satisfy curiosity about the world. • Show understanding of text. 	<ul style="list-style-type: none"> • talk about movement and ask and answer questions about it • develop an understanding of the basic rules of the individual athletic events



Athletics: Methodologies for Junior & Senior Infants

- running with a partner, moving into space, following a leader
- running, hopping, skipping
- jumping for height or distance and exploring various ways of taking off and landing.
- practising the under-arm throw aiming a beanbag into a hoop.
- discussing how a beanbag can be thrown to achieve greater height
- standing start for sprinting
- running in a straight line or in a lane without impeding others.



Athletics: Content for 1st & 2nd Classes

Running	Jumping	Throwing	Understanding and appreciation of athletics
<p>Walking, jogging or running over distance</p> <ul style="list-style-type: none"> walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes <p>Sprinting</p> <ul style="list-style-type: none"> sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint practise reaction sprints practise the standing start <p>Relays</p> <ul style="list-style-type: none"> participate in a pair relay using a beanbag, developing simple technique participate in team relays or shuttle relays in small groups, using various means of travelling <p><i>hopping, bouncing, skipping</i></p> <p>Hurdling</p> <ul style="list-style-type: none"> run over evenly spaced low hurdles (30 cm high approximately) practise the technique of hurdling 	<ul style="list-style-type: none"> practise skipping activities with and without ropes explore the various ways of jumping practise the standing jump for distance and height develop a short approach run when taking off from one foot 	<ul style="list-style-type: none"> experiment with appropriate objects and methods of throwing, aiming for height and distance 	<ul style="list-style-type: none"> develop an understanding of pace describe and discuss movement and ask and answer questions about it develop an understanding of some of the basic rules of athletics measure an achievement



Athletics: Methodologies for 1st & 2nd Classes

- making letters, numbers and patterns on the ground while running
- passing with right hand and receiving with left hand
- identifying the lead leg.
- taking off from one foot and landing on two feet
- taking three steps and jumping for distance and height
- practising the under-arm throw, over-arm throw
- contrasting the pace of two children, one sprinting, the other running for one minute
- discussing the effect of an approach run on the distance jumped
- taking off without crossing a marker in the long jump
- measuring a partner's standing long jump.



Athletics: Content for 3rd & 4th Classes

Running	Jumping	Throwing	Understanding and appreciation of athletics
<p>Walking, jogging or running over distance</p> <ul style="list-style-type: none"> • walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes <p>Sprinting</p> <ul style="list-style-type: none"> • sprint distances of 30 to 60 m, developing good acceleration and finishing technique • practise reaction sprints • practise the standing start <p>Relays</p> <ul style="list-style-type: none"> • participate in a pair relay using a beanbag, developing simple technique • practise baton change-over technique while stationary, with a partner, developing into practice with a team of four • practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four • practise the standard relay (i.e. four children per team, using a baton) in a straight line • participate in team relays or shuttle relays in small groups, using various means of travelling <p>Hurdling</p> <ul style="list-style-type: none"> • run a distance of 20 to 40 m over evenly spaced hurdles (30-40 cm high) 	<ul style="list-style-type: none"> • explore skipping activities individually and as part of a group, with or without a rope • explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet • practise the standing jump for distance • develop a short approach run when taking off from one foot • practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run 	<ul style="list-style-type: none"> • develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin • develop a short approach run (e.g. three strides) before releasing the throwing implement • begin to throw (put) a medium-sized ball or primary shot from a standing position • begin to throw a quoit or primary discus, practising the grip, swing and release techniques. 	<ul style="list-style-type: none"> • develop an understanding of pace • describe and discuss movement and ask and answer questions about it • develop an understanding of the rules of athletics • measure an achievement • analyse personal performance and performance of a partner in athletic activities



approximately)			
• practise the technique of hurdling			

Athletics: Methodologies for 3rd & 4th Classes

- running with a friend or group
- passing with right hand and receiving with left hand
- running, skipping, hopping, bouncing
- developing the lead leg and running three strides between hurdles.
- taking three or five strides and jumping for distance
- experimenting with alternate legs for take-off and using basic technique (scissors technique)
- setting personal challenges when running over distance by measuring and recording the distance run at intervals of 30 seconds to establish an even pace
- discussing the effect of running three strides between each hurdle
- implementing a modified change-over zone to introduce the rule of baton change-over
- comparing the length of a standing long jump to a jump with an approach run
- observing good technique when hurdling.



Athletics: Content for 5th & 6th Classes

Running	Jumping	Throwing	Understanding and appreciation of athletics
<p>Jogging or running over distance</p> <ul style="list-style-type: none"> jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes <p>Sprinting</p> <ul style="list-style-type: none"> sprint distances of 50-70 m, developing good acceleration and finishing technique practise reaction sprints practise the standing start practise shuttle sprints (repeat sprints) over a distance of 30 m <p>Relays</p> <ul style="list-style-type: none"> practise baton change-over technique while moving in teams of four participate in a relay in a straight line using a baton, with four children per team Listen to authors reading and discussing their own work. participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately participate in team relays in small groups <p>Hurdling</p> <ul style="list-style-type: none"> run a distance of 40-60 m over evenly spaced hurdles (40-50 cm high approximately) practise the technique of hurdling run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately). 	<ul style="list-style-type: none"> explore skipping activities individually and as part of a group, with or without a rope explore the various ways of jumping, to include taking off from one foot and landing on two feet practise the standing jump for distance develop a short approach run when taking off from one foot taking three, five or seven strides and jumping for distance practise jumping for height over an obstacle (50-60 cm high approximately), developing a short approach run 	<ul style="list-style-type: none"> develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin develop a short, fast approach run before releasing the throwing implement develop the shot put or throw from a standing position, using a medium-sized ball or primary shot develop a standing putting technique with turn develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques. 	<ul style="list-style-type: none"> develop a better understanding of speed, strength, control and co-ordination describe and discuss movement and ask and answer questions about it discussing the effect of lengthening the approach run before throwing or jumping develop an understanding of the rules of athletics and apply them in suitable competitive situations measure an achievement discuss personal performance and performance of a partner in athletic activities know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities begin to acquire an understanding of training to prepare for performance in selected track and field events become aware of athletic events and athletes locally, nationally and internationally.



Athletics: Methodologies for 5th & 6th Classes

- running with a partner or group and crossing low obstacles, varying the pace of the run
- shuttle relays, circle (Parlauf) relays
- developing efficient use of the lead leg and trail leg
- running three strides between each hurdle
- using basic technique (scissors technique)
- taking three, five or seven strides and releasing the implement
- practising varying pace over a 'distance' run
- performing a controlled release of throwing implements to improve accuracy and distance of throw
- implementing a 'throwing line', beyond which the child may not step when releasing the throwing implement
- measuring a standing throw and a throw taken using an approach run and comparing the difference
- advising a partner on ways of throwing longer, sprinting faster, jumping higher.



Dance: Content for Junior & Senior Infants

Exploration, creation and performance of dance	Understanding and appreciation of dance
<ul style="list-style-type: none"> • explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness • explore and create movement at different levels, using different pathways and forming different shapes in space • explore an appropriate range of dynamics in movement • explore and communicate through simple body movement a range of moods or feelings • create and perform simple dances with teacher's guidance • respond imaginatively through movement • to stimuli such as words, stories, poems, pictures, music • begin to develop work with a partner • perform simple movements to given rhythmic and melodic phrases • perform simple singing games and folk dances • develop poise, balance and co-ordination while moving and stopping • begin to show sensitivity in movement to music • 	<ul style="list-style-type: none"> • talk about dance phrases • interpret a mood or emotion observed in movement



Dance: Methodologies for Junior & Senior Infants

- sprinkling 'magic dust' on shoulder, leg, arm or head, bringing it to life and exploring how it can move
- exploring different ways of travelling by walking: small steps, wide steps, fast walks, tired walks, happy walks
- travelling close to the floor following a zigzag pathway
- moving suddenly or smoothly
- using strong or light movements
- expressing fear, excitement, happiness
- portraying the moods of various folk dances
- an animal dance: beginning in an animal shape, travelling through the jungle using curved and zigzag pathways and concluding by hiding behind a tree
- through exploring the theme of animals, using the stimulus of songs, create the shapes, actions and pathways of the animals
- following a leader while imitating his/her movements
- moving to rhymes and action songs, e.g. Hop, skip and jump; Hokey Pokey; One Finger, One Thumb
- Skip to My Lou, Looby Lou
- pausing at obvious changes
- knowing when to begin a folk dance
- naming body parts and describing movements they can do
- describing the pathway taken in a follow-the-leader activity
- contrasting the movements of a cow with the movements of a duck (Old MacDonald)
- discussing appropriate movements to action songs
- when exploring a circus theme, identifying the happy gestures or movements of the funny clown and the sad gestures or movements of the crying clown.



Dance: Content for 1st & 2nd Classes

Exploration, creation and performance of dance	Understanding and appreciation of dance
<ul style="list-style-type: none"> • explore and develop a greater range of movements of body parts and body actions, to include turning • explore further different levels, pathways and shape in space and begin to explore directions • explore a range of dynamics in movement • explore and communicate through simple body movement a range of moods or feelings: <i>expressing confusion, joy, anger</i> • create, practise and perform dances showing a clear beginning, middle and end • continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music • develop work with a partner • perform a range of simple steps and movements to given rhythmic and melodic phrases • perform a variety of selected Irish dances and folk dances • develop increased poise, balance and co-ordination while moving and stopping • develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music 	<ul style="list-style-type: none"> • observe, describe and discuss simple dances • identify the sections of a dance as beginning, middle and end • interpret a mood or emotion observed in movement



Dance: Methodologies for 1st & 2nd Classes

- placing an imaginary ping-pong ball on the shoulder, bouncing it and throwing it up in the air, then catching it on the back, hip, sole of the foot or wrist
- exploring turning movements: using different body parts (head, hand, shoulder) to lead the turn, low and high turns, fast and slow turns
- creating three body shapes at different levels and facing different directions
- moving with tension and without tension: Jack Frost and the melting snowman
- Alice in Wonderland dance: beginning: falling down the tunnel; middle: meeting the characters; end: falling and waking up
- when exploring the theme of fantasy using the stimulus of a toy story, create the shapes and actions of the toy characters
- following and imitating a partner: follow-the-leader
- moving in unison (both dancers perform the movement at the same time)
- meeting and parting
- performing combinations of walking, skipping and running sequences
- introducing the side step and promenade step of Irish dances and combining these steps to make simple sequences accompanied by appropriate music
- performing the Cuckoo Dance, Come to Me
- pausing at the end of phrase, as in Irish dance music
- describing the body parts used and comparing and contrasting the body shape and actions in the growing and shrinking phrase of the Alice in Wonderland dance
- discussing the pathways taken by partners as they meet and part
- the toy story dance:
 - beginning: toys wake up
 - middle: toys greet each other and dance
 - end: toy maker returns and toys freeze
- identifying how the feeling of fear is communicated through analysing facial expression, gestures and body actions.



Dance: Content for 3rd & 4th Classes

Exploration, creation and performance of dance	Understanding and appreciation of dance
<ul style="list-style-type: none"> • explore more complex movements of body parts and body actions, to include weight transference • exploring different ways of crossing a space, e.g. when the body is being blown about by wind and body weight is shifting from one body part to another: hands to feet, one foot to the other, bottom to back to side • explore further different levels, pathways, shapes and directions in space • continue to explore an increased range of dynamics in movement • explore and communicate through body movements a range of moods and feelings <i>expressing joy, anger, sorrow</i> • create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison (all dancers move at the same time) and introducing canon (dancer A performs a movement, dancer B follows) • respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music • develop work with a partner and begin to work in small groups • perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement • perform a variety of selected Irish dances and folk dances that use frequent changes of formation • perform to music, showing a sensitivity to rhythm changes and phrasing • show increased poise, balance, control and co-ordination while moving and stopping. 	<ul style="list-style-type: none"> • observe, describe and discuss own dance and dance of others • identify the beginning, middle and end of a dance and moments when unison or canon occur • interpret a mood or emotion seen in dance



Dance: Methodologies for 3rd & 4th Classes

- combining movements of different parts of the body to create sequences of body parts moving one after the other: shoulders followed by hips, followed by wrists, followed by head
- travelling through the space in curved and straight pathways, explore the changing shapes of the body and the use of different levels and directions possible in each pathway
- exploring the theme of robots, contrasting the controlled, rigid action of a robot moving directly through space and the abandoned, flexible action of the robot out of control weaving through space
- when creating a dance about a storm, showing sharp, strong, direct movement performed in unison with others and repeated in canon individually to express build-up of thunder and lightning
- exploring the theme of outer space, using stimuli of pictures of spaceships; creating in a small group a phrase of movement showing assembly of a rocket, take-off, flight pattern through space
- following and imitating a partner, meeting and parting, copying and contrasting
- walking, running and jumping sequences coordinated with a range of arm, head and upper body movement
- Harvest Time Jig, Ionsaí na hInse, Shoemaker's Dance, German Clap Dance, Hazel Nut Dance
- pausing appropriately, anticipating the next phrase
- viewing professional dancers live or through video recordings where possible
- discussing the shape and action of a body travelling in a linear pathway to communicate aggression; discussing the shape and action of a body travelling in a curved pathway to communicate light-heartedness
- commenting on body control and facial expression of a dancer comparing and contrasting the movements of folk dances from two different countries
- dragging feet, downcast head implying sad, miserable feeling
- bouncing steps, arms swinging implying happy, joyful mood.



Dance: Content for 5th & 6th Classes

Exploration, creation and performance of dance	Understanding and appreciation of dance
<ul style="list-style-type: none"> • create and perform a more complex range of movements • enhancing movement phrases with an appropriate range of dynamics • experimenting with creating movement with a partner and in small groups • communicate through movement a range of moods or feelings • create, practise and perform longer and more complex dances with clear dance forms • choose and respond with increasing sensitivity to a broader range of stimuli • develop work with a group • explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance • learn and perform a range of steps and movements to rhythms and musical phrases • perform a variety of selected Irish and folk dances that use frequent changes of formation • perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary) • show increased poise, balance, control and co-ordination while moving and stopping • perform dances showing concentration and awareness of others. 	<ul style="list-style-type: none"> • observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings) • identify the techniques used in a dance and the form of the dance • interpret a mood or emotion seen in dance • become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.



Dance: Methodologies for 5th & 6th Classes

- demonstrating originality and a greater variety of body actions, shapes, levels, directions and pathways when moving
- working with a partner, explore the use of body shape and eye contact to convey friendship or isolation
- narrative: unfolding a story or idea (March to Kinsale)
- AB (where A represents the first section and B a second, contrasting section but both have a 'common thread'): binary form
- ABA (as above but returning to A): ternary form
- aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)
- following and imitating, meeting and parting, copying and contrasting
- two-hand reel, Haymaker's Jig, Rakes of Mallow, Staicín Eorna, a local set dance
- (La Vinca) Italian folk dance, French peasant dance
- examining the use of movement to communicate meaning and mood
- commenting on the originality of the dance
- identifying the compositional techniques used
- identifying the structure and form of a dance
- examining the use of props or costumes
- selecting music or other forms of accompaniment
- examining the origins of folk dance and the role that dance plays in different cultures and traditions
- identifying moments when unison and canon occur
- identifying sections of a dance in binary form



Gymnastics: Content for Junior & Senior Infants

Movement	Understanding and appreciation of gymnastics
<ul style="list-style-type: none"> • develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space practise rocking and rolling activities leading to the forward roll • develop body awareness through variations of direction, pathways, levels, shape, speed and effort • link skills to produce a short sequence of movement • begin to develop work with a partner • begin to transfer work onto apparatus • absorb energy to avoid shock when landing • develop good body tension and posture through gymnastic positions and movements. 	<ul style="list-style-type: none"> • talk about movement and ask and answer questions about it • develop the ability to lift, carry and place apparatus safely • develop awareness of others when using apparatus.



Gymnastics: Methodologies for Junior & Senior Infants

- travelling slowly on two hands and one foot following a curved pathway
- travelling sideways on two hands and two feet keeping the body low
- supporting weight on one foot with the body in a stretched position and transferring weight to two hands and one foot with the body in a curled position
- linking two basic movement actions
- following a partner
- travelling around, in and out of hoops
- travelling along, across and around mats and benches
- balancing using mats, benches and bar box
- keeping the back straight, bending the knees
- identifying body parts used in movement
- identifying qualities of a balance (wide, narrow, curled, stretched)
- contrasting travelling movements that are fast with slow travelling movements



Gymnastics: Content for 1st & 2nd Classes

Movement	Understanding and appreciation of gymnastics
<ul style="list-style-type: none"> • develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space • practise and perform the forward roll with control • begin to practise and perform the backward roll from initial rocking and rolling activities • continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort • transfer floor work onto apparatus • continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus • following a partner's sequence • show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing • develop good body tension and posture through gymnastic positions and movements. 	<ul style="list-style-type: none"> ▪ Write in a variety of genres. ▪ Write a version of a story told by the teacher. ▪ Write about something that has been learned. • observe and describe movement and ask and answer questions about it • develop the ability to lift, carry and place apparatus correctly • develop awareness of others when using apparatus.

Gymnastics: Methodologies for 1st & 2nd Classes

<ul style="list-style-type: none"> • travelling on two hands and one foot, holding a stretched balance in that position and transferring weight to travel on two feet and two hands following a zigzag pathway • balancing on a bench, jumping from the bench to a mat and travelling across the mat by rolling • taking off with knees bent and landing with bent knees and the back straight • identifying ways of travelling across a bench and transferring movement onto the floor



Gymnastics: Content for 3rd & 4th Classes

Movement	Understanding and appreciation of gymnastics
<ul style="list-style-type: none"> • create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort • select and link a range of movement actions to travel on the floor and on apparatus • practise and perform forward and backward rolls with control • begin to practise headstand and/or handstand • show increased control in take-off, flight and landing • produce and perform sequences with a partner on the floor and using apparatus • develop good body tension and posture through gymnastic positions and movements. 	<ul style="list-style-type: none"> • observe and describe movement and ask and answer questions about it • develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely • develop awareness of others when using apparatus.

Gymnastics: Methodologies for 3rd & 4th Classes

<ul style="list-style-type: none"> • jumping from one foot to two feet following a zigzag pathway, transferring weight onto hands and lowering the body into a forward roll • rolling across a mat, moving onto a piece of apparatus (bench or pole of climbing frame), travelling across it (hopping or sliding) and landing to finish in a stretched shape • producing a sequence using a springing movement and a rolling movement • leading and following movements, moving from the floor to apparatus • mirroring movements: where a child mirrors the actions of a partner • evaluating and providing feedback on a partner's individual sequence evaluating a sequence performed by other children
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Gymnastics: Content for 5th & 6th Classes

Movement	Understanding and appreciation of gymnastics
<ul style="list-style-type: none"> • select and link a range of gymnastic actions to travel on the floor and on apparatus • practise and perform a range of skills • produce and perform more complex sequences with a partner on the floor and using apparatus • produce group sequences • show controlled take-off, flight and landing • improve quality in body performance, notably in extension, body tension and clarity of body shape. 	<ul style="list-style-type: none"> • observe, describe and ask and answer questions about movement • develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely • develop awareness of others when using apparatus • become aware of local organisations and clubs that promote gymnastics • become aware of local, national and international gymnasts and gymnastic events.

Gymnastics: Methodologies for 5th & 6th Classes

<ul style="list-style-type: none"> • jumping from a bar-box and rolling across a mat • jumping from a bench, turning to face the bench and rolling backwards • forward and backward rolls, headstand, handstand, cartwheel • leading and following movements • mirroring movements • contrasting movements • balancing and counterbalancing • supporting and assisting a partner in some gymnastic movements • observing balances that are curled, stretched, twisted, symmetrical or asymmetrical • observing speed of movements (accelerating, decelerating) • considering appropriate music to link sequences of movement • describing the movements used in another group's sequence
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Games: Content for Junior & Senior Infants

Sending, receiving and travelling	Creating and playing games	Understanding and appreciation of games
<p>Ball handling</p> <ul style="list-style-type: none"> begin to develop ball-handling skills <p>Kicking</p> <ul style="list-style-type: none"> begin to develop kicking skills <p>Carrying and striking</p> <ul style="list-style-type: none"> begin to develop carrying and striking skills 	<ul style="list-style-type: none"> create and develop games in pairs play simple playground games 	<ul style="list-style-type: none"> talk about and develop movement skills relevant to games develop problem-solving and decision-making strategies apply simple rules to games



Games: Methodologies for Junior & Senior Infants

- rolling a ball to a partner or at a large target
- throwing a beanbag or ball under-arm into the air
- throwing under-arm and over-arm at a large target
- catching by cradling (scooping)
- kicking a ball to a partner along the ground using the inside and the instep of the foot
- controlling a ball with the foot by trapping or stopping it
- dribbling a ball with the foot and trapping or stopping it
- carrying a beanbag on different body parts (e.g. palm of hand, back of hand, head)
- carrying a beanbag on a small bat while moving slowly or quickly
- tossing the beanbag on a small bat or the hand while stationary, using forehand or backhand
- alternating tossing and carrying a beanbag on a small bat or the hand
- bouncing a ball on a racquet while stationary
- striking a softball along the ground with a bat and retrieving it
- striking a softball against a wall using the hand or bat.
- rolling a ball at a target
- kicking a ball to a partner through a 'goal'
- cat and mouse, keep the basket full, fox and geese, hot ball.
- running, jumping, chasing and skipping
- watching the flight of a ball through the air before receiving it
- inventing sequences of activities using a bat and ball, including low and high bounces, bouncing on the bat or off the ground
- having three opportunities to throw a ball at a target before a partner takes a turn.



Games: Content for 1st & 2nd Classes

Sending, receiving and travelling	Creating and playing games	Understanding and appreciation of games
<ul style="list-style-type: none"> • practise skills previously experienced <p>Ball handling</p> <ul style="list-style-type: none"> • develop and practise ball-handling skills <p>Kicking</p> <ul style="list-style-type: none"> • develop and practise kicking skills <p>Carrying and striking</p> <ul style="list-style-type: none"> • develop and practise carrying and striking skills 	<ul style="list-style-type: none"> • create and develop games in pairs or small groups • play small-sided (mini) versions of games • play playground games 	<ul style="list-style-type: none"> • discuss and develop control in movement skills relevant to games • develop problem-solving and decision-making strategies • develop an understanding of the use of space • apply simple rules to small-sided games.



Games: Methodologies for 1st & 2nd Classes

- rolling or throwing a small ball at a target
- chest-passing from a stationary position using a large ball
- bounce-passing from a stationary position using a small or large ball
- throwing over-arm to a partner using a small ball
- receiving (catching) a pass at various heights
- kicking a ball to a partner or at a target along the ground using the inside, instep and outside of the foot
- kicking a round or oval ball from the hands
- taking a step and kicking a round or oval ball from the hands
- controlling a ball with the inside and instep of the foot
- striking a ball against a wall using the hand, allowing it to bounce once between each strike
- bouncing a ball against the ground while stationary or moving slowly, using the hand or a small bat with a short handle
- repeating the above at varying heights keeping the ball off the ground using body parts above the waist
- dribbling or striking a ball for accuracy along the ground using a hurley or hockey stick
- striking a ball through the air at a target using a hurley.
- pig-in-the-middle passing games
- bench ball (a modified game of basketball)
- 3 v 3 Gaelic football or soccer with modified rules
- 'pair tennis'- no net necessary
- mini-rounders: using a simple bat, involving four players
- chasing games, stuck-in-the-mud, frozen beanbag
- running, jumping, changing speed, stopping and starting
- inventing simple sequences: bouncing a ball three times off the ground and three times on a bat
- inventing a simple game with a partner using a target, bats and a ball
- displaying basic support play in 2 v 1 and 3 v 1 situations
- moving into space to receive a ball in 2 v 1 situations



Games: Content for 3rd & 4th Classes

Sending, receiving and travelling	Creating and playing games	Understanding and appreciation of games
<ul style="list-style-type: none"> practise skills previously experienced <p>Ball handling</p> <ul style="list-style-type: none"> develop and practise a range of ball handling skills <p>Kicking</p> <ul style="list-style-type: none"> develop and practise a range of kicking skills <p>Carrying and striking</p> <ul style="list-style-type: none"> develop and practise a range of carrying and striking skills 	<ul style="list-style-type: none"> create and develop games with a partner or with a small group play small-sided (mini) versions of games play playground games 	<ul style="list-style-type: none"> discuss and improve control in movement skills relevant to games develop an increased understanding of use of space develop problem-solving and decisionmaking strategies, and an understanding of the tactics and strategies for use in modified games situations adapt rules to modify games and keep scores.



Games: Methodologies for 3rd & 4th Classes

- | | |
|---|--|
| <ul style="list-style-type: none"> • running with a friend or group • passing with right hand and receiving with left hand • throwing and catching a large round or oval ball or a small ball while moving • throwing at or into a small target (e.g. a basket, a net) • bowling at a target (e.g. a bat, skittles, a goal) • gathering a large oval or round ball or a small ball off the ground while moving • picking up a stationary or moving ball into the hands, using the foot • dribbling a ball around obstacles • passing and shooting the ball at a target • kicking a ball on the ground or through the air and moving into position to receive a pass • kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass • from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground • repeating the above while moving • striking a ball over-arm against a wall using the hand • dribbling a ball around obstacles using a hurley or hockey stick • fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw • striking a ball using a racquet or bat to a partner, who returns it using an under-arm throw | <ul style="list-style-type: none"> • striking a ball using a racquet or bat to a partner, who strikes it back with the ball bouncing once between each strike • striking, kicking, throwing and catching games • 5 v 5 games of hockey or hurling with modified rules • 4 v 4 mini-rounders • pair tennis or badminton using a net • handball games • mini-basketball, mini-netball • 5 v 5 mini-soccer, Gaelic football • prison ball, chasing games, tunnel ball • running, jumping, changing speed, stopping and starting • moving to an open space away from an opponent and seeking a pass • displaying basic support play in 2 v 1 and 3 v 1 situations • applying simple principles of defence and attack, including the development of basic contact and dispossession (tackling) skills • displaying basic teamwork in mini-games |
|---|--|



Games: Content for 5th & 6th Classes

Sending, receiving and travelling	Creating and playing games	Understanding and appreciation of games
<ul style="list-style-type: none"> practise skills previously experienced <p>Ball handling</p> <ul style="list-style-type: none"> develop further and extend ball-handling skills <p>Kicking</p> <ul style="list-style-type: none"> develop further and extend kicking skills <p>Carrying and striking</p> <ul style="list-style-type: none"> develop further and extend carrying and striking skills 	<ul style="list-style-type: none"> create and develop games with a partner or with a small group play small-sided (mini) versions of games play playground games. 	<ul style="list-style-type: none"> discuss and improve control in movement skills relevant to games develop an understanding of the use of space in mini-games develop an understanding of the tactics and strategies for use in mini-games adapt rules for use in mini-games and keep scores of games develop the ability to officiate at games avail of opportunities in the community to participate in games begin to acquire an understanding of training to prepare for performance in games become aware of games events and players locally, nationally and internationally.



Games: Methodologies for 5th & 6th Classes

- passing a round or oval ball to a partner while stationary or moving
- using a chest pass, overhead pass, bounce pass, spin pass, pop pass or sweep pass where appropriate
- moving to receive a ball
- kicking a ball on the ground or through the air under pressure from an oncoming player
- chipping a ball to a partner
- walking or jogging and toe-tapping (solo) with a ball
- taking a penalty kick
- drop-kicking a ball
- stepping and drop-kicking a ball
- controlling a ball in the air with inside of the foot
- volleying a ball with the foot
- taking steps and kicking the ball from the hands, i.e. punt-kick
- dribbling and changing the pathway taken by turning or twisting
- shooting at a small target
- volley-passing a ball (volleyball)
- volley-serving a ball (volleyball)
- practising the dig technique (volleyball)
- serving under-arm with a ball or shuttlecock

- striking a ball with a racquet without letting it bounce, i.e. volley
- bouncing or balancing a ball on a hurley while moving, i.e. 'solo' run
- striking a moving ball with a hurley
- jab-lifting a ball with a hurley
- stopping, controlling and striking a ball using a hockey stick
- striking a ball at a target using a hockey stick.
- bowling, striking, kicking, throwing and catching games
- 1 v 1 games of handball
- 3 v 3 games of mini-volleyball
- 5 v 5 mini-rounders or 6 v. 6 cricket (kwik cricket)
- 4 v 4 leprechaun or tip rugby
- mini-basketball or mini-netball
- 7 v 7 mini-soccer, Gaelic football, hurling or
- mini-hockey
- wheel relay, hunt the beanbag
- running, jumping, changing speed, stopping and starting, turning
- moving forward and avoiding 'crowding' when in possession or attacking a goal or basket
- applying principles of defence and attack including contact and dispossession (tackling) skills, evading and marking an opponent
- displaying basic teamwork in mini-games



Outdoor and adventure activities: Content for Junior & Senior Infants

Walking	Orienteering	Outdoor challenges	Understanding and appreciation of outdoor and adventure activities
<ul style="list-style-type: none"> undertake short walks within or adjacent to the school grounds find an object in a confined area of the school site, given simple clues 	<ul style="list-style-type: none"> identify areas of the hall, playing-field or school site 	<ul style="list-style-type: none"> adventure trails undertake simple co-operative (trust) activities undertake 	<ul style="list-style-type: none"> begin to develop an appreciation of and respect for the environment

Outdoor and adventure activities: Methodologies for Junior & Senior Infants

<ul style="list-style-type: none"> participating in a treasure hunt. engaging in activities to encourage the child to begin 'to find the way', i.e. identify the front, back, left or right of the hall following directions, e.g. forward, backwards, left, right going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply. stepping across markers, then across raised markers to cross an imaginary stream, i.e. stepping-stones following a blind trail: the child, blindfolded, follows a simple short trail made with cord (with one hand on the cord and led by a partner) caring for living things in the locality disposing of litter appropriately.
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Outdoor and adventure activities: Content for 1st & 2nd Classes

Walking	Orienteering	Outdoor challenges	Understanding and appreciation of outdoor and adventure activities
<ul style="list-style-type: none"> undertake short walks, outside the school site where possible find an object on the school site, given simple clues 	<ul style="list-style-type: none"> identify areas of the hall, playing-field or school site find objects or areas by following a simple plan (set of drawings) 	<ul style="list-style-type: none"> adventure trails simple co-operative (trust) activities 	<ul style="list-style-type: none"> develop an appreciation of and respect for the environment explored discuss the safety aspects of activities undertaken

Outdoor and adventure activities: Methodologies for 1st & 2nd Classes

<ul style="list-style-type: none"> treasure hunt. engaging in activities to encourage the child to begin Óto find the wayÕ, i.e. identify the front, back, left or right of the hall following directions, e.g. take three steps forward, one step backwards, three steps to the right and seven steps to the left going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply following a 'snake walk' (i.e. a route marked on a drawing of the floor area) that involves negotiating obstacles to reach a target object leading another child around a course; the second child records the route on an unmarked plan. safely completing an obstacle course (constructed indoors or outdoors using large and small apparatus or natural features) by stepping, crawling, hanging, pulling, sliding crawling through and under mazes or tunnels constructed with benches, mats, tyres etc. to find a specific object at the end following a blind trail: the child, blindfolded, follows a short trail made with cord, with one hand on the cord, passing over, under and through or around obstacles. disposing of litter appropriately identifying safe means of undertaking sections of an adventure trail.
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Outdoor and adventure activities: Content for 3rd & 4th Classes

Walking	Orienteering	Outdoor challenges	Understanding and appreciation of outdoor and adventure activities
<ul style="list-style-type: none"> undertake forest walks 	<ul style="list-style-type: none"> identify symbols for familiar features on a map of a familiar area undertake a star orienteering activity 	<ul style="list-style-type: none"> an adventure trail simple co-operative (trust) activities 	<ul style="list-style-type: none"> develop positive attitudes towards caring for the environment plan, observe, describe and discuss activities outdoors

Outdoor and adventure activities: Methodologies for 3rd & 4th Classes

<ul style="list-style-type: none"> guiding children along marked forest trails with appropriate tasks set for completion along the route (e.g. taking a bark rubbing at a suitable point) leading children around a route marked on a map and showing them how symbols are used to depict familiar features, i.e. a 'map walk' undertaking a journey following a chosen route and drawing it on a plan choosing a route and leading a partner, who draws the route taken on a plan finding controls by recognising and finding familiar features from photographs finding one control marked on a map, recording a symbol found at this control and returning to base before setting out to find the next control. using an obstacle course (constructed indoors or outdoors) where the obstacles are placed so that children get from start to finish touching the ground only in marked allowed areas, with the help of other children using marked forest trails and completing appropriate challenges at points indicated standing on a plank with a group of children and re-arranging the group in alphabetical order without touching the ground (shuffle pack activity). caring for living things disposing of litter appropriately planning courses for adventure activities discussing different options available for moving from one control to the next when orienteering.



Outdoor and adventure activities: Content for 5th & 6th Classes

Walking, cycling and camping activities	Orienteering	Outdoor challenges	Water-based activities	Understanding and appreciation of outdoor and adventure activities
<ul style="list-style-type: none"> • undertake forest walks • develop a range of cycling skills • prepare for camping or bivouacking 	<ul style="list-style-type: none"> • find controls on the school site, using a map or plan • undertake a memory star orienteering course • undertake point-to-point orienteering • undertake score orienteering 	<ul style="list-style-type: none"> • undertake an adventure trail • undertake co-operative (trust) activities • undertake physical challenges 	<ul style="list-style-type: none"> • experience an introductory session in basic canoeing or sailing 	<ul style="list-style-type: none"> • develop positive attitudes towards caring for the environment • plan, observe, describe and discuss activities outdoors • discuss the safety aspects of activities undertaken



Outdoor and adventure activities: Methodologies for 5th & 6th Classes

- exploring forest and hill walks with appropriate tasks to be undertaken along the route (e.g. using a compass at the first junction, note the direction walked when on the right-hand path)
- understand and apply cycling safety skills
- undertake a journey by bicycle where appropriate
- examining the design and construction of shelters from natural or improvised materials
- using camping stoves
- pitching a tent
- undertaking a camping trip to a suitable location.
- undertaking a journey where some of the objects marked on the plan are the same (e.g. three benches or three trees, distinguished only by their orientation or position on the site)
- checking a map at base, working out how to find the control, then leaving the map behind while visiting the control
- visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?)
- working in groups within a time limit, visiting all the controls; the various controls are given different 'score' values.
- using an obstacle course made more challenging by being asked to carry a plastic cup of water from start to finish or by being led blindfolded by a partner
- using raised obstacles of varying heights and sizes to cross an imaginary river with help from a partner (stepping-stones)
- climbing wall bars, using three points of contact (Birr Outdoor Education Centre)
- crossing appropriate ropes using hands and feet (Birr Outdoor Education Centre)
- canoeing (Birr Outdoor Education Centre)
- caring for living things
- disposing of litter appropriately
- appreciating the need to protect the environment
- planning to collect controls in a group orienteering activity
- discussing how other individuals or groups completed their challenges
- identifying appropriate safety measures when engaged in activities outside the school site.



Aquatics: Content for Junior Infants to Sixth Class

Hygiene	<ul style="list-style-type: none"> • appreciate the importance of hygiene when using the pool
Water safety	<ul style="list-style-type: none"> • observe the rules of the local pool • recognise hazards of water • identify correct procedure for dealing with hazards
Entry to and exit from the water	<ul style="list-style-type: none"> • enter the water • climb out of the water
Buoyancy and propulsion	<ul style="list-style-type: none"> • walk in shallow water • jump, side-step or run across the pool • observe that some objects float and others sink • practise balance, rotation and recovery exercises with and without float • explore use of arms and legs to travel in water • glide forward or backwards along the surface in a stretched position • glide to the bottom of the pool
Stroke development	<ul style="list-style-type: none"> • develop a selection of swimming strokes
Water-based ball games	<ul style="list-style-type: none"> • participate in pair and group play
Understanding and appreciation of aquatics	<ul style="list-style-type: none"> • understand basic hygiene procedures • appreciate the dangers of water • understand how to stay safe in water • develop an increased understanding of flotation • develop an appreciation of the freedom of movement in water • extend knowledge of swimming strokes • discuss a wide range of aquatic activities • become aware of local organisations and clubs that promote aquatics.



Aquatics: Methodologies for Junior Infants to Sixth Class

- using the footbath, shower, toilet
- keeping the pool area clean
- depth, currents, tides, weather conditions, pollution, hypothermia
- practising personal survival skills (e.g. safe entries, HELP, huddle, treading water)
- summoning assistance in an emergency while maintaining own safety
- demonstrating on land or in the pool environment a reaching and throwing rescue
- using the steps or ladder
- by sitting, turning and slipping into the water
- by stepping in from the poolside
- by stepping in and placing the face in the water with comfort:
- blowing bubbles while the mouth is in the water
- picking up lightweight objects from the bottom of the pool with the eyes open
- looking at a partner under water
- by jumping into the water
- by diving in: surface or plunge dive (sitting, crouching, standing)
- using steps
- getting out with support
- going directly onto the side
- walking making patterns
- walking to a rhythm, changing direction on a heavy beat

- negotiating a person or obstacle
- relay races: children jump or side-step or run across the pool
- blowing, nosing or heading objects (ball, toy, ducks) around floating objects
- regaining standing position from the prone or supine position
- rolling over from the prone or supine position
- floating forming wide and narrow shapes in prone or supine position
- linking shapes to form sequences
- floating in mushroom shape
- turning through 360 degrees horizontally or vertically
- kicking like a frog
- playing Simon Says game, where activities are matched to abilities
- practising sculling in prone or supine position, head first, feet first
- chasing games (e.g. What Time Is It, Mr Shark? Crows and Cranes)
- front crawl, backstroke, breast stroke, butterfly
- throwing and catching a ball, including using a one-arm throw
- over and under game, where a ball is passed along a line over heads and under legs
- water push-ball
- water polo, synchronised swimming, lifesaving



Approaches and Methodologies

Among the teaching approaches which are particularly appropriate for teaching physical education are:

- **the direct-teaching approach** which involves the teacher in telling or showing children what to do and in observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child responding to instructions.
- **the guided-discovery approach** which involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or 'solution'.
- **integrated approaches** to physical education as it has many objectives which are developed by other subjects such as Gaeilge, English, Art, Music, Mathematics and especially Social, Personal and Health Education. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.

Ref:

Pages 43 – 47 of PE Curriculum – Teacher Guidelines

Pages 56, 61, 74, 84, 91, & 94 of PE Curriculum – Teacher Guidelines

Assessment and Record Keeping

Teacher observation is the most useful and most consistently used form of assessment in physical education. It involves the informal monitoring of children's progress as the actual learning takes place, and some of the most accurate information is gathered in this way.

Teacher observation will focus on

- the responses the child makes when set a task
- the responses the child makes to the teacher's questions and suggestions
- the participation of the child individually, in a group or as part of the class
- the interaction of the child with others when involved in group work
- the understanding displayed by the child when engaged in an activity

Multi-Class Teaching

The physical education lesson will be planned to ensure effective organisation. All lessons will be organised to encourage maximum participation by **each** child.

This will be achieved by carefully planned **whole-class activity**, and also very often children will be divided into **groups**. Each group will be composed of children of similar ability or children of the same class

The following are some of the methods, which teachers will use in their multi- class teaching of physical education in Lumclon N.S.



Individual, pair, group and team play

Children will work alone or with others, cooperatively and competitively.

At **infant and First Class level**, most activities will be undertaken first by an individual child, and this will then be developed into partner work. Small groups will learn to work together.

Opportunities will be provided for group work during **Second to Fourth classes** and this will enhance co-operation in preparation for the development of team play in a games situation.

Appropriate team play for children from **Fifth and Sixth** class will be provided but teachers will make every effort to ensure that team play will always suit the individual needs of the child.

Larger groups of children will work together in dance and gymnastics lessons from second to sixth class, developing from initial work undertaken individually to work with a partner and work as a member of a small group.

‘Station’ teaching

The use of ‘stations’ in teaching games, gymnastics, outdoors and adventure activities, athletics or aquatics will be used. This will allow the maximum numbers of children to participate, and will provide opportunities for continuous practice for groups working on different tasks at the same time.

Children will practice skills or play designated games. The class may consist of six to eight groups.

After a given time they move on to another ‘station’ or point to practice a different set of skills or play different games.

Organisational Planning

Timetable

<u>Sept – Oct</u>	<u>Nov – Dec</u>	<u>Jan– March</u>	<u>April – June</u>
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor/Adv.
		Games	Athletics

Provisional plan of work for physical education for infant classes

<u>Sept – Oct</u>	<u>Nov – Dec</u>	<u>Jan– March</u>	<u>April – June</u>
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance/Games	Athletics
Aquatics			Outdoor/Adv.

Provisional plan of work for physical education for second to sixth classes



Code of Ethics

- In Lumcloon N.S., visiting coaches from the G.A.A., I.R.F.U. and other sports bodies are used to support the class teacher in the implementation of some of the PE curriculum strands (mainly the “Games” strand) in the school. Pupils from 2nd – 6th classes also partake in swimming lessons in Birr Swimming Pool, where they receive instruction from qualified coaches.
- Visiting coaches are given a copy of the school’s code of ethics with regard to coaching by outside personnel. This outlines procedures and good practices upheld in the school (e.g. use of appropriate language and behaviour). Visiting coaches will always have completed Garda vetting before they commence a course of instruction in the school.
- Visiting coaches who have a code of ethics from their own sports body e.g. the G.A.A., I.R.F.U. are asked to furnish the school with a copy of this before commencing instruction.
- A teacher will always be present when an outside coach is involved with a class. This teacher will observe, assist and at times actively support the coach by teaching with him/her so that children will gain maximum benefit from the PE class.
- In devising our Code of Ethics, particular reference was made to the school’s Child Protection Policy based on the Department of Education and Science Child Protection Procedures for Primary and Post Primary Schools.
- Linkage was also made with our SPHE plan and the Code of Ethics - Good Practice for Children’s Sport.

After School Activities

- Lumcloon N.S. aims to provide further opportunities for Physical Education related activities within an extra-curricular programme.
- This includes preparation for inter-school Bord na Scol competitions, swimming lessons partially outside school hours etc.
- We endeavour to ensure that these extra-curricular activities are linked to the PE programme.
- Leagues such as Bord na Scol Gaelic Football, inter-school rugby and hurling blitzes are entered regularly. These competitions are mainly held during the Easter and summer terms and classes from 2nd - 6th classes participate.
- The school organises an annual sports day where parents and members of the school community are invited to attend.
- We endeavour to ensure that the element of the extra-curricular programme that involve competitive activities will always reflect the aims and objectives of the PE curriculum.

PE Equipment and ICT

PE Equipment

- A materials and equipment checklist exists of all resources available for P.E. within the school.
- Careful planning has gone into attempting to ensure that the equipment selected is suitable to the various strands of the P.E. curriculum.



- The equipment is stored safely in the P.E. storeroom adjacent to the G.P. Room and also in the shed behind the school building.
- All teachers have a copy of the P.E. checklist and have access to all materials.
- Equipment is purchased by Ms. Kerin following whole-school consultation. Requirements are reviewed both on a needs basis and annually at staff planning sessions. Additional materials are not required at present as considerable expenditure occurred around the time of our move into our new premises.

ICT

- ICT will play a part in the PE plan, e.g. use of CD-ROMs, DVDs, programmes such as “Word” or “Paint” for advertising a PE event, etc.
- To this end, software such as MS Word and MS PowerPoint are currently available in the school.
- Ipads
- IWBs for use in teaching dance, water safety lessons etc.
- Software is stored in the ICT Room and is easily accessible to all teachers.
- There is a school code of practice to ensure safe Internet usage, and filtering software is installed on the school network

Health and Safety

- In devising a P.E. Scheme, reference was made to the school's Health & Safety Statement in relation to issues such as appropriate surfaces, ongoing risks, space issues and appropriate usage of equipment.
- We are aware that certain health and safety issues pertain to PE activities and we endeavour to address them appropriately, e.g. ensuring that:
 - warm-up happens at the start of all physical activity
 - that care is taken while practising in confined spaces
 - correct use of equipment is adhered to
 - accidents are dealt with in an appropriate manner based on the severity of the incident
 - adequate supervision is provided on visits out of the school
 - activities involving the whole school yard are adequately supervised
 - procedures for dealing with serious accidents are in place
- One member of the teaching staff has first aid training and all minor accidents will be referred to her. The school secretary also has First Aid training and helps with minor injuries.
- All staff members are made aware of certain children who may have specific medical conditions and this will be taken into account in instances when they require First Aid treatment, if pertinent.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for PE will provide information and guidance to individual teachers for their long and short-term planning.

Teachers will plan using the strands and strand units as their main terms of reference. A thematic approach will be considered where deemed appropriate.



The Cuntas Míosúil will serve as a valuable tool in reviewing and developing the whole school plan and facilitating individual preparation for following years. The delivery of the various elements of the P.E. programme will be examined at an annual planning session in light of information gleaned from the Cuntas Míosúil of the various classes, along with teachers' opinions and experiences throughout the school year.

Staff Development

Teachers have access to current research, reference books, resource materials and websites dealing with PE. Miss Kerin will take responsibility for monitoring developments and will inform other staff-members. Staff members will research new methodologies.

Demonstrations and opportunities to try out and assess equipment/resources will be arranged throughout the year.

PE courses are available locally and teachers are encouraged to attend. They then share the expertise acquired at these courses with other staff members through both formal and informal discussions. Time is allocated at staff meetings and during Croke Park Hours to discuss aspects of the curriculum.

Teachers can avail of internal and external expertise to inform and up skill the school community in these areas.

Parental Involvement

Effective partnerships are dependent on good organisation and management. The support of parents for the programme of Physical Education will be sought so that children achieve the maximum benefit from PE. Parents will be encouraged to support the child in fostering interest in PE without putting undue pressure on children to always win. An appreciation of the importance of PE will be fostered in the wider school community. Parents with particular experience in the area of Physical Education will be encouraged to assist when specific opportunities arise. Parents will be encouraged to help with activities such as Sports days, visits to the swimming pool, Active Schools Week and outdoor education trips..

Community Links

National and local sports organisations offer to provide coaching of particular sports, e.g.

Rugby and GAA, on a voluntary basis as part of the Physical Education programme. Local organisations and Sports people play an active part in the promotion of Physical activities particularly during Active Schools Week.

Success Criteria

- This plan will make a difference to the teaching and learning of PE in our school.
- We will know that the plan has been implemented
 - Through teachers' preparation based on this plan*
 - Through procedures outlined in this plan consistently followed*
 - Other*
- Means of assessing the outcomes of the plan and whether it has achieved its aims include
 - Teacher/parent/community feedback or Children's feedback regarding the activity level, enjoyment and skill development of the classes.*
 - Inspector's suggestions/report or Second level feedback*
 - Other*



- The plan will promote the key considerations when implementing a programme of Physical Education:

The importance of enjoyment and play

Maximum participation by all children

The development of skills and understanding

A balance between competitive and non-competitive activities

A balance between contact and non-contact activities

Providing opportunities for achievement for each child

Providing activities equally suitable for girls and boys.

Implementation

1. Roles and Responsibilities

The plan be supported, developed and implemented by all staff members. Miss Kerin will coordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings. All staff will monitor the plan throughout the year and evaluate it each June.

2. Timeframe

The PE plan document was initially implemented from Feb. '09.

It was reviewed and some changes were made in Sept. 2012

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in the school.

Roles and Responsibilities

The following will all be involved in reviewing the plan:

Teachers

Pupils

Parents

BoM

Miss Kerin will take responsibility for coordinating the review.

Timeframe

The plan document was reviewed at a Staff Meeting in Sept '12 and it is due to be reviewed again in Sept. 2014.

Ratification and Communication

This policy will be presented to the Board of Management of Lumclon NS at their next meeting for ratification, following a drafting process that includes school staff, parents, Board of Management and pupils. A copy will be then be given to the Parents' Association at their next meeting and will be available on demand from the school office.



Signed: _____, (Chairperson, BOM)