



ST. PATRICK'S NATIONAL SCHOOL
Greystones, Co Wicklow

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PE



school policy

revised 2020

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1. Introduction

1.1 Introductory statement

This Physical Education (PE) policy was formulated through staff collaboration co-ordinated by the Principal, in consultation with the Board of Management and parent representatives.

While the policy is constantly under review, it was fully revised in:

- 2007 – to reflect improved facilities and resources in the school;
- 2013 – as part of the school's Active Schools Flag initiative;
- 2020 – as part of a review of all school policies.

1.2 Rationale

The school has a long-standing tradition of promoting PE in its curricular implementation programme and has included PE activities within its annual programme of school community activities, e.g. Family Sponsored Walk and an Active Week that includes Fun Day. PE is included as a homework option in the school's Homework Policy. Teachers endeavour to provide PE homework at least once per month. Teachers, the Board of Management and parents recognise the importance of PE in our school, noting particularly the importance of

- enjoyment of physical activity and its development of a sense of achievement and a positive approach;
- physical play as part of the learning and development process;
- skills development and understanding;
- achieving a balance between competitive and non-competitive activities;
- individual and team participation and support
- health-related fitness.

The purpose of this policy is

- to benefit planning, teaching and learning through PE in our school;
- to support the principles outlined in the Primary School Curriculum (1999).

2. Vision and Aims

2.1 School characteristic spirit / ethos

The PE programme in our school is intended to help children develop their confidence, skills and appreciation of each strand through a range of activities that promote fitness, team work, enjoyment and understanding of physical activity.

As noted in the school's Mission Statement,

St Patrick's National School aims to provide a safe, caring, happy and disciplined environment where children's self-esteem, self-confidence, initiative and innovation can be nurtured within an atmosphere of mutual respect and appreciation. Teachers, in partnership with the parents and the Board of Management, are committed to providing education of the highest quality for all the children in their care.

Uniqueness is valued through each child's personality, intelligence and development potential. Throughout the curriculum and beyond, individual talents, interests and potential are recognised, encouraged and celebrated, while children are taught the value of mutual support and encouragement. In addressing the individual needs of each child, teachers endeavour to support and help those who find achievement to be more challenging.

2.2 Aims and objectives

Through the implementation of this plan the school promotes the children's social, personal, physical, motor, creative and aesthetic development, their knowledge and understanding, and their health-related fitness (ref *PE Curriculum*, pp 10 - 12)

We endorse the aims of the Primary Curriculum for PE

- 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.

3. Curriculum planning

3.1 Strands and strand units

All teachers are familiar with the strands, strand units and content objectives for their relevant class level.

PE Curriculum	
<i>Strands</i>	<i>Strand units</i>
Athletics	running jumping throwing understanding and appreciation of athletics
Dance	exploration, creation and performance of dance understanding and appreciation of dance
Gymnastics	movement understanding and appreciation of gymnastics
Games	sending, receiving and travelling creating and playing games understanding and appreciation of games
Outdoor and adventure activities	walking orienteering outdoor challenges understanding and appreciation of outdoor and adventure activities
Aquatics	hygiene water safety entry to and exit from the water buoyancy and propulsion stroke development water-based ball games understanding and appreciation of aquatics

A Whole School Plan is used for collaborative planning between teachers (see Appendix 1). The strands, excluding Aquatics, have been divided into two blocks to ensure no class

misses a strand while attending swimming lessons. Every class should have 1-2 PE lessons per week. Teachers often schedule their PE lessons for the same day to allow for equipment to be set up in the morning and left out throughout the day.

The Whole School Plan does not have to be strictly adhered to. To ensure continuity and progression from class to class, a Record of Content Covered must be completed on an annual basis at each class level (see Appendix 3).

Each year, children throughout the school have access to the six curricular strands – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics (classes from First to Sixth receive an 8-week swimming course). All strands are taught by Class Teachers and/or an outside expert (with the support of the PTA).

The PAWS (Primary Aquatic Water Safety) programme, from Water Safety Ireland, must be completed in Junior Infants, 1st Class, 3rd Class and 5th Class. Other classes may repeat the programme. According to Water Safety Ireland, PAWS ‘teaches children how to be safe around water in homes, farms, pools, beaches and our waterways’.

A range of opportunities created to develop an understanding and appreciation of each strand unit includes discussion of activities, video material featuring activities, portfolios of information about sports in the form of posters/photographs/newspaper cuttings, etc. as appropriate.

3.2 Approaches and methodologies

(ref *Teacher Guidelines* pp 42 - 101).

The following approaches are used, as appropriate

- direct teaching approach (p 43)
- guided discovery approach (pp 43 - 44)
- integration (pp 45 - 49)

The following methods that encourage maximum participation by the child include

- individual, pair, group and team play (p 51)
- station teaching (pp 51 - 53)
- using a play area divided into grids (p 54)

3.3 Children with Special Needs

(ref *Teacher Guidelines* pp 19 – 38, *children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities; those with exceptional ability*)

Every effort is made to accommodate and promote participation of all children in PE activities. Where relevant, those with special needs are given maximum support and activities are adapted to allow for the fullest involvement. Teachers support such participation through their direct involvement, SNA support (as available), and differentiation in use of resources (eg softer/bigger ball).

Pupils with particular needs often partake in Gross Motor classes, which are coordinated by Special Education Teachers. These lessons place a focus on Fundamental Movement Skills using the PDST’s programme, *Move Well, Move Often*.

Children with exceptional ability/talent for PE are encouraged and supported through the use of peer-tutoring for demonstration purposes and with more challenging activities available for those who are able.

3.4 Assessment and record keeping

(ref school's policy on Assessment and record keeping, *Curriculum*, pp 68 - 74, *Teacher Guidelines*, pp 98 - 100)

Teachers assess progress on an ongoing basis, as part of their general assessment practice. The information gained from assessment facilitates teachers' planning. Aspects assessed include willingness to participate in activities, readiness to 'perform', interest and engagement in the activity, enthusiasm/attitude/cooperation and skill level.

The assessment tools used include

- teacher observation;
- teacher-designed tasks;
- curriculum profiles;
- photographs and recordings.

As part of Assessment for Learning (AfL), opportunities are provided for pupils to discuss and reflect on their own and others' performance in PE before, during and after sessions. Teachers share information with parents during individual Parent/Teacher meetings and through reports.

3.5 Linkage, integration and language

(ref school's policy on *Assessment and record keeping*, *Curriculum*, pp13, 18, 37 and *Teacher Guidelines*, pp 45-47)

Linkage

Where appropriate, linkage takes place within physical education, (e.g. playground games can be planned as part of an athletics or games unit).

Integration

PE is integrated with other curricular subjects, as suitable, and is planned and organised through annual schemes and fortnightly plans. Theme-based activities are also used to support integration (ref *Teacher Guidelines*, p 75, movement theme: travelling). **Language** Children are enabled to develop a vocabulary for discussing and critiquing PE activities through discussion before, during and after each session.

PE is our chosen subject for Content and Language Integrated Learning (CLIL). Therefore, one PE lesson per week is taught 'as Gaeilge'.

3.6 Equality of participation and access

(ref school's *Equality policy*)

Equal opportunities are given to the pupils to participate in all classes/activities. Every pupil has equal access to and opportunities to experience all strands. All children have access to services, facilities, and amenities in the school environment, as appropriate.

Approaches to encourage participation in PE activities by children who are inactive/shy/self-conscious include pairing them with a friend/someone of their own ability, while avoiding competitive situations and singling-out during skills sessions. In deciding class groupings, decisions are made with consideration to ability and gender.

While the costs involved require that the school must charge for some in-school curricular activities, it is the policy of the school that funds will be made available through the Board of Management (BOM) or the Parent Teacher Association (PTA) to ensure that every child has access to, and participates in, all PE activities provided by the school. The BOM and the PTA are very supportive when the cost of excursions may be prohibitive for some parents. Parents who wish to avail of assistance contact the Principal directly and all

matters are dealt with in complete confidence.

4. Organisational planning

4.1 Timetable

The official allocated time for PE is 1 hour per week (ref Curriculum Introduction, p 70). However, as PE can be integrated with other subjects throughout the curriculum, this allocation may be exceeded.

There is blocked time each week for swimming lessons, arranged on a termly basis. This also involves some discretionary curriculum time, which ‘affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas’, (ref *Primary School Curriculum, introduction*, p 68)

The school facilitates certain periods whereby the discretionary curriculum time is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible, e.g. in the run-up to the annual fun day, most classes spend extra time practising for the event. This period is included in the annual school plan/schedule to ensure its continuity from year to year.

4.2 Resources and equipment

(ref *Teacher Guidelines*, pp 104-105)

The school is fortunate to have excellent resources and equipment for PE.

RESOURCE	Suitable for Strands
GP hall	Athletics, Dance, Games, Gymnastics Team sports e.g. basketball, volleyball
Outdoor – astro	Games Team sports e.g. hockey, soccer, tennis
Outdoor area – grass	Athletics, Games, Outdoor and Adventure Team sports, e.g. Gaelic football
Outdoor areas – hard surface	Athletics, Games, Outdoor and Adventure
Swimming pool (local)	Aquatics – swimming lessons

PE equipment is purchased centrally, in consultation with the teachers, and is kept in a secure area adjacent to the GP Hall, where it is stored safely and available to staff. An inventory of equipment and resources (ref Appendix 3) is displayed on the door of the equipment storeroom.

Human resources are effectively utilised to optimise the PE experience. As well as an enthusiastic and active staff, the PTA may fund external personnel to support the teaching of PE, e.g. PE teachers or representatives from specific sports bodies.

Curriculum support websites include:

NCCA	https://ncca.ie/en/primary
DES	www.education.ie
PDST	www.pdst.ie , https://pssi.pdst.ie/
INTO	www.into.ie
IPPN	www.ippn.ie
IPPEA	www.irishprimarype.com/
NPC Primary	www.npc.ie

4.3 ICT

(ref *Teacher Guidelines*, p 101)

The school's ICT resources are used for demonstration/explanation purposes, in teacher planning, and to help promote/advertise forthcoming events, e.g. Fun day.

4.4 Health and safety

(ref *school's Health and Safety policy*)

A number of health and safety issues pertain to PE activities, e.g. the need for a warm-up at the start of all physical activity, engaging in PE activities in confined spaces, use of equipment, supervision on visits out of the school and accidents. Teachers must plan for these accordingly and follow procedures for dealing with accidents etc.

First-Aid training for staff members is regularly updated (ref *school's policy on Administration of first-aid and medication*). Staff members are aware that certain children have specific medical conditions, based on information received through parents, and take this into consideration when planning PE lessons.

4.5 Code of ethics

(ref *school's Child Protection Policy and SPHE Plan*)

Coaches from outside the school are used to support the Class Teacher in the implementation of some of the PE curriculum strands in the school, eg swimming (Shoreline Leisure Centre), Gaelic football (Wicklow GAA) and cricket (Greystones Cricket). Teachers actively support the coach by teaching with him/her so that children gain maximum benefit from the PE class.

All coaches must be Garda vetted prior to involvement with the school. Personnel (coaches) are expected to use appropriate language and behaviour at all times.

4.6 Individual teachers' planning and reporting

The policy document is available to all teachers. Along with inter-staff consultation, it provides information and guidance to individual teachers for their long and short-term planning. Curriculum documents for PE assist teachers as they plan using the strands and strand units (ref *Teacher Guidelines*, pp34 - 35).

Teachers' planning and reporting is available to colleagues and serves a valuable purpose in reviewing and developing the whole school plan/individual preparation for following years.

4.7 Staff development

Teachers have access to current research, reference books, resource materials and websites dealing with PE through whole-school internet access, the teacher resource library, etc.

School personnel are encouraged to research new methodologies, attend demonstrations, attend PE courses and take opportunities to try out equipment/resources etc. on an on-going basis. Teachers are encouraged to share the expertise acquired at these courses during staff meetings and planning meetings. Teachers can also avail of internal and/or external expertise to inform and upskill in PE, as required, with the approval of the BOM.

4.8 Parental involvement

(ref *Drama Curriculum* and *Guidelines for Parents - your child's learning*)

Parents can be involved in supporting PE by helping at events and by sharing their expertise in certain areas. The potential value of specialised support from parents is appreciated and should be utilised regularly. All parents involved in school activities must be Garda vetted.

Parents are invited to view the children's achievements in PE, at events such as inter-school matches, athletics meetings, and the annual Fun Day. Annual special events also endorse the principles of the PE curriculum, e.g. Mini Marathon, and Fun Day (when the whole school is engaged with the PE curriculum).

Parents' contribution to the PE programme is managed by the BOM and/or the PTA committee, in consultation with the principal.

4.9 Active School Flag

Our school earned its first Active School Flag in 2016. Since then, we have continued to function as an Active School. An Active School Committee is set up every year. The committee is responsible for promoting a healthy lifestyle through physical exercise, implementing active ideas and keeping the PE storage cupboard tidy.

An Active Week is also run every year, culminating with Fun Day. This involves a timetable of activities, in which each class has the opportunity to participate in at least one activity per day.

4.10 Extracurricular activities

The school is regularly entered into competitions, leagues and inter-school matches/games, including hockey leagues and athletics events. Some of these events are specifically for children taking part in after-school activities, while others involve trials within the pupils' classes. Competitions are held throughout the school year and occasionally take place during the school day.

4.11 Community links

A number of clubs/groups in the community are available to support the school's PE programme, e.g. cricket club, GAA club and rugby club. The school welcomes opportunities for local sports persons, with an understanding of the PE curriculum, to work with the children or upskill staff.

5. Success criteria

This policy is intended to guide the teaching and learning of PE in our school. Its implementation is evident through

- teachers' preparation
- teachers' records
- procedures outlined in the plan consistently followed.

The outcomes of the plan are assessed through

- feedback from teachers/parents/community;
- children's feedback regarding the activity level, enjoyment and skill development of the classes;
- inspectors' suggestions/reports;
- feedback from parents.

The PE policy promotes the following key considerations

- 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

6. Implementation

6.1 Roles and responsibilities

This policy was developed by the Principal, in consultation with other teaching and support staff, Board of Management and parent representatives. The policy is implemented by all staff throughout the school and is reflected in all individual teachers' long and short-term planning.

6.2 Timeframe

This revised policy was implemented immediately following its ratification by the Board of Management.

7. Ratification and communication

This policy was ratified by the Board of Management in September 2020. It was immediately made available to all teaching staff, and parents through the school office and on the school website.

8. Review

8.1 Roles and responsibilities

The PE plan is monitored and evaluated by the teachers who choose PE as their Shared Duties and the principal. The teachers co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings - overseeing revisions as required. Those involved in this review will include representatives of ISM, Class Teachers, SETs, SNAs, BOM, parents and pupils (where appropriate). Pupils' work assists in informing the review process and feedback from parents informs all review and development.

8.2 Timeframe

It is necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in the school. However, this policy will be fully reviewed in 2025.

9. References

Primary School Curriculum

Your Child's Learning: guidelines for parents

Primary School Curriculum: Physical Education (1999)

Signed: _____

Canon David Mungavin
Chairperson Board of Management

Signed: _____

Rachel Harper
Principal

Date: _____

Date: _____

APPENDIX 1: Whole School PE Plan

Year 1

Month	September	October	November	December
Strand	Outdoor and Adventure	Games	Gymnastics	Dance
FMS	Walking	Catching	Landing	Balancing
Month	January	February	March	
Strand	Games	Gymnastics	Dance	
FMS	Striking with the hand	Jumping for height	Skipping	
Month	April	May	June	
Strand	Athletics	Outdoor and Adventure	Athletics	
FMS	Running	Hopping	Throwing	

Year 2

Month	September	October	November	December
Strand	Outdoor and Adventure	Games	Gymnastics	Dance
FMS	Running	Striking with an implement	Hopping	Side stepping
Month	January	February	March	
Strand	Games	Gymnastics	Dance	
FMS	Kicking	Skipping	Landing	
Month	April	May	June	
Strand	Athletics	Outdoor and Adventure	Athletics	
FMS	Throwing	Balancing	Jumping for distance	

APPENDIX 2: PE progression grids by class level

INFANTS			
ATHLETICS	<p style="text-align: center;"><u>Running</u></p> <p><i>Distance Running</i> 30-90 sec <i>Sprint:</i> 10-20 m Reactions and Standing Start <i>Relays:</i> Pair Relays (BB) <i>Hurdling:</i> Flat up to 20 cm high</p>	<p style="text-align: center;"><u>Jumping</u></p> <p>Skip with and without ropes Various ways of jumping 2-2, 2-1, 1-1, 1-1,1-2. squishy landing Swing arms</p>	<p style="text-align: center;"><u>Throwing</u></p> <p>Various methods of throwing for height and distance – underarm throw</p>
GYMNASTICS	<p style="text-align: center;"><u>Movement</u></p> <ul style="list-style-type: none"> - Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, twisting and turning body parts – exploring space - Practice rocking and rolling activities - Develop body awareness through variations of direction, pathways, levels, shape, speed etc.... - Work together to create and perform a sequence - Talk about movement and answer questions about it. - Develop ability to lift, carry and place apparatus safely. 		
DANCE	<p style="text-align: center;"><u>Creative</u></p>	<p style="text-align: center;"><u>Folk</u></p>	
GAMES	<p style="text-align: center;"><u>Sending, receiving and travelling</u> <i>Soccer, throwing and catching games</i></p> <p><u>Ball handling</u> Rolling, throwing (underarm & over-arm), catching</p> <p><u>Kicking</u> Kicking ball on ground Controlling ball Dribbling ball</p> <p><u>Carrying & Striking</u> Striking with bat or hand Bouncing a ball stationary Carrying ball on various body parts</p>	<p style="text-align: center;"><u>Playing Games</u></p> <p>Individual games/challenges Pair games/ activities Simple playground games Target games</p> <p style="text-align: center;"><u>Creating Games</u></p> <p>Throwing games Challenges</p>	
OUTDOOR & ADVENTURE	<p style="text-align: center;"><u>Walking</u></p> <p>Short walks in or around the school . Topic walk - treasure hunts, scavenger hunt, matching pairs games, hunt relay</p>	<p style="text-align: center;"><u>Orienteering</u></p> <p>Boundary walk Identify area of hall, field, school ground Follow instructions/ directions Animal trail – simple – random—inside /outside .</p>	<p style="text-align: center;"><u>Outdoor Challenges</u></p> <p>Stepping stones – individual Pass the hoop Obstacle course Parachute games</p>
AQUATICS	<p style="text-align: center;"><u>Pool-based</u></p>		<p style="text-align: center;"><u>Classroom</u></p>

FIRST & SECOND CLASS

ATHLETICS	<u>Running</u> <i>Distance Running</i> 30 sec – 2 min <i>Sprint:</i> 20-30 m Reactions and Standing Start <i>Relays:</i> Team Relays (BB) <i>Hurdling:</i> 30 cm high Identify lead leg – stepover	<u>Jumping</u> Skipping Various jumps Approach run (3 steps) for distance and height	<u>Throwing</u> Underarm Over-arm (javelin throw)
GYMNASTICS	<u>Movement</u> - Basic movement actions: e.g. balancing, rolling, turning, twisting, stretching, climbing, transferring weight (variety of rolls) - Body awareness through movement (direction, levels....) - Travelling on apparatus - Individual and pair sequences - Take off and landing skills - Posture/good body tension - Ability to lift, place apparatus Resources: PSSI 1 and 2 Class lessons 1, 2, 3.		
DANCE	<u>Creative</u>	<u>Folk</u> Introduce the promenade step--- 1, 2, 3. Introduce the side step--- 1,2,3,4,5,6,7. Dancing in a circle Casadh with partner Partner work and building up to groups of 4. “Walls of Limerick” “Swedish Clap Dance” Resources: PSSI CD 1 & 2 class, lessons 1 – 6.	
GAMES	<u>Sending, receiving and travelling</u> <u>Ball handling</u> Catching and throwing as individual and in pairs Shooting at targets <u>Kicking</u> Stepping and kicking ball on ground and from hands Individual and pair Shooting at targets <u>Carrying and striking</u> Bouncing ball and moving Striking ball with stick Dribbling ball with stick Soloing ball and running		<u>Playing Games</u> Olympic handball Unihoc Gaelic football Pair games Target games Playground games <u>Creating Games</u> Throwing games Challenges
OUTDOOR & ADVENTURE	<u>Walking</u> Short walks outside school Topic walk Treasure hunts, scavenger hunt, matching pair games, hunt relay.	<u>Orienteering</u> Boundary walk Identify areas of hall, field, school NSEW Animal trail Following a simple map plan. Snake walk	<u>Outdoor Challenges</u> Stepping stones – individual Pass the hoop Obstacle course Colour charts Shuffle pack
AQUATICS	<u>Classroom based</u> Hygiene Water safety (<i>may be integrated with SPHE</i>)		<u>Pool based</u>

THIRD & FOURTH CLASS

ATHLETICS	<u>Running</u> <i>Distance Running</i> 30 sec – 3 min <i>Sprint:</i> 30-60 m Reactions and Standing Start <i>Relays:</i> Team Relays and change over in straight line <i>Hurdling:</i> 30-40 cm high over 20-40 m Lead leg & 3 strides	<u>Jumping</u> Skipping Various jumps Landing on 2 feet Scissors jump over obstacle Approach run (with 3 - 5 strides)	<u>Throwing</u> Overarm throw Approach run and throw Shot-putt Discus throw (standing position)
GYMNASTICS	<u>Movement</u> - Sequences of movement, vary direction, pathways etc. - Move and travel on floor and on apparatus - Balances - individual and pair - Forward and backward rolls (at the discretion of the teacher) - Produce and perform sequence - Develop good body tension and posture through gymnastics - Show increased control in take-off, flight and landing - Observe and describe movement and ask and answer questions about it. Resources: PSSI 3 and 4 Class lessons 1- 6 Animal Gymnastics lessons 1 – 6		
DANCE	<u>Creative</u> Resources: PSSI CD 3 & 4 class, lessons 1 – 6.	<u>Folk</u> Haka --New Zealand traditional dance Revise Irish dance steps covered in first and second "An Damhsa Mor"	

GAMES	<u>Sending, receiving and travelling</u> <u>Ball handling</u> Different passes – throwing and catching <u>Kicking</u> Running and kicking on ground and from hands <u>Carrying and Striking</u> Hand passing Soloing with hurley Bouncing and running	<u>Playing Games</u> Basketball Hurling Gaelic football Small sided games Pig in middle 3 headed monster Pass and follow Playground games <u>Creating Games</u> Challenges Make up simple game with limited equipment	
OUTDOOR & ADVENTURE	<u>Walking</u> Undertake forest walks Topic walk Treasure hunts, scavenger hunt, matching pair games, hunt relay	<u>Orienteering</u> Boundary walk Map walk Photo-star orienteering NSEW square	<u>Outdoor Challenges</u> Adventure trail Tangle twister Shuffle pack Obstacle course Pattern ball Pass the hoop
AQUATICS	<u>Classroom based</u> Hygiene Water safety (<i>may be integrated with SPHE</i>)		<u>Pool based</u> (<i>Fourth class only</i>) Entry to and exit from the water Buoyancy and propulsion Stroke development Water based ball games

FIFTH & SIXTH CLASS			
ATHLETICS	<p><u>Running</u> Distance Running 30 sec – 5 min Sprint: 50-70 m Shuttle sprints 30 m Reaction & Standing Start Relays: Standard relay race with baton changeover Hurdling: 40-60 cm high over 40-60 m Lead leg & trail leg 150 m over random hurdles</p>	<p><u>Jumping</u> Skipping Various jumps Standing jump Approach run 3, 5, 7 strides Scissors- technique over 50-60 cm hurdles</p>	<p><u>Throwing</u> Javelin – standing Javelin with approach run Shot-putt with turn Discus throw</p>
GYMNASTICS	<p style="text-align: center;"><u>Movement</u></p> <ul style="list-style-type: none"> - Select and link a range of gymnastics actions to travel on the floor and on apparatus - Practice and perform a range of gymnastic skills – balances , rolls, jumps - Produce and perform more complex sequences with a partner on the floor and using apparatus - Show controlled take off, flight and landing - Produce group sequences with leading and following movements, mirroring movements, rolls, balances and jumps. <p>Resources: PSSI 5 and 6 lessons 1 - 6</p>		
DANCE	<p style="text-align: center;"><u>Creative</u></p> <p>Resources: PSSI CD 5 & 6 class, lessons 1 – 6.</p>	<p style="text-align: center;"><u>Folk</u></p> <p>“Blacksmith’s Dance” Revise Irish dance steps done in 3rd & 4th Refine luascadh / swing “Siege of Ennis” / “Baint an Fheir”</p>	
GAMES	<p style="text-align: center;"><u>Sending, receiving and travelling</u></p> <p><u>Ball handling</u> Develop and extend ball handling skills</p> <p><u>Kicking</u> Develop and extend kicking skills</p> <p><u>Carrying and striking</u> Soloing ball with toe tap</p>	<p style="text-align: center;"><u>Playing Games</u></p> <p>Rounders Gaelic football Small sided games Pig in middle 3 headed monster Pass and follow Playground games</p> <p style="text-align: center;"><u>Creating Games</u></p> <p>Small sided team games Mini rounders Make up simple games Challenges</p>	
OUTDOOR & ADVENTURE	<p style="text-align: center;"><u>Walking, Cycling & Camping</u></p> <p>Do forest/country walk Pitching a tent Topic walk Treasure hunts, scavenger hunt, matching pairs games, hunt relay</p>	<p style="text-align: center;"><u>Orienteering</u></p> <p>Star-orienteeing -- in hall, school grounds Memory star Point to point Score orienteeing</p>	<p style="text-align: center;"><u>Outdoor Challenges</u></p> <p>Adventure trail Tangle twister Shuffle pack Pattern ball Obstacle course Raised stepping stones Skis</p>
AQUATICS	<p style="text-align: center;"><u>Classroom based</u></p> <p>Hygiene Water safety</p> <p>(may be integrated with SPHE)</p>		<p style="text-align: center;"><u>Pool based</u></p>

APPENDIX 3: Record of content covered – template

Class: _____ Year: _____

Strand	Strand Unit	Content Covered (including Fundamental Movement Skills)
Athletics	Running	
	Jumping	
	Throwing	
	Understanding and appreciation of athletics	
Dance	Exploration, creation and performance of dance	
	Understanding and appreciation of dance	
Gymnastics	Movement	
	Understanding and appreciation of gymnastics	
Games	Sending, receiving and travelling	
	Creating and playing games	

	Understanding and appreciation of games	
Outdoor and adventure activities	Walking, cycling and camping activities	
	Orienteering	
	Outdoor challenges	
	Water-based activities	
	Understanding and appreciation of outdoor and adventure activities	
Aquatics	Hygiene	
	Water safety	
	Entry to and exit from the water	
	Buoyancy and propulsion	
	Stroke development	
	Water-based ball games	
	Understanding and appreciation of aquatics	

APPENDIX 4: PE equipment inventory –