



Scoil Mhuire Gan Smál
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PHYSICAL EDUCATION POLICY

Introduction:

Our school PE policy was reviewed in January 2024 by all the staff. The purpose of the review was to examine our existing policy and practice in teaching PE and to see whether there are aspects of our practice that need to be developed through action planning.

Through PE we aim to enable pupils to develop co-ordination, strength, stamina and skilfulness and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence. We believe that PE should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle, and a feeling of self-confidence.

Rationale:

Teachers are agreed on the importance of PE in the school curriculum. The teaching of PE benefits teaching and learning in our school. The planning and management of the Physical Education curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and well differentiated programme of physical activities. PE provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy lifestyle and the emotional and intellectual development of the child.

Vision:

In our school we believe that physical education plays a vital role in the development of the whole child. Therefore, the children will enjoy a rich variety of experience in physical education within the guidelines of the Primary School Physical Education Curriculum. We seek to assist all the children in our school in achieving their true potential in PE. We hope to give all pupils an opportunity to succeed regardless of ability, emphasising the participation, cooperation and enjoyment aspects of the programme. We envisage that it will be fun and will be enjoyed by all the members of the school community.

Aims:

We endorse the aims and objectives of the PE curriculum.

- 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.

Objectives:

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.

Additional aims that relate to the context of Scoil Mhuire gan Smál

- Run/Walk/Jog Daily
- To hold an annual ‘Active Week’ in the third term.
- To hold a summer GAA league from 3rd to 6th class.
- To take advantage of our proximity to Clonmel Public Pool – 6/8 week session for children 3-6th. This may change to 1st-6th class depending on availability in the school year.
- To enter the following Cumann na mBunscol Competitions each year: u11 and u13 football/Camogie
- Soccer FAI 5’s

It has been agreed by all staff that:

- P.E. is for all students and teachers;
- Enjoyment and pleasure is essential;
- Maximum participation by all children is at the heart of our PE lessons;
- Development of skills and understanding is crucial;
- A balance between competitive and non-competitive activities will be provided;

- Our pupils will play school games in a fair, sporting, and respectful manner;
- Opportunities for achievement for each child will be made available;
- Activities equally suitable for boys and girls will be provided.

Curriculum Planning and Organisational Planning—

Teachers are aware of the need to—

- adopt a pace of curriculum development which is both challenging and realistic
- ensure that the whole-school planning process links with and influences teaching and learning in individual classrooms
- monitor the implementation of the plan with particular references to the learning outcomes for children

Teachers are aware that 1 hour per week has been allocated as the minimum time allotted for Physical Education, and that discretionary time is available for this as for any of the other curricular areas.

For organisational purposes, most teachers plan for one-hour weekly lessons unless a visiting teacher is in for Gymnastics or Dance. These lessons take place in 30/40 minute blocks allowing for a further 20/30 minutes P.E. session during the week.

Gaa coaching takes place with a GAA development officer.

Individual Teachers' Planning and Reporting:

This whole-school plan and the curriculum documents for PE provide information and guidance to individual teachers for their long and short-term planning. Teachers plan using the strands and strand units, with thematic approach at certain times of the year. Teachers will provide precise detail of work to be covered in long and short term plans. Work covered will be detailed in Cúntas Míosúil.

Teachers will share with parent's information regarding their child's achievements—skill development combined with willingness to co-operate, etc.—at parent/teacher meetings and other suitable times, as arranged.

Strands and Strand Units

Our Physical Education curriculum is divided into six strands or sections as recommended in the Primary School Physical Education Curriculum.

These are: Athletics, Dance, Games, Gymnastics Outdoor and Adventure Activities and Aquatics.

Each strand is subdivided into strand units.

The curriculum is designed to be spiral in nature. The children experience at least 5 strands in each year. As they progress through the school, they experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. We measure progress in the level of participation by the child, in the degree of difficulty mastered and the quality of movement performed as the child passes through each level. The pool-based section of the Aquatics strand is taught from first to sixth class (see above note on classes)

The strands/strand units/content objectives for the relevant class level(s) are found in Appendix 1

Approaches and Methodologies:

When teaching PE, we strive to use a broad range of approaches and methodologies. We believe that there is a need to examine the teaching methods which will best enhance the achievement of the objectives, taking factors such as the content and context of the lesson into account, as well as the needs of the children. We are likely to switch and mix approaches to suit the objectives of the unit of work or the lesson. As objectives vary within a lesson we will move between different teaching approaches or methods.

All lessons throughout the school are taught as class groups following the individual class plans. Some lessons may on occasion be taught alongside a sport coach. Aquatics lessons are always taught by a specialist swimming teacher.

The teachers will use a combination of the following approaches;

Direct teaching approach – involves the teacher in telling or showing them what to do and in observing their progress.

Guided discovery approach – 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.

Integration –Physical education has many objectives which are developed by other subjects such as Gaeilge, English, art, music, mathematics and especially social, personal and health education. The teacher will consider how objectives can be achieved through integration. Sa scoil seo, moltar an Ghaeilge a usáid go nádúrtha mar ghnáth-theanga chaidrimh na scoile. Is féidir í a labhairt nuair a bhíonn corp oideachas ar siúl.

The teachers use methods that encourage maximum participation by each child through individual, pair, group and team activities, station teaching and using a play area divided into grids. They have opportunities to be creative, competitive and co-operative.

Individual, pair, group and team play – At infant level, most activities will be undertaken first by an individual child, and this can then be developed into partner work. Small groups may learn to work together. Providing opportunities for group work during first and second classes should enhance co-operation in preparation for the development of team play in a games situation, for instance. Team play is appropriate for

children from third to sixth class, but team play should always suit the individual needs of the child. Small-sided games and mini versions of games with modified rules are most suitable. Larger groups of children can work together in dance and gymnastics lessons from third 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’ is appropriate in teaching games, gymnastics, outdoor and adventure activities, athletics or aquatics. The teacher is able to allow maximum numbers of children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time.

Grids - Through using a play area divided into grids will allow for individual or pair practices, group work and small-sided games. This method of organising a class lesson is useful for games teaching, especially for third to sixth classes

Linkage and Integration:

Our teachers have discussed the great potential for integration of PE with many other curriculum areas, and have agreed to plan their work accordingly. Each teacher plans and organises to integrate other subjects into their own class preparation.

The areas identified for integration include:

- 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 and outdoor activities;
- Poetry, rhymes and literature to be used as stimuli for dance--such activities enable children to develop a vocabulary or discussing and critiquing PE activities.
- Mathematics: appreciation of shape and balance; opportunities to estimate, measure, and compare; recording results, exploring angles, examining league tables, understanding directions, counting on and back; shape and space—spatial awareness.
- SESE: Development of geographical skills such as using maps, study of the environment, origin of dance music, history of games and sports. Science: movement of the body—joints, muscles, bones, etc.
- Drama: exploration, creation, and performance of dance.
- Music: listening and responding to music, performing—song-singing with actions.
- SPHE: Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health, complements the strand unit ‘Taking care of my body’, games and athletics provide opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play, connecting with the strand unit ‘Relating to others’, swimming and other aquatic activities to promote safety considerations developed in the strand unit ‘Safety and Protection’.

Assessment:

Assessment in PE provides a comprehensive picture of the holistic development of the child, and so contributes to informed decisions about his or her future learning. Assessment tools used to gather information about a child's progress include:

- Teacher observation and Teacher-designed tasks.
- Self-Assessment
- E-Portfolios (seesaw)

Assessment of skills is carried out in the course of the normal class activity. This information forms part of class and school planning.

Children with Different Needs:

Teachers must allow for the needs of all pupils including those with physical or intellectual needs. This may involve adjusting particular tasks so that every child can participate in PE class. The PE lesson is an opportunity for the teacher to identify pupils with learning difficulties especially in the area of co-ordination, balance and motor skills. Following on from this, the class teacher in consultation with the special education teacher may draw up a programme focusing on particular skills. Brain Calm programme run by SET for children with needs to develop muscle tone/ balance and eye to hand co-ordination.

Equality of Participation and Access:

We promote the needs and interests of all pupils regardless of ability, culture, gender or aptitude. Quality work to the best of the children's ability is the target for everyone. We promote social learning by enabling the children to use and share the space and equipment safely, to work co-operatively with partners or in small groups and to appreciate each other's work. Every child has access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation. Equal opportunities will be given to boys and girls to participate in classes/activities.. Boys/girls will have equal opportunities to enter competitions if part of extra-curricular programme. (1st-2nd class enter ground hurling competition in February – run by West Tipperary GAA Development officers

Resources and ICT:

Interactive Whiteboards are present in all classes and can be used for the promotion and observation of games and athletics etc. Laptops also assist in the planning and recording of lessons.

The teachers use the PSSI lesson plans taken from the Oide website.

All classes have access to the school fields for PE lessons. Astra turf in Gaa club is available for use also.

Clonmel Public Pool for swimming

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the PE co-ordinator and is checked and updated at the beginning of each school year. It is stored in the Equipment Room in the hall.

The PE co-ordinator, in consultation with the Principal and the staff, will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools e.g. Buntús Packs etc.

Sports Activities:

Sport and physical activity are highly valued and promoted both at a recreational and competitive level at Scoil Mhuire gan Smál. We strive to nurture the holistic development of the children within our care in a safe, fun, sporting environment. We aim to facilitate and nurture students' personal and social development, thus enabling them to flourish socially, emotionally and physically. We actively encourage the participation of students from a very young age and promote the inclusion of all students, including those with special educational needs.

At Scoil Mhuire gan Smál, we endeavour to promote sports of every kind with particular emphasis on Gaelic Games.

After School Activities

To prepare for some school competitions, after school activities appropriate for the game in question might be organised by the school. All children of relevant age to the activities being offered will be invited to attend and improve their skill levels. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- 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 boys and girls.

Health and Safety:

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. When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration;

- All children have to wear suitable footwear and clothing during a PE lesson. Children will not be allowed wear any jewellery 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 heavy PE equipment safely (e.g. mats and benches etc)
- 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 we will follow the procedures outlined for other accidents in our Health and Safety Policy.
- Running activities will not finish at a wall or pole.
- The whistle will be used as a safety mechanism in the school and when it is blown, children will be taught to freeze in their position. If the whistle is blown a second time (especially in Outdoor and Adventure Activities) all children must return to an agreed base.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

The First Aid Kit is kept in the secretary's office in a designated cabinet which is freely available to all staff. This is restocked regularly. The medical conditions of all children are detailed by their parents/guardians on the Parental Consent Forms. Minor cuts and abrasions will be cleaned and treated using the First Aid Kit. Blunt-force injuries to the head and limbs will be treated with a cold-pack to reduce swelling whenever this is deemed appropriate. The parents/guardians of children involved in accidents will be contacted by telephone if necessary. In the case of serious injury (or suspected serious injury), children will be taken to Accident and Emergency for examination by a doctor. In dealing with injuries to children, any action taken by teachers will be the same as the actions that any prudent parent would take and will be in accordance with the Health and Safety Policy of Scoil Mhuire gan Smál. After any incident where a child is hurt, an incident report will be filled out by the teacher in charge outlining what happened.

Staff Development:

Teachers have access to reference books, resource materials, current research and websites dealing with PE. Courses in PE offered by Wateford Education Centre are brought to the attention of the staff. Staff are supported and encouraged to undertake further training and accreditation where possible.

Parental Involvement:

Teachers recognise that parents have a pivotal role to play in the attitude of their children to PE. Some parents also have skill and experience in coaching and managing young athletes, as have others in our community. Outside coaches are used to support the class teacher in the implementation of some of the PE curriculum strands, as outlined above.

In order to partake in school sports, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events and helping with supervision.

Community Links

Local clubs and sporting organisations are invited to provide information on the services that they provide e.g. Rockwell Rovers GAA, Community Games etc. 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. Local coaches support teachers in the coaching of Gaelic football, soccer and rugby.

If a local team has had a notable victory, they will be invited in to the school to share the victory with the children.

Policies

PE links with school policies/programmes: Health and Safety, Healthy Eating, Child Safe guarding statement, Swimming, Code of Behaviour, Anti-Bullying and Homework. Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues.

Success Criteria:

This plan 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
- when it achieves its aims as already described.

Means of assessing the outcomes of the plan include:

- teacher, parent, and community feedback;
- children's feedback regarding the activity level, enjoyment, and skill
- development of the classes;
- Inspector's suggestions and reports.

Implementation of the Plan:

This plan will be supported by the Board of Management and the local community. It will be developed and implemented by the teachers.

Review

This policy will be reviewed accordingly.

Ratification/review

This policy has been ratified/reviewed by the Board of Management on 12th February 2024

Chairperson BOM: *Breda Hickey*

Infants Classes

Athletics

Strand Unit	Activity
Running	Sprinting -Sprint to 20 metres Relays- Pair and team relay Walking or jogging over distance - Non-competitive walking and jogging
Jumping	Skipping with and without ropes, 5 different jumps
Throwing	Under arm throw for height and distance
Understanding and appreciation of Athletics	Talk about movement and rules for athletes

Dance

Exploration, creation and performance of dance	Travelling and moving in space, moving at different levels, using different pathways Create and perform a simple dance with teacher's guidance e.g. animal dance Perform simple singing games and folk dances e.g. skip to my Lou Hip, Hop & Irish Dancing
Understanding and appreciation of dance	Interpret a mood or motion observed in movement

Gymnastics

Movement	<p>Basic movement actions- rocking, rolling, running, stopping, jumping, climbing, transferring weight, balancing</p> <p>Practice rocking and rolling</p> <p>Develop body awareness</p> <p>Develop basic movement actions,</p>
Understanding and appreciation of gymnastics	<p>Talk about movement</p> <p>Develop the ability to lift, carry and place apparatus safely</p>

Games

Sending, receiving and travelling	<p>Ball handling skills -roll ball to partner, throwing a beanbag underarm, overarm, catching</p> <p>Kicking -begin to develop kicking skills,</p> <p>Carrying and striking -begin to develop carrying and striking skills, bounce a ball on a racket</p>
Creating and playing games	<p>Create and develop games in pairs</p> <p>Play simple playground games</p>
Understanding and appreciation of games	<p>Develop movement skills relevant to games</p> <p>Develop problem solving and decision making strategies</p> <p>Apply simple rules to games</p>

Outdoor and adventure activities

Walking	<p>Short walks</p> <p>Treasure hunt</p>
Orienteering	Following directions on school grounds
Outdoor challenges	Adventure trails
Understanding and appreciation of outdoor and adventure activities	Develop appreciation of and respect for the environment

1st & 2nd Class

Athletics

Running	Sprinting -Sprint to 30 metres Relays- Pair and team relay- passing with right and receiving with the left Walking or jogging over distance - Non-competitive walking and jogging
Jumping	Skipping with and without ropes, 5 different jumps, practice the standing jump for distance and height
Throwing	Under and over arm throw for height and distance
Understanding and appreciation of Athletics	Talk about movement and rules for athletes Understand pace and measure an achievement

Dance

Exploration, creation and performance of dance	Develop greater range of movement to include turning, travelling and moving in space using directions Create and perform dances showing a clear beginning, middle and end Hip, Hop & Irish Dancing Respond through movement to various stimuli
Understanding and appreciation of dance	Interpret a mood or emotion observed in movement Identify the sections of a dance as beginning, middle and end

Gymnastics

Movement	<p>Practice rolling, turning, twisting and stretching</p> <p>Develop body awareness ;</p> <p>Develop basic movement skills balancing, rolling, twisting, etc.;</p> <p>Develop work with a partner to include following a partner sequence;</p> <p>Practice and perform the forward roll</p>
Understanding and appreciation	<p>Talk about movement</p> <p>Develop the ability to lift, carry and place apparatus safely</p>

Games

Sending, receiving and travelling	<p>Ball handling -Chest passing and bounce passing, receive pass at various heights</p> <p>Kicking -kicking ball to partner using inside instep and outside of foot, controlling a ball using inside of instep and outside of foot</p> <p>Carrying and striking -Striking a ball against the wall, bouncing a ball against the ground while using a racquet,</p>
Creating and playing games	<p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games for example bench ball, soccer and basketball.</p> <p>Playground games e.g. ‘What time is it Mr. Wolf?’ Rats and</p>
Understanding and appreciation of games	<p>Develop control and movement skills relevant to games</p> <p>Develop understanding of the use of space</p> <p>Develop problem solving and decision making strategies</p> <p>Apply simple rules to games</p>

Outdoor and Adventure activities

Walking	<p>Short walks</p> <p>Treasure hunt</p>
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Orienteering	Following directions Find objects by following a simple plan
Outdoor challenges	Adventure trails Simple co-operative activities
Understanding and appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken

3rd and 4th Class

Athletics

Running	Sprinting -Sprint to 60 metres Relays- Pair and team relay –practicing passing over of the baton. Practice standard relay with four children in a team in a straight line. Walking, jogging or running over distance -Non-competitive walking and jogging from 30 seconds to three minutes.
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Jumping	<p>Skipping</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot.</p> <p>Practice jumping for height over an obstacle (approx. 40cms)</p>
Throwing	<p>Under and over arm throw</p> <p>Develop the over- arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short approach run before releasing the throwing implement.</p> <p><u>Begin to throw a medium size ball or primary shot from</u></p>
Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p>

Dance

Exploration, creation and performance	<p>Develop greater range of movement to include turning, travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform dances showing a clear beginning, middle and end</p> <p>Hip,Hop & Irish Dancing</p> <p>Respond through movement to various stimuli</p> <p>Show increased poise, balance and co- ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform to music showing sensitivity to rhythm changes and phrasing.</p>
Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the sections of a dance as beginning, middle and end.</p> <p>Observe, describe and discuss own dance and dance of others.</p>

Gymnastics

Movement	<p>Create and perform sequences of movement to develop body awareness</p> <p>Develop basic movement skills</p> <p>Produce and perform a sequence with a partner on the floor and using apparatus.</p> <p>Show increased control in take-off and flight and landing (bend knees).</p> <p>Practice and perform forward and backward roll</p>
Understanding and appreciation	<p>Talk about movement</p> <p>Develop the ability to lift, carry and place apparatus safely</p>

Games

Sending, receiving and travelling	<p>Ball handling -develop and practice a range of ball handling skills using round and oval large and small balls.</p> <p>Kicking -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 ball on the ground or in the air and moving into a position to receive a pass, kicking ball to partner using inside instep and outside of foot</p> <p>Carrying and striking -controlling a ball using inside of instep and outside of foot, striking a ball against the wall using over arm, striking a ball using racquet and hand, (over-arm and under-arm), fisting ball through the air to a partner.</p>
Creating and playing games	<p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games</p> <p>Playground games</p>

Understanding and appreciation of games	<p>Discuss and improve control in movement skills relevant to games</p> <p>Develop increased understanding of use of space</p> <p>Develop problem solving and decision making strategies</p> <p>Adapt rules to modify games and keep scores</p>
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Outdoor and Adventure activities

Walking	Forest walks
Orienteering	<p>Identify symbols for familiar features on a map of a familiar area.</p> <p>Undertake a star orienteering activity.</p>
Outdoor challenges	<p>Adventure trails</p> <p>Simple co-operative activities</p>
Understanding and appreciation	<p>Develop appreciation of and respect for the environment</p> <p>Discuss safety aspects of activities undertaken.</p> <p>Plan, observe, describe and discuss activities outdoors.</p>

5th & 6th classes

Athletics

Running	<p>Sprinting -Sprint up to 70 metres practise reaction sprints, practice standing start, practice shuttle sprints (repeat sprints) over a distance of 30 metres.</p> <p>Relays -pair and team relay –practicing passing over of the baton, practice standard relay with four children in a team in a straight line running a distance up to 50 metres approx.</p> <p>Jogging or running over distance - Non-competitive walking and jogging from 30 seconds to five minutes.</p> <p>Hurdling - run a distance of 40 – 60 metres over evenly spaced hurdles (40-50cms high), practice technique of hurdling, run a distance of 150 metres approx. over unevenly spaced hurdles (30cms high approx.).</p>
Jumping	<p>Skipping activities</p> <p>Practice standing jump for distance, explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot and landing on two</p> <p>Practice jumping for height over an obstacle (approx. 50 – 60cms)</p>
Throwing	<p>Under and over arm throw</p> <p>Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short, fast approach run before releasing the throwing implement.</p> <p>Develop the shot putt or throw from a standing position, using a medium size ball or primary shot</p> <p>Develop the discus throw using a quoit or primary discus</p>
Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics</p> <p>Develop a better understanding of speed, strength, control and co-ordination.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Discuss personal performance and performance of a partner in athletic activities.</p> <p>Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities.</p> <p>Begin to acquire an understanding of training to prepare for performance in selected track and field events.</p>

Dance

Exploration, creation and performance	<p>Create and perform a more complex range of movement.</p> <p>Communicate through movement a range of moods or feelings.</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform longer and more complex dances with clear dance forms.</p> <p>Choose and respond with increasing sensitivity to a broader range of stimuli.</p> <p>Show increased poise , balance and co- ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation</p> <p>Explore and experiment with costumes and props to enhance creation and performance of dance.</p> <p>Learn and perform a range of steps and movements to rhythms and musical phrases.</p> <p>Perform dances, showing concentration and awareness of others.e.g Hip, Hop & Irish Dancing</p>
Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the techniques used in a dance and the form of the dance.</p> <p>Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.</p> <p>Observe, describe and discuss own dance and dance of others.</p>

Gymnastics

Movement	<p>Select and link a range of gymnastics actions to travel on the floor and on apparatus</p> <p>Practice and perform a range of skills</p> <p>Produce and perform more complex sequences with a partner on the floor.</p> <p>Produce group sequences.</p> <p>Show controlled take off, flight and landing.</p> <p>Improve quality in body performance, notably in extension, body tension and clarity.</p>
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Understanding and appreciation	<p>Observe and describe movements.</p> <p>Develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely</p> <p>Become aware of local organisations and clubs that promote gymnastics.</p>
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Games

Sending, receiving and travelling	<p>Practice skills previously experienced.</p> <p>Ball handling -develop further and extend ball handling skills.</p> <p>Kicking -develop further and extend kicking skills.</p> <p>Carrying and striking -develop further and extend carrying and striking skills.</p>
Creating and playing games	<p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games</p> <p>Playground games</p>

Outdoor and Adventure activities

Walking	<p>Forest walks/Short walks in locality.</p> <p>Develop range of cycling skills.</p>
Orienteering	<p>Find controls on the school site using a map or plan.</p> <p>Undertake a memory star orienteering activity (completing one task at a time)</p> <p>Undertake point to point orienteering activity (control card/collect information).</p> <p>Undertake score orienteering (score values, controls given score values).</p>

Outdoor challenges	Adventure trails Co-operative trust activities Physical challenges
Water based activities	Experience an introductory session in basic canoeing or sailing
Understanding and appreciation	Develop positive attitudes towards caring for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors.

Aquatics (Clonmel Public Pool)

Hygiene	Appreciate the importance of hygiene when using the pool.
Water safety	Observe the rules of the local pool eg follow instructions of lifeguard and signs. Recognise hazards of water Identify correct procedure for dealing with hazards.
Entry to and exit from the water	Follow correct procedure for entering the water Follow correct procedure for climbing out of water

Buoyancy and propulsion	<p>Walk in shallow water</p> <p>Jump, sidestep or run across the pool.</p> <p>Observe that some objects float and some objects sink</p> <p>Practice balance, rotation and recovery exercises with and without float.</p> <p>Explore use of arms and legs to travel in water.</p> <p>Glide forward or backwards along the surface in a stretched position</p> <p>Glide to the bottom of the pool.</p>
Stroke development	<p>Develop a selection of swimming strokes – front crawl, back crawl, breast stroke, butterfly</p>
Water based ball games	<p>Participate in pair and group play</p>
Understanding and appreciation of aquatics	<p>Understand basic hygiene procedures</p> <p>Appreciate the dangers of water</p> <p>Understand how to stay safe in water</p> <p>Develop an increased understanding of floatation</p> <p>Develop an appreciation of the freedom of movement in water</p> <p>Extend knowledge of swimming strokes</p> <p>Discuss a wide range of aquatic activities</p> <p>Become aware of local organisations and clubs that promote aquatics.</p>