Physical Education Plan Glencastle NS - **Revised March 2023**

**Introductory Statement**

The Physical Education plan for Glencastle National School was reviewed by a team of staff members in consultation with all staff, Board of Management and Parents in March 2023.

**Rationale**

The purpose of this Physical education policy provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

**Vision**

We seek to assist the children in our school in achieving their potential by the promotion of   physical activity throughout the school. We intend to incorporate the messages of the curriculum in our lessons.

Key Messages

* 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
* providing opportunities for achievement of each child
* providing activities equally suitable for boys and girls

**Aims**

We endorse the aims of the Primary School Curriculum for PE.

* To promote the physical, social, emotional and intellectual development of the child
* To develop positive personal qualities such as teamwork, taking turns, accepting defeats.
* 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 support children in living and enjoying their lives to the full

**Strands and Strand Units:**

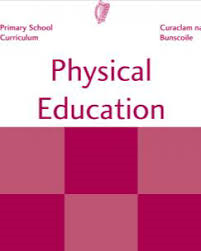
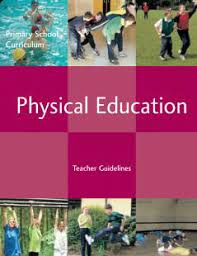
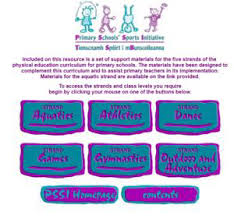
|  |  |  |
| --- | --- | --- |
| **Table of Contents P.E. Junior and Senior Infants** | | |
| **Month** | **Strands** | **Strand Units** |
| September | Games  (2 weeks) | Creating and playing games |
| Outdoor and adventure  (2 weeks) | Walking |
| Understanding and appreciation |
| Outdoor Challenges |
| October | Outdoor and Adventure  (2 weeks) | Outdoor challenges |
| Understanding and appreciation |
| Athletics  (2 weeks) | Running |
| Understanding and appreciation |
| November | Athletics  (4 weeks) | Jumping |
| Understanding and appreciation |
| Throwing |
| December | Gymnastics  (3 weeks) | Movement |
| Understanding and appreciation |
| January | Gymnastics  (3 weeks) | Movement |
| Understanding and appreciation |
| Gymnastics | Exploration, creation and performance of movement |
| February |  | Exploration, creation and performance of movement |
| Understanding and appreciation |
| March | Games  (2 weeks) | Sending, receiving and travelling |
| Understanding and appreciation |
| April | Games  (2 weeks) | Creating and playing games |
| May | Aquatics  Classroom based lessons on hygiene and water safety | Hygiene |
| Water safety |
| Understanding and appreciation of aquatics |
| June | Athletics & Games  (1 week)  Outdoor and adventure  (2 weeks) | All strand units  Orienteering |
| **Table of Contents 1st and 2nd Class** | | |
| **Month** | **Strands** | **Strand Units** |
| September | Games  (2 weeks) | Creating and playing games |
| Outdoor and adventure  (2 weeks | Walking |
| Understanding and appreciation |
| Outdoor Challenges |
| October | Outdoor and Adventure  (2 weeks) | Outdoor challenges |
| Understanding and appreciation |
| Athletics  (2 weeks) | Running |
| Understanding and appreciation |
| November | Athletics  (4 weeks) | Jumping |
| Understanding and appreciation |
| Throwing |
| December | Gymnastics  (3weeks) | Movement |
| Understanding and appreciation |
| January | Gymnastics  (3 weeks) | Movement |
| Understanding and appreciation |
| Gymnastics  (3 weeks) | Exploration, creation and performance of movement |
| February |  | Exploration, creation and performance of movement |
| Understanding and appreciation |
| March |  |  |
| Games  (2 weeks) | Sending, receiving and travelling |
| Understanding and appreciation |
| April | Games | Creating and playing games |
| May | Aquatics  Classroom based lessons on hygiene and water safety | Hygiene |
| Water safety |
| Understanding and appreciation of aquatics |
| June |  |  |
| Athletics & Games  (1 week) | All strand units |
| Outdoor and adventure  (2 weeks) | Orienteering |

|  |  |  |
| --- | --- | --- |
| **Table of Contents For third and Fourth Class** | | |
| **Month** | **Strands** | **Strand Units** |
| September  4 weeks | Games  (2 weeks) | Creating and playing games |
| Understanding and appreciation of games |
| Outdoor and adventure  (2 weeks) | Walking |
| Understanding and appreciation |
| Outdoor Challenges |
| October  3 weeks | Outdoor and Adventure  (2 weeks) | Outdoor challenges |
| Understanding and appreciation |
| Athletics  (1 week) | Running |
| Understanding and appreciation |
| November  4 weeks | Athletics  (4 weeks) | Jumping |
| Understanding and appreciation |
| Throwing |
| December  3 weeks | Gymnastics  (3weeks) | Movement |
| Understanding and appreciation |
| January  4 weeks | Gymnastics  (4 weeks) | Movement |
| Understanding and appreciation |
| Movement  (1 week) | Exploration, creation and performance of dance |
| February  3 weeks | Movement  (3 weeks) | Exploration, creation and performance of dance |
| Understanding and appreciation |
| March | Games  (4 weeks) | Sending, receiving and travelling |
| Understanding and appreciation |
| April | Games  (4 weeks) | Creating and playing games |
| May  4 weeks | Aquatics  (4weeks)  Objectives cannot currently be met due to lack of facilities | Hygiene |
| Water safety |
| Entry to and exit from the water |
| Understanding and appreciation of aquatics |
| June  4 weeks | Athletics & Games  (1 week) | All strand units |
| Outdoor and adventure  (3weeks) | Orienteering |
| Understanding and appreciation |

|  |  |  |
| --- | --- | --- |
| **Table of Contents P.E. 5th and 6th Class** | | |
| **Month** | **Strands** | **Strand Units** |
| September  4 weeks | Games  (2 weeks) | Sending, receiving and travelling |
| Understanding and appreciation of games |
| Outdoor and adventure  (2 weeks) | Orienteering |
| Understanding and appreciation |
| Walking, cycling and camping activities |
| October  3 weeks | Outdoor and Adventure  (2 weeks) | Outdoor challenges |
| Understanding and appreciation |
| Athletics  (1 week) | Running |
| Understanding and appreciation |
| November  4 weeks | Athletics  (4 weeks) | Jumping |
| Understanding and appreciation |
| Throwing |
| December  3 weeks | Gymnastics  (3weeks) | Movement |
| Understanding and appreciation |
| January  4 weeks | Gymnastics  (3 weeks) | Movement |
| Understanding and appreciation |
| Dance/MOVEMENT  (1 week) | Exploration, creation and performance of MOVEMENT |
| February  3 weeks | Dance/MOVEMENT  (3 weeks) | Exploration, creation and performance of MOVEMENT |
| Understanding and appreciation |
| March & April  6 weeks (When content is covered will depend on when Easter falls) | Dance  /MOVEMENT  (2 weeks) | Exploration, creation and performance of dance |
| Games  (2 weeks) | Sending, receiving and travelling |
| Understanding and appreciation |
| Games  (2 weeks) | Creating and playing games |
| Understanding and appreciation |
| May  4 weeks  Objectives cannot currently be met due to lack of facilities    June  4 weeks | Aquatics  3 weeks | Water Hygiene |
| Water safety |
| Understanding and appreciation of aquatics |
| All strand units  1 week ( last week in May) |
| Outdoor and adventure  (School Tour) | All strand units  (1 week) |
| Outdoor challenges |
| Walking, cycling and camping activities |
| Understanding and appreciation |

**Resources for Teaching Physical Education**

Teachers in Glencastle N.S. will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:

**P.E. Curriculum & Teacher Guidelines PSSI Lesson Plans Move Well, Move Often**

**Physical Education - Facilities**

The following facilities are available to the children and staff for Physical Education.

1. School Yard-suitable for ball games, athletics and small sides games
2. School Football pitch (will not be available during construction of new Special Class building)

Our school has a well-resourced Physical Education store ( wooden shed) containing the necessary equipment for the implantation of most strands. Equipment is checked regularly and stock replenished as often as budget allows. Teachers keep literature, DVDs, CDs, tapes, books and lesson ideas in their own individual classrooms. The Deputy Principal, Ms Ruddy has responsibility for all PE equipment and any queries regarding this should be forwarded to her.

[**Approaches and Methodologies**](file:///C:\Users\stpauls\Desktop\Approaches%20and%20methodologies%20PE.doc)

We will use a combination of the following approaches:

* Direct teaching approach
* Guided discovery approach
* Integration

We will use methods that encourage maximum participation by the child through group work:

* Individual, pair, group and team play
* Station teaching
* Using a play area divided into grids

**Structure of a PE lesson**

**Warm Up:** pulse raising activities, stretches and mobility exercises.

**Main Activity**: running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc.

* This main activity will take place at individual, pair and small group levels
* Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson
* We will divide our hall/play area into grids to allow for small group activity to ensure all children will be involved

**Cool Down:** slower activities to reduce heart rate and prepare children for their return to the classroom.

**Assessment and Record Keeping**

The School’s Assessment & Record Keeping Policies are available in the school office. (Refer to PE Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

We will assess:

* Willingness to participate in activities.
* Readiness to engage with a certain activity.
* The level of competence of a child in carrying out an activity.
* Interest in and attitude to activity.
* Willingness to cooperate in individual, pair and group activities.

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

* **Assessment for learning** to provide feedback to children, improve learning and inform practice
* **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
* **Assessment as learning** involves teaching the children how to self assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running.

Our assessment tools are:

* Teacher observation.
* Teacher-designed tasks.
* Questioning.
* Checklists.
* Self-Assessment
* Anecdotal records.

**Children with Different Needs**

In Glencastle National School, because of our school context, we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities.

Many children with SEN experience difficulty with basic co-ordination, balance, left and right orientation, rhythm and spatial and body awareness. These skills can be addressed and improved through physical education. Students who experience difficulties and frustration in academic areas can acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities.

Teachers will endeavour to support, create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others. They will ensure the participation of children with special needs by planning to include all children in PE activities. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

**Differentiation**

* Teachers must allow for the needs of all pupils including those with physical conditions which may hinder them from deriving the most from their PE lessons. Accommodating these pupils may involve adjusting particular tasks so that every child can participate in PE class.
* Class teachers are responsible for differentiation and records should be apparent in both their short term and long-term plans.
* Special Needs Assistants to students with Special Educational Needs may assist in the delivery of PE lessons, in relation to the child in their care.

**Exceptionally Able Children**

Children with exceptional ability/talent for PE will be encouraged and supported to maximise their talent by forging links with local clubs (if links have not been established already) so the child (ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

**Equality of Participation and Access**

* Every child will have access to all PE activities provided by the school.
* When grouping children for physical education the school will endeavour not to  group children solely on the basis of gender whenever possible.
* Children with Special educational needs will participate fully in our PE programme. Lessons and activities will be adapted to suit the needs and abilities of these children.
* We endeavour to find physical activities which suit the interests and needs of all the children in the school.

**Linkage and Integration**

Gaeilge:

* cuid de na treoracha as Gaeilge, ceisteanna a chur, foclóir a bhaineann le cluichí éagsúla agus lúthchleasaíocht a úsáid.

Oral language development:

* interpretation of directions
* descriptions of movements
* discussion of rules
* talking about their own and others’
* performance in PE
* writing and telling of experiences in sport andoutdoor activities
* poetry, rhymes and literature to be used as stimuli for dance.

Mathematics:

* appreciation of shape and balance opportunities to estimate, measure, and compare.
* recording results.
* Exploring league tables
* exploring angles.

SESE:

* Development of geographical skills such as using maps, study of the environment, origins of different cultural backgrounds, history of games.

Science:

* Movement of the body—joints, muscles, bones, etc.

Drama:

Exploration, creation, and performance of choreographed actions and movements.

Music:

* Listening and responding to music.
* performing i.e. song, singing with actions.

SPHE

* Promoting enjoyment of and positive attitudes towards physical activity and its

lifelong contribution to health, serves to complement the strand unit ‘Taking care of my body’

* Fostering resilience and persistence among pupils
* Accepting successes and defeats with graciousness

**Organisational Planning**

Timetable

* All teachers timetable for PE in their weekly timetable, in keeping with the school’s weekly time allocation.
* Teacher’s consult with each other to ensure that their PE lesson on the yard doesn’t clash with another classroom.

Code of Ethics

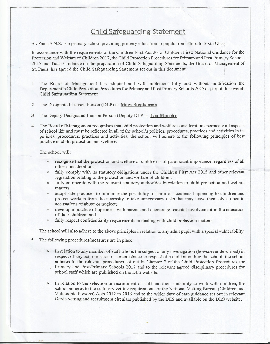
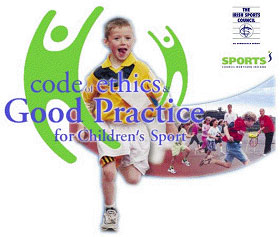
Our aim is to provide a safe, trusting, responsive and caring learning environment, dedicated to promoting and ensuring the protections of children during all P.E. lessons and sports activities.

We aim to put in place procedures for good practice during P.E. lessons an sports  activities to protect children and all staff members.

*(Refer to school’s Child Protection Policy based on the Department of Education and Science guidelines accompanying the ‘Children First’ guidelines*

*Also refer to SPHE plan; Code of Ethics, Good Practice for Children’s Sport)*

* If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher.The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
* Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. ‘Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general’[[1]](#footnote-1)
* If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the ‘Children First Guidelines’ produced for all personnel working with children.
* All outside coaches must have Garda vetting clearance.

Extra-Curricular Activities

* We encourage the children to take part in local sports activities and clubs and will always pass on information about any extra curricular activities available in our area to the parents via Aladdin.

Health and Safety

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. We are mindful of the importance of Health and Safety guidelines at all times. It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. During PE lessons all members of staff will ensure that the following safety aspects will be taken into consideration:

* All children should wear suitable footwear and clothing during a PE lesson.
* The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
* Children will be taught how to lift and carry all PE equipment safely.
* In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
* Should an accident occur in the PE lesson teachers will adhere to the guidelines set out in the Health and Safety policy.
* Staff must ensure that the school gate is closed properly during PE lessons.
* First Aid Kits are readily available in the staff room.

**Individual Teachers’ Planning and Reporting**

* Teachers prepare short and long-term plans and that are based on the contents of this policy.
* Teachers will also be acquainted with the content and methodologies outlined in the policy. There should be clear progression as children move from class to class.

**Staff Development**

* Teachers are encouraged to research new methodologies, arrange for demonstrations and given opportunities to try out equipment/resources, and assess whether or not they should be purchased.
* Principal displays information about any new PE courses made available to the school via Aladdin and outside coaches may be invited in during the year.

**Parental Involvement**

* The PE policy will be ratified by the Board of Management and made available for parents on the school website.
* We ask parents to support the child in fostering an interest in PE.
* At present we have a parent assisting with training the pupils for Gaelic Football alongside Ms, Ruddy
* All volunteers must be Garda Vetted before working with our children.

**Community Links**

We are very much aware of the school’s role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

The school maintains links with a variety of local clubs including the local Belmullet GAA Club, Iorrais Aontaithe and Erris Athletics Club.

**Competitions/Leagues/Games**

* Cross Country Erris/Regional Competition
* Mini 7’s- Erris/Regional Competition
* Francis Neary Memorial Cup- Gaelic Football 3rd & 4th Class
* Cumann na mBunscol Sports Quiz.
* Cumann na mBunscol Gaelic Erris/Regional Competitions
* Community Games

**Success Criteria**

* This policy is intended to make a difference to the teaching and learning of P.E. in our school. We will know the plan has been implemented by the following criteria:
* Teachers’ preparation, planning and reporting is based on this plan.
* Procedures outlined in this plan are consistently followed.
* The objectives within each strand and strand unit will be carried out to the best of each child’s ability.

**Implementation**

**Roles and Responsibilities**

The staff has a responsibility to implement this policy, forward feedback to the principal and encourage whole staff participation in the policy.

.

**Review**

The Physical Education policy is to be reviewed in June 2026

**Ratification and Communication**

This revised policy for Physical Education was ratified by the Board of Management on the 29th March 2023 The ratified policy will be displayed on the school website. Parents may view a hard copy of the policy in the school office by appointment.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Appendix 1: Curriculum Planning**

**Content to be covered in Junior Infants and Senior Infants**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Strand Unit** | **Activity** |
| **Athletics** | **Running** | 1. Walk/jog in a non-competitive setting for extended periods. 2. Follow a trail. 3. Sprinting:    * practise moving in a straight line    * practise the standing start    * reaction activities 4. Relays: participate in a pair relay using a beanbag. |
| **Jumping** | 1. Experiment with various ways of jumping: practise the five different jumps. |
| **Throwing** | 1. Experiment with appropriate objects and methods of throwing aiming for height and distance: throw beanbags   - throwing at a target   1. Explore footwork. |
| **Understanding and appreciation of Athletics** | 1. Develop an understanding of the basic rules of athletic events:    * standing start for sprinting,    * running in a straight line or lane without impeding others.    * wait until your partner has returned before running in the pair relay. |
| **Dance** | **Exploration,** | 1. Explore the movements of different parts of the body. 2. Create and perform a simple dance with teacher’s   guidance.   1. Move in space safely with others. 2. Explore strong and light movement. 3. Develop poise, balance and coordination while moving and stopping. 4. Copy a partner’s movements. |
| (Referred to as | **creation and** |
| Movement) | **performance** |
|  | Sensitivity to |
|  | the age of the |
|  | pupils should be |
|  | adhered to |
|  | when choosing |
|  | suitable songs |
|  |  |
|  |  |
|  |  |
|  |  |
|  | **Understanding** | 1. Interpret a mood or motion based on movement 2. Develop an awareness of the need for focus and concentration in movement. |
|  | **and** |
|  | **appreciation of** |
|  | **dance** |

|  |  |  |
| --- | --- | --- |
| **Games** | **Sending, receiving and travelling** | 1. Begin to develop ball-handling skills using beanbag activities:   -throwing and catching (individual work).  -throwing and catching individually and in pairs.  -throwing to a target.  -trapping the beanbag, individually and in pairs.   1. Begin to develop ball-handling skills using balls:   -ball awareness activities;  -rolling the ball, individually and in pairs.  -Ball awareness activities:  -bouncing a ball, throwing and catching.   1. Begin to develop kicking skills:   -dribbling a ball kicking a ball on the ground, controlling a ball by trapping it.  -kicking to a target.   1. Begin to develop carrying and striking skills using a racket:   -racket grip, carrying a beanbag/ball on a racket.  -bouncing a ball with a racket.   1. Begin to develop carrying and striking skills using a stick:   - dribbling a ball, striking a ball. |
| **Creating and playing of games**  **Understanding and Appreciation of games** | 1. Playground games to encourage cooperation. 2. Develop problem-solving and decision-making strategies:   -rolling at a target.   1. Apply simple rules to games. 2. Moving into the path of the ball to trap it. 3. Understand the need to keep the racket face flat for activities. |
| **Outdoor and Adventure activities** | **Walking** | 1. Find and record controls outdoors. 2. Find an object in a confined area of the school site with simple clues. 3. Find an item in a confined area and use it in a matching activity. 4. Undertake a short walk within the school grounds. |
| **Orienteering** | 1. Identify areas of the hall, playing field or school site. 2. Introduce control cards:   -find the picture (control) and record it simply.   1. Identify areas of the hall, playing field or school site:    * Introduce Photo-star orienteering. (Ref. PDST)    * Go to features identified by pictures, find the control and record it simply.    * Teach the discipline of returning to base. 2. Reinforce control cards. |
| **Outdoor challenges** | 1. Adventure trails |

|  |  |  |
| --- | --- | --- |
| **Gymnastics \*** (\* refers to those objectives that cannot be currently met due to lack of suitable hall facilities a and equipment at present in Glencastle N.S. ) | **Movement** | 1. Develop the basic movement actions of walking, running, skipping, stopping and jumping. 2. Link skills to produce a short sequence of movements. 3. Develop body awareness through variations of direction and pathway. 4. Begin to transfer work onto apparatus \* 5. Absorb energy to avoid shock when landing. 6. Practise rocking and rolling activities leading to the forward roll. |
| **Understanding and Appreciation of Gymnastics** | 1. Discuss movement and ask and answer questions about it. 2. Develop the ability to lift, carry and place apparatus safely. \* 3. Develop awareness of others when using apparatus. \* |
| **Understanding and Appreciation of**  **Outdoor Adventures** | 1. Begin to develop an appreciation of and respect for the environment: caring for living things. |

**Content to be covered in First and Second Class**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Strand Unit** | **Activity** |
| **Athletics** | **Running** | 1. Walk, jog or run over distance:   -Walk/jog in a non-competitive setting for extended periods.   1. Sprinting   -Practise the standing start  -Reaction activities.   1. Relays:   -Participate in pair relay with a beanbag developing simple technique  -Practise passing with the right and receiving with the left hand using the down sweep technique.   1. Hurdling:   -Run over evenly spaced low hurdles.  -Identify the lead leg. |
| **Jumping** | 1. Practise skipping activities with and without ropes. 2. Develop a short approach run:   -Taking three steps and jumping for distance and height.   1. Practising an over-arm throw:   -Develop a short approach plant and throw. |
| **Throwing** | 1. Under and over arm throw |

|  |  |  |
| --- | --- | --- |
|  | **Understanding and appreciation of Athletics** | 1. Develop an understanding of pace: 2. Contrast the pace of two runners. 3. Develop and understanding of some of the rules of athletics:   -When sprinting, take off only on the word go.  -contrasting the pace of two runners.   1. Describe and discuss movement and ask and answer questions about it:   - does passing the beanbag as we practiced it today make a difference to your speed? |
| **Dance** (Referred to as Movement) | **Exploration, creation and performance**  Sensitivity to the age of the pupils should be adhered to when choosing suitable songs | 1. Explore a greater range of movements of different body parts. 2. Create and perform a partner movement sequence. 3. Move in space safely with others. 4. Develop increased poise and coordination when moving and stopping. 5. Respond imaginatively to the stimulus of letter shapes in creating dance. 6. Develop increased poise and coordination when moving and stopping. |
| **Understanding and appreciation of dance** | 1. Continue to be aware of the need for focus and concentration in movement. 2. Watch the movement of others with courtesy and respect. 3. Identify different body parts used in the movement viewed. 4. Identify the sections of the movement as the beginning, middle and ending. |
| **Games** | **Sending, receiving and travelling** | 1. Ball handling: practise skills previously experienced:   -throwing and catching using a beanbag.  -throwing to a target.  -throwing and catching using a large ball.  -dribbling a ball.  -throwing and catching using a large ball.  -chest pass, bounce pass, overhead pass, dribbling a ball.   1. Develop and practise kicking skills:   -dribbling a ball with the foot.  -kicking and trapping the ball with a partner.  -kicking from the hand.   1. Develop and practise ball-handling skills:   -Fist pass, catching and heading. |

|  |  |  |
| --- | --- | --- |
|  | **Creating and playing of games** | 1. Create and develop games in small groups:  - Playground games |
| **Understanding and appreciation of games** | 1. Apply simple rules to activity. 2. Discuss and develop control in movement skills relevant to games:   -Footwork: changing speed and stopping.  -develop an understanding of defence.  -moving into space to receive a pass.  -introduce the methodology of working in grids.  -working in fours. |
| **Outdoor and Adventure activities** | **Walking** | 1. Short walks. 2. Treasure hunts. |
| **Orienteering** | 1. Identify areas of the hall or school site 2. Engage in activities to encourage the child to begin to find the way.   -reinforce work done in Infants – forwards, backwards, left and right;   1. Go to features identified by pictures. 2. Find the control (symbol) at that feature and record it on their control card. 3. Go to features identified by photographs, find the control and record it simply. 4. Find objects or areas by following a simple plan:   -Follow a snake walk.  -Lead another child around a course.  -The second child records the route on an unmarked plan;   1. Introduce map to ground orientation/spatial awareness; 2. Teach the language, e.g. around, behind, between and outside. |
| **Outdoor**  **challenges** | 1. Adventure trails |
| **Understanding and appreciation** | 1. Develop appreciation of and respect for the environment 2. Discuss safety aspects of activities undertaken |
| **Gymnastics \*** (\* refers to those objectives that cannot be currently met due to a lack of suitable hall facilities and equipment at present in Glencastle N.S. ) | **Movement** | 1. Develop basic movement actions. 2. Continue to develop body awareness through variations of direction, pathway, speed and levels. 3. Show control in take-off and develop the ability to absorb energy to avoid shock when landing. 4. Link movement skills to produce individual and pair sequences. |

|  |  |  |
| --- | --- | --- |
|  |  | 1. Practise rolling activities leading to the forward roll. 2. Develop good body tension and posture through gymnastic positions and movements. |
| **Understanding and Appreciation of Gymnastics** | 1. Discuss movement and ask and answer questions about it. 2. Develop the ability to lift and place apparatus safely. \* 3. Develop awareness of others when using apparatus. \* |

**Content to be covered in Third and Fourth Class**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Strand Unit** | **Activity** |
| **Athletics** | **Running** | 1. Walk, jog and run over distance:   -Walk/jog in a non-competitive setting.   1. Relays:   -practice baton changeover technique in teams of four in a straight line.   1. Sprinting:   -practise reaction sprints and standing start;  -develop good acceleration and finishing technique.   1. Relays:   practise changeover technique using batons in teams of two then four, in a straight line.  3. Hurdling:  -practise the technique of hurdling.  -develop the lead leg and running three strides between the hurdles. |
| **Jumping**  **Throwing** | 1. Practise the standing jump for distance:   -develop a short approach run.   1. Explore skipping activities individually and as part of a group. 2. Jumping for height. 3. Scissors technique. 4. Begin to throw a medium-sized ball or a primary shot from a standing position. 5. Begin to throw (put) a medium-sized ball or primary shot from a standing position.   -Begin to throw a quoit or primary discus. |
| **Understanding and appreciation of Athletics** | 1. Talk about movement and rules for athletics 2. Understand pace, measure and achievement 3. Analyse personal performance and performance of a partner. 4. Develop an understanding of the rules of athletics:   -Rules for baton change over.   1. Measure an achievement. 2. Discuss the differences in body movement when performing the put. |

|  |  |  |
| --- | --- | --- |
|  |  | 7. Describe and discuss movement:  - discuss the effect of running three strides between each hurdle. |
| **Dance** (Referred to as Movement) | **Exploration, creation and performance**  Sensitivity to the age of the pupils should be adhered to when choosing suitable songs | 1. Develop greater range of movement to include turning. 2. Travelling and moving in space using directions. 3. Increase the range of dynamics in movement. 4. Create and perform dances that have a clear beginning, middle and end. 5. Show increased poise, balance and co-ordination while moving and stopping. 6. Perform a range of steps and movements. 7. Develop work with partner and work in small groups. |
| **Understanding and appreciation of Dance** | 1. Interpret a mood or motion based on movement. 2. Identify the sections of a movement as beginning, middle and end. 3. Observe, describe and discuss own movement and the movement of others. |
| **Games** | **Sending, receiving and travelling** | 1. Develop and practice a range of ball handling skills using round and oval large and small balls. 2. Pick up a stationary or moving ball into the hands using the foot. 3. Dribbling a ball around obstacles. 4. Passing and shooting the ball at a target. 5. Kicking a ball on the ground or in the air and moving into a position to receive a pass. 6. Kicking ball to partner using instep and out step of foot. 7. Striking a ball away from you using arm. 8. Striking a ball using racquet and hand (hand over arm). 9. Fisting a ball through the air to a partner. |
| **Creation and playing of games** | 1. Create and develop games in pairs or small groups. 2. Play small sided or mini versions of games. 3. Playground games. |
| **Outdoor and Adventure activities** | **Walking** | 1. Short walks. 2. Treasure hunts. |
| **Orienteering** | 1. Develop the ability to draw a plan, linking physical education with the Geography curriculum. 2. Promote understanding of spatial awareness. 3. Introduce drawing of controls on a plan. 4. Introduce Score Orienteering in the classroom. 5. Find objects or areas by following a simple plan: |

|  |  |  |
| --- | --- | --- |
|  |  | -follow a snake walk;  -lead another child around a course. The second child records the route on an unmarked plan.  6. Introduce map to ground orientation/spatial awareness;  -teach the language, e.g. around, behind, between and outside.   1. Undertake a journey, following a chosen route and marking it on a plan. 2. Choose a route and lead a partner who draws the route taken on a plan. 3. Introduce Star Orienteering (using a map) – finding one control marked on a map, recording: a symbol found at this control and returning to base before setting out for the next control. 4. Orientate a map. 5. Using a legend (key). 6. Introduce Memory-Star orienteering (Ref. PDST) |
| **Outdoor**  **challenges** | 1. Adventure trails. |
| **Understanding and appreciation** | 1. Develop appreciation of and respect for the environment. 2. Discuss safety aspects of activities undertaken. 3. Plan, discuss, describe and observe outdoor activities. |
| **Gymnastics \*** (\* refers to those objectives that cannot be currently meet due to lack of suitable hall facilities and equipment at present in Glencastle N.S. ) | **Movement** | 1. Create a sequence of movements to develop body awareness and control. 2. Variations of direction, pathway, levels, speed and effort on the floor and on apparatus.\* 3. Practise and perform forward and backward rolls with control. 4. Produce and perform sequences with a partner on mats 5. The children create and develop their own sequences. |
| **Understanding and Appreciation of Gymnastics** | 1. Observe and describe movement. 2. Lift, carry, set up, dismantle and store apparatus correctly and safely.\* 3. Develop awareness of others when using apparatus.\* 4. Develop an awareness of others’ movements. |

**Content to be covered in Fifth and Sixth Class**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Strand Unit** | **Activity** |
| **Athletics** | **Running** | 1. Sprint up to 70 meters. 2. Practice reaction sprints. 3. Practice standing start. 4. Practice shuttle sprints (repeat sprints) over a distance of 30 meters. 5. Same sex pair and team relay- practicing passing over of the baton. 6. Practice standard relay with four children in a team in a straight line running a distance of up to 50 meters approx. 7. Non-competitive walking and jogging from 30 seconds to five minutes. 8. Hurdling, run a distance of 40-60 meters over evenly spaced hurdles (40-50cms high). 9. Practice technique of hurdling. 10. Run a distance of 150 metres approx. Over evenly spaced hurdles (30cm high approx.) |
| **Jumping** | 1. Skipping activities. 2. Practice standing jump for distance. 3. Explore the various ways of jumping. 4. Develop a short approach run when taking off from one foot and landing on two. 5. Practice jumping for height over an obstacle (approx. 50-60 cms). |
| **Throwing** | 1. Under and over arm throw. 2. Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin. 3. Develop a short, fast approach run before releasing the throwing implement. 4. Begin to throw a medium size ball or primary shot from a standing position. |
| **Understanding and Appreciation of Athletics** | 1. Talk about movement and rules for athletics. 2. Develop a better understanding of speed, strength, control and co- ordination. 3. Understand pace. 4. Measure an achievement. 5. Analyse personal performance and performance of a partner in athletic activities. 6. Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities. 7. Begin to acquire and understanding of training to prepare for performance in selected track and field events. |

|  |  |  |
| --- | --- | --- |
| **Dance** (Referred to as Movement) | **Exploration, creation and Performance**  Sensitivity to the age of the pupils should be adhered to when choosing suitable songs | 1. Create and perform a more complex range of movement. 2. Communicate through movement a range of moods or feelings. 3. Travelling and moving in space using directions. 4. Increase the range of dynamics in movement. 5. Create and perform longer and more complex movements with clear movement forms. 6. Choose and respond with increasing sensitivity to a broader range of stimuli. 7. Show increased poise, balance and co- ordination while moving and stopping. 8. Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement 9. Perform a variety of selected Irish dances and folk dances that use frequent changes of formation. 10. Perform dances, showing concentration of awareness of others. |
| **Understanding and appreciation of dance** | 1. Interpret a mood or motion observed in movement. 2. Identify the techniques used in a movement and the form of the movement. 3. Observe, describe and discuss own movement and movement of others. |
| **Games** | **Sending, receiving and travelling** | 1. Practice skills previously experiences. 2. Develop further and extend ball handling skills. 3. Develop further and extend kicking skills. 4. Develop further and extend carrying and striking skills. |
| **Creating and playing games** | 1. Create and develop games in pairs or small groups. 2. Play small sided or mini versions of games. 3. Playground games. |

|  |  |  |
| --- | --- | --- |
| **Outdoor and Adventure activities** | **Walking**  **Orienteering**  **Outdoor Challenges**  **Understanding and Appreciation** | 1. Short walks around school and town. 2. Develop range of cycling skills. 3. Find controls on the school site using a map or plan. 4. Undertake a memory star orienteering activity (completing one task at a time). 5. Undertake point to point orienteering activity (control card/ collect information). 6. Undertake score orienteering (score values, controls given score values). 7. Adventure Trails 8. Develop appreciation of and respect for the environment. 9. Discuss safety aspects of activities undertaken. 10. Plan, observe, describe and discuss activities outdoors. |
| **Gymnastics** (\* refers to those objectives that cannot be currently meet due to lack of suitable hall facilities and equipment at present in Glencastle N.S.) | **Movement** | 1. Perform symmetrical movements and sequences on the floor and transfer them onto apparatus.\* 2. Select and link a range of gymnastics actions to travel on the floor and on apparatus.\* 3. Improve quality in body performance, body tension and body shape. 4. Practise and perform a range of skills: forward roll, backward roll, handstand and cartwheel. 5. Show controlled take off, flight and landing. 6. Practise and perform a specific skill – the cartwheel 7. Select and link a range of gymnastics actions to travel on the floor (mats) and groups. |
| **Understanding and Appreciation of Gymnastics** | 1. Discuss movement and ask and answer questions about it. 2. Develop the ability to lift, carry and place apparatus safely.\* 3. Develop awareness of others when using apparatus.\* |

|  |  |  |
| --- | --- | --- |
| **Aquatics- Junior Infants- sixth class** (\* refer to those  objectives that cannot currently be meet due to lack of facilities)  At present we do not have the facility of an indoor swimming pool in Belmullet. There is an ourdoor pool but it isn’t suitable for school swimming lessons as there are no changing facilities available. | **Hygiene** | 1. Appreciate the importance of hygiene when using the pool. |
| **Water Safety** | 1. Observe the rules of a swimming pool indoor & outdoor. 2. Recognise hazards of water. 3. Identify correct procedure for dealing with hazards. |
| **Understanding and Appreciation of Aquatics** | 1. Understand basic hygiene procedures. 2. Appreciate the dangers of water. 3. Understand how to stay safe in water. 4. Develop an increased understanding of flotation. 5. Develop an appreciation of the freedom of movement in water. 6. Extend knowledge of swimming strokes. 7. Discuss a wide range of aquatic activities. 8. Become aware of local organisations and clubs that promote aquatics. |
| **Water based Games\*** | 1. Participate in pair and group play\* |
| **Stroke Development\*** | 1. Develop a selection of swimming strokes \* 2. Front crawl, backstroke, breast stroke, butterfly.\* |
| **Buoyancy and Propulsion\*** | 1. Walk in shallow water.\* 2. Walking making patterns\* 3. Walking to a rhythm, changing direction on a heavy beat.\* 4. Negotiating a person or obstacle.\* 5. Jump, side-step or run across the pool.\* 6. Relay races: children jump or side-step or run across the pool.\* 7. Observe that some objects float and others sink.\* 8. Blowing, nosing or heading objects (ball, toy, ducks) around floating objects.\* 9. Practise balance, rotation and recovery exercises with and without float.\* 10. Regaining standing position from the prone or supine position.\* 11. Rolling over from the prone or supine position.\* 12. Floating forming wide and narrow shapes in prone or supine position.\* 13. Linking shapes to form sequences floating in mushroom shape.\* 14. Turning through 360 degrees horizontally or vertically.\* 15. Explore use of arms and legs to travel in water.\* 16. Kicking like a frog\* 17. Playing Simon Says game, where activities are matched to abilities.\* 18. Practising sculling in prone or supine position, head first, feet first.\* 19. Chasing games (e.g. What Time Is It, Mr Shark? Crows and Cranes).\* 20. Glide forward or backwards along the surface in a |

|  |  |  |
| --- | --- | --- |
|  |  | stretched position.\*  21. Glide to the bottom of the pool.\* |
| **Entry to and Exit Water\*** | 1. Enter the water.\* 2. Using the steps or ladder\* 3. By sitting, turning and slipping into the water.\* 4. By stepping in from the poolside.\* 5. By stepping in and placing the face in the water with comfort.\* 6. Blowing bubbles while the mouth is in the water.\* 7. Picking up lightweight objects from the bottom of the pool with the eyes open.\* 8. Looking at a partner under water.\* 9. By jumping into the water.\* 10. climb out of the water Using steps.\* 11. Getting out with support.\* 12. Going directly onto the side.\* |

**Appendix 2:**

**SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES[[2]](#footnote-2)**

|  |  |  |
| --- | --- | --- |
| **Potential area of difficulty** | **Implications for learning** | **Possible strategies** |
| • fitness levels | It may be necessary to set targets to improve fitness. | • include active warm ups and drills for skills practice  • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians |
| • listening and responding | The student may have difficulty with short–term memory and concentration span. | • keep instruction simple and clear. Students repeat instruction.  • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task  • move to new instruction regularly |
| • co-ordination and balance | The student may have difficulties in fine and  gross motor skills in all strand areas. | • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.  • give good visual demonstrations  • reaffirm good examples and practices  • use additional equipment to suit the needs of the student, for example softer balls, larger target  • provide physical support to student in performing skill, for example, jumping |
| • spatial and body awareness | There may be safety issues for students engaging in movement exercises. | • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises  • use specific body parts in exercises e.g make a shape with the upper part of the body |
| • left–right orientation | It may be necessary to include regular exercises with these movements. | • include warm-up exercises/stretches. Students mirror actions of peers or teacher: O’Grady says; Follow the leader  • include exercises with equipment using both sides of the body |
| • behaviour | This will necessitate the smooth  progression of lesson structure with clear instructions. | • establish routine format for class and the expectations of desired behaviours.  • ensure that the student is suitably placed in the class for optimum learning  • check that the student is attending by reinforcing and questioning  • involve the student where possible in demonstration  • encourage the student and assign tasks opportunities for success |
| • social integration. | Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student’s interest in particular aspects of the strands. | • group student(s) appropriately  • use co-operative fun activities regularly  • give encouragement and acknowledge good effort  • set appropriate skill development level commensurate with students’ ability level  • set reasonable targets for co-operative activities (individual and group). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Adaption Suggestions** | | | | |
| **Equipment** | **Rules, Prompts,**  **Cues** | **Boundary/Playing**  **Field** | **Actions** | **Time** |
| -Larger/lighter bat -Use of velcro -Larger goal/target -Mark positions on playing field -Lower goal/target -Scoops for catching -Various balls (size, weight, color, texture) | -Demonstrate activity -Partner assisted -Disregard time limits -Oral prompt -More space between students -Eliminate outs -Allow ball to remain stationary -Allow batter to sit in chair -Place student with disability near teacher | -Decrease distance -Use well-defined boundaries -Simplify patterns -Adapt playing area (smaller, obstacles removed) | -Change locomotor patterns -Modify grasps -Modify body positions -Reduce number of actions -Use different body parts | -Vary the tempo -Slow the activity pace -Lengthen the time -Shorten the time -Provide frequent rest periods |

1. Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council [↑](#footnote-ref-1)
2. Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities [↑](#footnote-ref-2)