

S.S. PETER & PAUL JUNIOR SCHOOL

**PHYSICAL EDUCATION
POLICY**

INTRODUCTION

This policy was drawn up by the Principal and staff of S.S. Peter & Paul J.N.S. with the co-operation and support of the Board of Management and Parents Association.

RATIONALE

Physical Education in S.S. Peter & Paul J.N.S. is for all students and all teachers. We acknowledge the importance of enjoyment and play. We aim to achieve maximum participation by all children while developing skills and understanding. We will provide opportunities for achievement for boys and girls equally. We aim to strike a balance between contact and non-contact and competitive and non-competitive activities.

Physical education provides children with learning opportunities through the medium of movement and helps them to lead full, active and healthy lives. The primary focus of P.E. is on the body and on the physical experience and is an integral part of the educational process. Physical education meets the physical needs of the child and the need for movement experiences, challenges and play. It provides a wide variety of movement activities appropriate to the level of development of the child.

Physical education as an integral part of the total curriculum provides vital opportunities for physical, social, emotional and intellectual development of the child.

We strive not only to engage children to the best of their ability in a variety of physical activities but to assist them in making informed decisions that lead to a healthy lifestyle.

VISION

The vision for P.E. in S.S. Peter & Paul J.N.S. is to enrich the lives of all the pupils through P.E. by:

- Developing an active interest in sport from a young age.
- Involving all pupils and helping them to develop a life long interest in sport at all levels.
- Ensuring that all children enjoy equal access and opportunities in P.E.

AIMS

- To develop physical competence
- To promote physical development
- To develop inter-personal skills (e.g. fair play, co-operation and being a team member)
- To develop personal qualities (e.g. self-esteem, commitment, positive attitudes, enthusiasm)

STRANDS AND STRAND UNITS

The content of the Physical Education Curriculum is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics

APPROACHES AND METHODOLOGIES

A combination of the following approaches is used in our school.

Direct teaching approach

This is used by teachers in a wide range of lessons. It involves teacher directed lessons with children responding to instructions.

Guided discovery approach

This offers the children the opportunity to make decisions and solve problems prompted by a series of teacher designed questions.

Integration

We try to enrich other subjects taught in our school integration with P.E. This will include music, math's, art and S.P.H.E.

HEALTH AND SAFETY

See Health and Safety Policy p.17 Section 3. Every teacher must take reasonable steps to ensure safe practice. Safety rules must be made clear to all children.

- Warm-up and cool-down activities are essential.
- Runners must always be worn.
- Every child should be encouraged to wear a tracksuit.
- No earrings except small studs.
- No other jewellery of any kind during P.E.
- Long hair must be tied back.
- No neck rolls allowed.
- No wheel-barrow races

Junior/Senior Infants

Strand: ATHLETICS

Strand Unit: Running

- Walking/Jogging/Running over distance
 - e.g. * walking/jogging on the spot
 - * Follow the Leader
 - * Traffic Lights
- Sprinting
 - e.g. * introduce practice for starting positions
 - * practice reaction sprints
- Relays
 - e.g. * paired and team relays
 - * passing bean bags in paired relays and team relays
 - * relays using various means of traveling:
hopping, skipping, jumping
- Hurdling
 - e.g. * run over flat markers evenly spaced
 - * run over low hurdles – 20cm high evenly spaced

Strand Unit: Jumping

- Revise/experiment with various ways of jumping
 - e.g. * two feet to two feet
 - * two feet to one foot
 - * one foot to same foot
 - * one foot to other foot
 - * standing jump
 - * 2 children to each hoop
 - * stand outside the hoop, land in the hoop

Strand Unit: Understanding and Appreciation of Rules

- Develop an understanding of basic rules of individual athletic events
 - e.g. * standing start for sprinting
 - * feet behind the line
 - * running in a straight line
 - * tagging in relays

Strand Unit: Understanding and Appreciation of Athletics

- Develop an understanding of pace
- Develop an understanding of some of the rules of athletics e.g. when sprinting take off only on the word “Go”
- Asking and answering questions about movement e.g. discussing the effect of an approach run on the distance jumped

Resources

- Skipping Ropes
- Cones
- Bean Bags
- Whistle
- Mats
- Variety of balls e.g. football, basketball

Junior / Senior Infants

Strand: Dance

Strand Unit: Exploration, Creation and Performance of Dance

- Explore movement of different parts of the body and creating different shapes in space
e.g. sprinkling 'magic dust' on different body parts
explore ways of traveling
following zig zag pathways e.g. Pied Piper, Follow the Leader
- Explore appropriate range of dynamics in movement
e.g. Sudden Vs Slow Sorcerers Apprentice
Strong Vs Light Gabriel's Oboe
Fast Vs slow
- Begin to show sensitivity to mood and music
e.g. portraying emotion through dance to appropriate music
exploring theme of animals using different stimuli (audio/visual etc) Incy Wincy Spider, Carnival of Animals, We're going on a Bear Hunt.
- Create and perform simple dances
e.g. repeated series of simple body movements
- Begin to work with a partner
e.g. follow the leader (Pied Piper)
- Perform simple movements to given rhythmic and melodic phrases
E.g. moving to rhymes and action songs
- Hokey Pokey
- Head, Shoulders, Knees and Toes
- Folk dances - Irish dancing lessons
- Develop poise, balance and co-ordination while moving and stopping

Strand Unit: Understanding and appreciation of Dance

- Talk about dance phrases
e.g. naming body parts and how they move
discussing how animal movements differ
talking about which movements suit different moods

- Interpret a mood or emotion observed in movement
e.g. mime games
shadow movements
rain cloud/sun/rain drop dance

1ST / 2ND Classes

Strand: Dance

Strand Unit: Exploration, Creation and Performance of Dance

Aims and Objectives:

Explore and develop a range of body part movements and actions

- Imaginary ping pong ball game (ping pong ball bouncing on shoulders and moving to other body parts)
- Magic Dust
(magic dust “wakes up” body parts and is starts to move to music)
move with an awareness of levels and directions in space
- Travelling in the space around them for a number of counts and freezing at different levels (low, medium, high) for a number of counts
- To extend above activity, from groups of three and freeze at different levels.
Moving imaginatively to a stimulus
- Moving with or without tension
(Jack Frost and the Melting Snowman, Follow the Leader, The Magic Toy Shop)
- Expressing emotions while moving to different types of music (Peter and the Wolf)
Create and perform dances with a beginning, middle and end.
- Moving to stories accompanied to music (We’re going on a Bear Hunt)
Developing dance creations with a partner
- Mirroring partners moves
- Using 4 different body parts creating a “body jive” with partner
(head, elbows, hips, knees)
- Perform partner body jive and move around hall to count of eight. Perform class body jive with new partner and repeat
- Perform body jive at different levels and in different directions
Perform simple steps and movements to beats of music showing sensitivity to music rhythm.
- Combinations of different walks, skips, jumps to a count of eight. Freeze for a count of eight.

make a traveling sequence

- Practice rocking and rolling activities
 - Pencil rolls
 - Arms tucked in roll
 - Preparation work for the forward roll
- Apparatus work
 - Benches – balancing, walking, pulling along with arms
 - Mats – practice pencil rolls, preparatory forward rolls
- Absorb energy to avoid shock when landing
 - Keeping the back straight, bending the knees, land on two feet

Strand Unit: Understanding and Appreciation of Gymnastics

The child should be enabled to:

- Talk about movement ask and answer questions
- Carry and place benches safely
- Develop awareness of this when using apparatus

1ST / 2ND Classes

STRAND: Gymnastics

Strand Unit: Movement

- Develop the basic movement action of balancing, rolling, turning, twisting, stretching, climbing and transforming weight using a variety of body parts while exploring space
- Continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort
 - e.g. make a letter shape with your body
 - travelling on different limbs e.g. on all fours
 - holding stretched balances in that position and following a zigzag pathway on two feet and two hands

- Practice activities such as stretch rolling and tuck rolling that will lead to performing the forward roll with control
- Practice rocking and rolling activities that will lead to performing the backward roll
- Transfer basic floor work movement onto apparatus
- Skills already practiced are further developed through individual and pair sequences on the floor using apparatus
e.g. balancing whilst walking on bench and then jumping from the bench to a mat and traveling across the mat
- Show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing
 - children take off and land with knees bent and back straight
- develop good body tension and posture through gymnastic positions and movements

Strand Unit: Understanding and appreciation of gymnastics

- discuss movement and discuss and ask questions about it
e.g. which is easier, the forward or tuck roll?
- Develop the ability to lift, carry and place apparatus correctly
- Develop awareness of others when using apparatus

Junior / Senior Infants

Strand: Games

Strand Unit: Sending, receiving and travelling

The child should be enabled to:

Ball Handling/Bean Bags

— Begin to develop ball handling skills.

In S.S. Peter & Paul we begin with bean bags, soft sponge balls and big balls. We begin individually, then in pairs and small groups.

- Rolling, throwing at a target
- Passing, underarm, over arm.
- Bounce pass, chest pass lobbing side pass.

Kicking

— Begin to develop kicking skills.

We begin with swinging, kicking leg movements using feet to control ball, and kick the ball.

- Kicking ball to partner along the ground.
- Control the ball with both feet
- Dribbling the ball.
- Kicking against a wall.

Carrying and striking

— Begin to develop carrying and striking skills.

- Carrying a bean bag on different parts of the body – top of foot, head, co-operation games
- Carrying a bean bag on a small bat- walking
- Tossing beanbags at skittles
- Quoits
- Bat hand ball e.g. throw a ball to partner who uses his hand as a bat.

- Flat hand walk – carrying ball on a flat hand.
- Bounce bat ball – working individually the child will bounce a ball on their hand, and later a racquet.
- Strike ball against a wall
- Using hockey/hurling sticks to hit a ball between cones

Strand Unit: Creating and Playing Games

The child should be enabled to:

- Create and develop games in pairs, roll a ball at a target, kick a ball to a partner through a goal.
- Play simple playground games, “Duck duck goose”, “Dusty blue bells”, “Hopscotch”, “Follow the Leader”

The children are encouraged to observe, copy and play simple games that they and others have made.

Strand Unit: Understanding & Appreciation of Games

The child should be enabled to:

- Talk about and develop movement skills relevant to games; running, jumping, chasing and skipping.
- Develop problem-solving and decision making strategies
- Watch the flight of the ball - children discuss how to change the height, distance or direction of the ball.
- With a variety of equipment, invent a game.

1st / 2nd Classes

Strand: Games

Strand Unit: Sending, receiving and traveling

BEAN BAGS:

- Children become confident and competent in handling a bean bag and the use of their bodies.
- Develops gross motor skills, co-ordination and balance.

Individual activities include:

- (a) passing bean bag from hand to hand, between legs, around various parts of the body (e.g. back, waist etc.), figure of eight through legs etc.
- (b) balancing bean bag on various parts of the body while stationary, then walking forwards, backwards, sideways etc., same with jogging, hopping, sitting down standing up etc.
- (c) trapping bean bag between hands, wrists, elbows, knees, ankles etc. while stationary, then walking, jogging.
- (d) Underarm throw/catch and throw with one hand and catch with two, encourage good skill development (cradle with hand, wrist)
 - throw high/low - clap hands before catch; throw and jump to catch; how low can it be caught etc.
 - question children re technique to make technique conscious (e.g. Q. what do you need to do to be able to ...? A: throw higher; keep looking at bean bag etc.).
 - throw / catch with weaker hand.
 - Throw with one hand and catch with the other.

Pair activities include:

- throwing / catching as for individual activities but to a partner
- encourage children to make sure partner is ready
- make easier by having children stand closer to each other or harder by standing further apart.
- Target throw – between partners feet etc.

BALL HANDLING

Activities include:

- (a) rolling from sitting / bended knee/ stepping forward as in bowling, to a stationary target / partner.
- (b) Chest pass from stationary position / then moving (w grip; step into pass; basketball)
- (c) Bounce pass from stationary position / then moving (w grip; step into pass; basketball)
- (d) Overarm throw (two handed; soccer / basketball)
- (e) Receiving /catching a pass at various heights
- (f) Travelling / dribbling
Technique – fingers spread; hand cupped, do not slap ball; push down with pads of fingers; ball at side of body; keep ball at waist height or below
Dribbling / striking ball along ground using hurley / hockey stick.
Striking a ball through the air at a target using tennis racquet

— Kicking

Develop and practice kicking skills

- (g) to a partner / along the ground using various parts of the feet
- (h) kicking from standing / running
- (i) controlling a ball with inside / outside of foot

— Group Games

Ball-handling skills will be reinforced through the following group activities:

- (j) “Over and under”
 - (k) “Pass and duck”
 - (l) “Out in front”
 - (d) “Pass and follow”
- Refer Buntus lesson plan

Strand Unit: Creating and Playing Games

- working in pairs and small groups e.g. “Pig in the middle” with 3 children v 1child
- mini soccer / pair tennis (no net necessary), mini rounders
- playground games such as “Stuck in the mud”, “Frozen bean bag”, “Saucers and domes”, “Busy bees”, “Call the number”
- children make up their own activities (in groups of 2/3/4) from selected resources
- use of stations with different skill being developed at each station

Strand Unit: Understanding & Appreciation of Games

- integral to each lesson
- includes discussion of skills relevant to games e.g. running; jumping; changing speed etc.
- developing problem solving and decision making strategies including inventing games etc.

Junior / Senior Infants

Strand: Outdoor and Adventure Activities

Strand Unit: Walking

- nature walks and guided walks around school
- treasure hunt around school
- co-operative activities (blind trail etc.)

Strand Unit: Orienteering

- Identify areas of the hall, school-site
e.g. - identify the front, back, left/right of hall
- children given different worksheets to complete e.g. shape Hunt, animal hunt, counting hunt around yard
- Identify the front, back, left/right of yard
- Going to features identified by photographs or pictures, finding the symbol at that feature and recording it simply e.g. colouring in a corresponding box with a crayon

Strand Unit: Outdoor challenges

- Undertake adventure trails
e.g. suspension bridge
- Undertake simple co-operative activities
e.g. following a blind trail

Strand Unit: Understanding and appreciation of Outdoor and Adventure Activities

- Begin to develop an appreciation of and respect for the environment
e.g. caring for living things in the area disposing of litter appropriately

1st / 2nd Classes

Strand: Outdoor and Adventure Activities

Strand Unit: Orienteering

Objectives and sample activities to develop these:

- a) Reinforce work on understanding direction (forwards, backwards, left, right)
 - Revise work completed in Senior Infants taking into account that classes have different innate abilities.
 - Walking forwards / backwards / left / right until specific labelled point is reached.
 - Skipping in a specific direction for (eg) 2 steps, 3 steps, change direction etc until specific point reached.
 - Combine above to create a sequence

- b) Introduce four main compass points (N, S, E, W)
 - Label wall in indoor area with North [N], South [S], East [E] and West [W]
 - Develop the above activities on direction so that instructions are given in relation to the compass point instead of direction (eg) instead of walk forward 3 steps – walk North 3 steps etc.. use compass point relevant to each direction child facing.
 - extend above to outdoor area.
 - Develop above to use actual physical compasses and compass directions in indoor then outdoor area.
 - Combine these with activities involving the recording and understanding of direction (eg) to get from control A to control B what directions did you take. Record these on a card etc.

- c) Recording of data / interpretation of data representation
 - Use of control cards. Place numbered cones around a predefined indoor area. Put an object under each one. Children record on their card which shape is under which cone. This can include small group work, paired work, and / or individual work.
 - Increase difficulty of above activity to include outdoor areas, controls at different heights and less obviously marked controls.

- d) Using photographs as a method of discerning information
 - Numbered photographs of easily identifiable objects in a predefined area are given to the children.

- The children need to find the control at these features and record it on their control card.
 - Can include small group work / paired work / individual work.
- e) Obstacle course
- Children are given a specific route to follow around the obstacle course with specific methods of traversing the obstacles.
 - Children choose own route across obstacle course ensuring each object is visited once. Record route taken on map using directions / compass points etc..
 - Both of above developed so children can also choose their own way of traversing the obstacles included.
- f) Map reading skills
- How to orientate maps correctly. Place marker on wall and children relate their maps to the direction they are facing (eg if marker on wall in front of them, then it is on the top of the map)
 - Develop above to include re-orientating the map each time the child changes direction (eg, as above the turn to the right, marker on wall is now on child's left so they need to turn their map so the marker is on the left of the map etc)
 - Follow routes physically marked on the ground (eg with bean bags) to create a snake walk.
 - Children record above route taken on their map.
 - Repeat with different routes as required.
 - Children re-orientate their map as necessary as they progress along the route.
 - Develop the above activities so that the routes are marked on card instead of physically on the ground.
 - Group work / pair work. Child A leads, others record the route taken by child A and then take the same route without child A leading them. Groups swop cards and follow each others routes.
 - Give children map of area with specific feature marked and they journey to this feature, recording control mark at each point. Develop to several features marked.

Above activities developed to running / jogging along a marked route.

Strand: Aquatics

Lessons on water safety at pool / beach / boats / hygiene, safe entry/exit to water.

- Do not swim alone
- Do not swim just after eating
- Do not swim in strange places
- Do not swim after drifting objects
- Do not stay in water too long
- Do not swim out to sea, swim parallel and close to the shore
- pay attention to the lifeguard and signs on the beach
- respect other pool/beach users etc.

ASSESSMENT

Assessment informs teaching and learning in physical education in a number of ways. In S.S. Peter & Paul we believe that teacher observation is the most useful and most consistently used form of assessment in P.E.

This focuses on the following:

- (1) the social and personal qualities of the child
- (2) physical skills and competence
- (3) knowledge and understanding related to physical education
- (4) creative and aesthetic development
- (5) development of health related fitness
- (6) development of safe practices

Teacher – designed tasks:-

A wide variety of tasks related to individual strands are used in our school e.g. throwing, catching, how a stick or bat is held etc. The use of a range of tasks encourages all children to demonstrate their skills and understanding as well as factors such as their ability to cope with success or failure.

SPECIAL NEEDS **(assessment of)**

Diagnostic assessment is particularly useful in physical education for the child with special needs. This form of assessment in the P.E. lesson may also identify learning difficulties related to other areas of the curriculum. In S.S. Peter & Paul we use the motor development section of the B.I.A.P. for this purpose.

Resources

Equipment is regularly checked for safety. The hall storeroom holds the small equipment and larger equipment is stored in outside shed. There is a selection of books for teacher reference in the Resource Room.

P.E. BOOKLIST

Leapfrogs x 5 Jim Hall

1. Gymnastic Activities for Juniors
2. Gymnastic Activities for Infants
3. Games for Infants
4. Dance for Juniors
5. Athletic Activities for Juniors

Kids Play Leaflets

1. Run, Jump and Throw x 2
2. Co-operative Games x 3

Games for children in school

Incredible Indoor Games Book Bob Greyson
Folens: - Outdoor Games Book
Bright Idea Games for P.E. Marjorie Sutcliffe
P.E. Activities

Sunny D Folder Teachers Pack for Basketball

Information Pack 2003 Special Olympic World Summer Games
Junior & Senior Infants x 2
1st & 2nd Classes x 2

IMPLEMENTATION

As the post holder for Physical Education, Mrs. Adderley will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings. Mrs. Adderley will aim to monitor and evaluate the plan during each academic year and bring any major issues for review to the staff at a staff meeting or curriculum planning day.

REVIEW

It will be necessary to review this plan on a yearly basis to ensure optimum implementation of Physical Education in S.S. Peter & Paul J.N.S. Mrs. Adderley has responsibility for co-ordinating this review which involves teachers, post holders and the Board of Management.

Approved by Date

Date to be reviewed