

Whole School Plan

For

Physical Education



Scoil Naomh Peadar
Droichead Átha

St. Peter's N.S., Bolton Street, Drogheda

Physical Education

Curriculum Policy

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St. Peter's National School, Bolton Street, Drogheda, Co. Louth.

Physical Education Plan

During the school year 2007-08 St. Peter's National School formulated the following plan.

1. RATIONALE

Physical education 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. Physical Education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

2. VISION

We seek to assist the children in our school in achieving their potential, while taking into account 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.
- Providing activities equally suitable for girls and boys.
- Encouraging the practise of regular exercise.

3. AIMS

- 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.

4. CURRICULUM PLANNING

Strands and Strand Units:

✓ 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
Balance

✓ 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

Provision will be made for outdoor and adventure activities when planning School Tours.

Aquatics:

1st – 4th Class children attend classes for a ten week term in the Spring - Aura Swimming Pool.
We will continue to address strands of Water Safety and Hygiene as part of our SPHE Curriculum.

Gymnastics:

At St Peter's N.S. we are unable to follow the recommended strand of gymnastics as we do not have an indoor sports' hall.

5. Approaches and methodologies:

A broad range of approaches and methodologies are used:

- The direct-teaching approach
- The guided-discovery approach

- Integrated approaches

Linkage and Integration:

Linkage and integration

(outlined in p.13, 18, 37, pp. 45-47 Teacher Guidelines)

- Linkage and integration:
 - Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the P.E. class.
- Language:

Bainfidh na múinteoiri usáid as an nGaeilge nuair atá said ag múineadh rincaí gaelacha.

6. Assessment and Record Keeping:

Assessment provides information on individual children, assists the teacher in planning an appropriate programme for the child and facilitates communication with other teachers, with parents and with other professionals.

The aim of assessment is to improve the learning experience of the children in P.E.

The following methods of assessment are used:

- Teacher observation
- Teacher Designed Tasks

Multi-class teaching

- There are many times in the combination and multi-grade class when children will be required to work independently of the teacher¹. We will use station teaching with groups of similar ability. The teacher will remain at one teaching station while the children at the other stations will have to complete a pre-described activity. In older classes we will have task cards for the stations – the children will read the instructions. It has been shown that young children in particular do not benefit from overuse of this method².
- In some multi-age classrooms small flexible heterogeneous groups are regular features of classroom life³. At other times, we will have mixed ability groups and the more competent children will act as mentors for the less able children. At the same time, the better able will have a differentiated activity to complete which will challenge them at their level.
- Follow-up activities to a basic lesson can be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson.

Example: Strand: Games – Strand Unit: Sending, Receiving and Travelling

Group 1: Pass and follow activity

Group 2: Pass and run in a different direction – “Three headed monster” or “Free hoop”

The development section of the PSSI (Primary School Sports Initiative) lessons will be used to challenge the older/more able children.

When possible, support personnel provided by sports or dance organisations may be used to help with group teaching.

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- 1 Page 30, Teaching in Multi-Classes, An INTO report
 - 2 Page 29, Teaching in Multi-Classes, An INTO report
 - 3 Page 29, Teaching in Multi-Classes, An INTO report

7.Children with Different Needs:

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in P.E. activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

| Potential area of difficulty | Implications for learning | Possible strategies |
|------------------------------|---|--|
| - fitness levels | It may be necessary to set targets to improve fitness | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. |
| Behaviour | This will necessitate the smooth progression of lesson structure with clear instructions | <ul style="list-style-type: none"> - 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 and assign tasks opportunities for success |
| Social integration. | Keep appropriate balance between co-operative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands | <ul style="list-style-type: none"> - 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). |

4 Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

The School Enrichment Programme produced by the *Special Olympics* Ireland to mark the occasion of the *World Games in Ireland* will also be used as a useful reference – www.specialolympics.ie

We will also plan to include children who may have physical disabilities by planning to include them in all P.E. activities and by adapting the activities as necessary.

General Adaptation Suggestions

Equipment

Larger/lighter bat
 Use of Velcro
 Larger goal/target
 Mark positions in yard
 Lower goal/target
 Scoops for catching
 Vary balls (size, weight, colour, texture)

Rules Prompts, Cues:

Demonstrate/model 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

Boundaries:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area
(smaller, obstacles removed)

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Bowling

Simplify /reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Basketball

Use various size balls (size, weight, texture, colour)
Allow travelling
Allow two hand dribble
Use larger/lower basket
Slow the pace, especially when first learning
If student uses a wheelchair, allow him to hold ball
on his lap while pushing the wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
If student uses a wheelchair, allow him to hold ball
on his lap while pushing the wheelchair
Use a deflated ball, beeper ball, brightly coloured ball
Use a target that makes a noise when hit

Volleyball

Use larger, lighter, softer, bright coloured balls

Tennis

Use larger, lighter balls

Allow players to catch ball instead of volleying racquets
Allow student to self-toss and set ball
Lower the net
Reduce the playing court / use a net
Stand closer to net on serve
Allow to bounce first
Hold ball and have student hit it

Use shorter, lighter
Use larger head racquets
Slow down the ball
Lower the net or do not
Use brightly coloured balls
Hit ball off tee
Allow a drop serve
Stand closer to net on

serve

- Children with exceptional ability/talent for P.E. will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the P.E. curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged 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.

All children will be encouraged to participate in all P.E. activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

Equality of Participation and Access:

Equal opportunities and access are given to boys and girls to participate in activities and to experience all strands with the exception of Aquatics in Infants and 5th/6th Class. Provision is made for children experiencing any form of disadvantage.

8.ORGANISATIONAL PLANNING

Timetable:

One hour per week is allocated at each class level. Two classes of at least 30 minutes are timetabled. Structured P.E. lessons will be supplemented by integration with other subject areas. Our P.E. timetable is attached as Appendix 2

Resources:

Resources and equipment are available for use by all classes. Resources are maintained and updated regularly. Our resource and equipment list is attached as Appendix 3.

The school has access to the Parish Hall and hard court area.

Health and Safety:

When planning for P.E. in the school, health and safety issues are of utmost importance. Appropriate clothing and footwear (runners) must be worn. Suitable warm-up and cool down activities must be included in all P.E. lessons. Safety rules/routines are established by teachers at the beginning of each class. Accidents will be dealt with according to the School Health and Safety Policy.

Individual Teacher's Planning and Reporting:

Teachers will do long and short term planning. They will endeavour to include all strand units in their planning.

Staff Development:

Staff Development is on- going. Teachers with specific skills and/or interests will be given opportunities to assist colleagues in the preparation and implementation of the P.E. curriculum. Opportunities are given to external teachers to support specific aspects of the P.E. curriculum.

9.SUCCESS CRITERIA

Teachers' preparation will be based on this plan and the procedures outlined will be consistently followed.

10.IMPLEMENTATION

The plan will be supported, developed and implemented by all staff members in school year 2008-2009.

11.RATIFICATION AND COMMUNICATION

The plan will be presented to the Board of Management for ratification at the earliest possible juncture.

The policy will be reviewed at the end of the 2010 school year by the teaching staff of our school. Thereafter it is envisaged that the policy will be reviewed and evaluated every 3 years. Elements of the policy will be discussed at staff meetings and the policy will be refined and amended if required.

Ratified by B.O.M. :

Chairperson : _____

Date: _____

Appendix 2

PE Timetable

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---|---|---|---|--|
| 11.45-12.00 | Infants | Infants | Infants | Infants | |
| 12.00-1.30 | 1 st & 2 nd Classes Autumn & summer term | 3 rd & 4 th Classes Autumn & summer term | 1 st & 2 nd Classes Autumn & summer term | 3 rd & 4 th Classes Autumn & summer term | Swimming 1st- 4 th Classes Easter Term |
| 2.00 -3.00 | | | | | 5 th & 6 th Classes |

Basketball coaching takes place during autumn term for 1st – 6th classes.

Tennis, football, rugby and golf coaching is arranged when coaches are available.

Appendix 3

Resources and Equipment

| | |
|----|--------------------|
| 19 | Large hoopla hoops |
|----|--------------------|

| | |
|----|---|
| 21 | Plastic rackets |
| 4 | Small paddle bats |
| 5 | Old tennis rackets |
| 6 | Catching and throwing rackets |
| 8 | Balls suitable for unihoc |
| 2 | Unihoc sets |
| 8 | Medium sized spikey balls |
| 39 | Small hard rubber balls |
| 14 | Small soft yellow balls |
| 12 | Soft medium sized soft balls |
| 21 | Basketballs |
| | Set of yellow, green, red and blue bibs |
| | Over the shoulder coloured braids for teams |
| | "Groupems" bands suitable for selecting teams |
| | Footballs |
| 1 | Rugby ball |
| 22 | Beanbags |
| | Selection of small hoops and rings |
| 2 | Target practice games |
| | Selection of skipping ropes |
| 18 | Wooden eggs and spoons |
| | Cones |