

**Fossa N.S.**

**Roll No. 17012B**

**Whole School Plan  
Physical Education**

## Introductory Statement and Rationale

1. In Fossa National School, we endeavour to provide opportunities for children to move with ease and confidence as they enjoy actions such as running, turning, twisting, chasing, throwing, catching, striking, floating and balancing.

They are encouraged to respond to challenges to the mind and the body, to participate, to concentrate, and to co-operate with others.

Listed below are the key messages for Physical Education in our school:

- Physical education is for all students and teachers.
- 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.

## **2. Vision and Aims**

The aims of the curricular education are:

- To promote the physical, social emotional and intellectual development in the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

### 3. Content of Plan – Curricular Strands and Strand Units

#### Infant Classes

<i>Strands</i>	<i>Strand Units</i>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Running</li><li>• Jumping</li><li>• Throwing</li><li>• Understanding and appreciation of athletics</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Exploration, creation and performance of dance</li><li>• Understanding and appreciation of dance</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Movement</li><li>• Understanding and appreciation of gymnastics</li></ul>
<b>Games</b>	<ul style="list-style-type: none"><li>• Sending, receiving and travelling</li><li>• Creating and playing games</li><li>• Understanding and appreciation of games</li></ul>
<b>Outdoor and Adventure Activities</b>	<ul style="list-style-type: none"><li>• Walking</li><li>• Orienteering</li><li>• Outdoor challenges</li></ul> Understanding and appreciation of outdoor and adventure activities
<b>Aquatics</b>	<ul style="list-style-type: none"><li>• Hygiene</li><li>• Water Safety</li><li>• Entry to and exit from the water</li><li>• Buoyancy and propulsion</li><li>• Stroke development</li><li>• Water based ball games</li><li>• Understanding and appreciation of aquatics</li></ul>

## Content of Plan – Curricular Strands and Strand Units

### First & Second Classes

<i>Strands</i>	<i>Strand Units</i>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Running</li><li>• Jumping</li><li>• Throwing</li><li>• Understanding and appreciation of athletics</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Exploration, creation and performance of dance</li><li>• Understanding and appreciation of dance</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Movement</li><li>• Understanding and appreciation of gymnastics</li></ul>
<b>Games</b>	<ul style="list-style-type: none"><li>• Sending, receiving and travelling</li><li>• Creating and playing games</li><li>• Understanding and appreciation of games</li></ul>
<b>Outdoor and Adventure Activities</b>	<ul style="list-style-type: none"><li>• Walking</li><li>• Orienteering</li><li>• Outdoor challenges</li><li>• Understanding and appreciation of outdoor and adventure activities</li></ul>
<b>Aquatics</b>	<ul style="list-style-type: none"><li>• Hygiene</li><li>• Water Safety</li><li>• Entry to and exit from the water</li><li>• Buoyancy and propulsion</li><li>• Stroke development</li><li>• Water based ball games</li><li>• Understanding and appreciation of aquatics</li></ul>

## Content of Plan – Curricular Strands and Strand Units

### Third & Fourth Classes

<i>Strands</i>	<i>Strand Units</i>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Running</li><li>• Jumping</li><li>• Throwing</li><li>• Understanding and appreciation of athletics</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Exploration, creation and performance of dance</li><li>• Understanding and appreciation of dance</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Movement</li><li>• Understanding and appreciation of gymnastics</li></ul>
<b>Games</b>	<ul style="list-style-type: none"><li>• Sending, receiving and travelling</li><li>• Creating and playing games</li><li>• Understanding and appreciation of games</li></ul>
<b>Outdoor and Adventure Activities</b>	<ul style="list-style-type: none"><li>• Walking</li><li>• Orienteering</li><li>• Outdoor challenges</li><li>• Understanding and appreciation of outdoor and adventure activities</li></ul>
<b>Aquatics</b>	<ul style="list-style-type: none"><li>• Hygiene</li><li>• Water Safety</li><li>• Entry to and exit from the water</li><li>• Buoyancy and propulsion</li><li>• Stroke development</li><li>• Water based ball games</li><li>• Understanding and appreciation of aquatics</li></ul>

## Content of Plan – Curricular Strands and Strand Units

### Fifth & Sixth Classes

<i>Strands</i>	<i>Strand Units</i>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Running</li><li>• Jumping</li><li>• Throwing</li><li>• Understanding and appreciation of athletics</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Exploration, creation and performance of dance</li><li>• Understanding and appreciation of dance</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Movement</li><li>• Understanding and appreciation of gymnastics</li></ul>
<b>Games</b>	<ul style="list-style-type: none"><li>• Sending, receiving and travelling</li><li>• Creating and playing games</li><li>• Understanding and appreciation of games</li></ul>
<b>Outdoor and Adventure Activities</b>	<ul style="list-style-type: none"><li>• Walking, cycling and camping activities</li><li>• Orienteering</li><li>• Outdoor challenges</li><li>• Understanding and appreciation of outdoor and adventure activities</li></ul>
<b>Aquatics</b>	<ul style="list-style-type: none"><li>• Hygiene</li><li>• Water Safety</li><li>• Entry to and exit from the water</li><li>• Buoyancy and propulsion</li><li>• Stroke development</li><li>• Water based ball games</li><li>• Understanding and appreciation of aquatics</li></ul>

#### **4. Children with Different Needs**

- The child with special needs should experience the enjoyment of participation and progression through the different stages of the physical education programme according to his/her ability
- Opportunities should be provided to ensure that all children benefit from a balanced physical education programme.
- Under the direction of the class teacher, a differentiated programme will be provided by the Special Needs Assistant for children with special needs as appropriate.

#### **5. Equality of Participation and Access**

Our whole school plan for physical education gives consideration, on an equitable basis, to the needs and interests of both girls and boys, helping to build positive attitudes towards all activities.

- All children from infants to sixth class will partake in all six strands of the curriculum.
- We will provide equal access for all children to PE equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the programme.
- When grouping children for PE the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of boys and girls when promoting the health related fitness of children.
- We will enter both boys and girls teams in inter-schools competitions and where necessary we will take the opportunity to enter mixed teams.



## **6. Organisation Timetable**

Please find attached organisational timetable for physical education in Fossa National School.

## **7. Exemplars # 1 to 18**

All Strands and all classes  
Pages. 42 - 97 - Teacher Guidelines Book

## **8. Essential Skills**

- (Junior Infants to 6<sup>th</sup>. Class)

- (1) Marching, Skipping, Hopping, - Both Legs, right/left leg, running, moving right/left.
  
- (2) Ball/bag skills (hand eye co-ordination) throwing, catching One/both hands. Throwing from one to the other (increase distance)
  
- (3) Football skills - solo, hand pass, punt kick
  
- (4) Small ball skills - against a wall - throw off walls catch
  
- (5) Rolling skills - bowling
  
- (6) Bat / ball / badminton / hurling skills, being able to hit a sliothar / ball / shuttle with hurley / bat / badminton racket strike ball / shuttle up/down - from one to the other.

- (7) Dance
  - (8) Movement - mirror movement of a partner, rolling on a mat, group sequences.
  - (9) Orienteering.
  - (10) Outdoor Challenge - obstacle course.
  - (11) Relays - passing baton receive with left and pass with right
  - (12) Basket ball skills - chest, bounce pass, score, rules
  - (13) Football - rules, skills, soloing, free taking, hand pass
  - (14) Hurling - rules/skills
  - (15) Tag rugby
  - (16) Spike ball
  - (17) Fun Games: one ball/four cones - pick up ball, place on cone and repeat.
  - (18) Don't leave station until ball is placed on cone.
- Station games:** (a) Bowling  
(b) Basketball  
(c) Hockey  
(d) Bat and ball off a wall  
(e) Skipping ropes

## **9. Parental Involvement and Community Links**

The Physical Education Programme provides opportunities through extra curricular activities and inter-school competitions etc. for teachers and parents to work together. Such time, effort and exercise is an extremely valuable contribution to the social and physical development of children.

It can provide children with fun and enjoyment as well as opportunities to strengthen the relationships with teachers, parents and other children.

## **10. Structure of a PE lesson**

### **Warm Up**

**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 and yet all children will be involved.

### **Cool Down**

## **11. Assessment**

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 certain child in carrying out an activity  
Interest in and attitude to activity  
Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- i. Teacher observation
- ii. Teacher designed tasks

## **12.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 PE 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 produce by the NCCA.

### **Code of ethics**

- 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 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 and have garda vetting.
- 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 by the Irish Sports Council.

## Competitions / Games

We are cognisant of the fact that many of our pupils may not have the opportunity to join clubs at a young age outside of school. We therefore strive to enter teams in as wide a variety of activities as we possibly can. These include:

- Cumann na mBunscoil Gaelic football (15 and 7 a side competitions for boys)
- Cumann na mBunscoil Gaelic football (15 and 7 a side competitions for girls)
- Indoor soccer (Futsal) competitions for 3<sup>rd</sup> & 4<sup>th</sup> class
- All Ireland Spike ball competitions for Boys, Girls and Mixed Teams competitions.
- Gaelic Football skills competition for boys and girls
- Super Sevens Basketball competition for 5<sup>th</sup> and 6<sup>th</sup> class boys and girls
- Super Sevens Basketball competition for 4<sup>th</sup> class boys and girls.
- FAI Youth 5 a side Soccer competition for boys
- FAI Youth 5 a side Soccer competition for girls
- Inter school Rugby tournament for 5<sup>th</sup> and 6<sup>th</sup> class.
- Athletics: Castleisland School Sports, Main Valley Athletics Competition, Danny Coffey Sports Day.

Over the past number of years, many of our teams have achieved unprecedented success in recent times. These include county and All-Ireland successes in various sports. These accomplishments have been achieved largely due to the selfless efforts put in by staff members and the enthusiasm of our children.

### **Morning Walk:**

Jog every Wednesday (WOW) from 8.45 am to 9.05 am (weather permitting) promoting a healthy lifestyle, reducing traffic congestion and consequently our carbon footprint.

### **Active Schools Week:**

Huge effort is put in each year by staff members to organise a comprehensive Active Schools Week. Activities include Sports Day, active school tours, visiting coaches for various sports, talks held by nutritionists for the senior classes, dance instructor, skipping workshop, gymnastics instructor, talks / events hosted by local sports clubs.

### **Cycle Safety Training Course:**

School Policy states that each student will engage in a Cycle Safety Training course, during their time spent in Fossa School. This training takes place when in Third Class. The emphasis of the course is on safety through control of the bike and awareness of surroundings. This course is supported by the Department of Transport Tourism and Sport and the RSA, Kerry Recreation and Sports Partnership along with added support from HSE(Health Promotion).

### **Sports Day:**

- An activity-based Sports Day is organised each year. Again, the emphasis is on fun, participation and enjoyment. Activities include novelty races, target games, track and field athletics events, dance, Zumba dance, bouncy castles. Competitive races for each year group are held in the afternoon.

## PE Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the principal and teachers and is checked and updated at the beginning of each school year.
- It is stored in a room/store near the GP Hall. A key to the store room is kept in the office and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson.
- The Principal will purchase the PE equipment for the school and he will apply for equipment from different organisations who give free equipment to schools.
- The BOM, on the recommendation of the Principal will sanction a budget for updating of PE equipment annually – subject to funds being available.

## Health and Safety

- 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 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 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.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety

## **Implementation and Review**

- (i) Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis. Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.
- (ii) The plan will be monitored and evaluated every May as the school year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE Plan:
  - Teachers
  - Pupils
  - Parents
  - BOM

## **Success Criteria**

- 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

## **Review**

This Policy was reviewed on 14<sup>th</sup> October, 2016.

## **ROLES AND RESPONSIBILITIES**

The deputy principal in consultation with the class teachers will be responsible for the review of this plan. It will be necessary to review this plan so as to have a discussion on the plan and incorporate any new ideas.



Signed: \_\_\_\_\_

## **Physical Education Policy**

### **Review**

This Policy was reviewed on 24<sup>th</sup> October, 2016.

### **ROLES AND RESPONSIBILITIES**

The deputy principal in consultation with the class teachers will be responsible for review of this plan. It will be necessary to review this plan so as to have a discussion on the plan and incorporate any new ideas.

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

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

Date: \_\_\_\_\_

(Chairperson)

Signed \_\_\_\_\_

Date: \_\_\_\_\_

(Principal)

This Policy was reviewed on 14<sup>th</sup> October, 2016.

Physical Education Policy was ratified by Board of Management on 14<sup>th</sup> October, 2016 and signed by Chairperson and Principal.

## **Additional Sports Coaching 2016 – 2017**

- A**            **Kerry County Board –**  
Games Development Office  
Mr. Vince Cooper  
Third Class to Sixth Class on a rota basis
- B**            **Fossa GAA**
- (i) Hurling Coaching  
                      Third Class to Sixth Class on rota basis
- (ii) Football coaching  
                      Third Class to Sixth Class Terms 3
- C**            **Munster Rugby**
- Games Development Officer  
                 Mr. Denis Corrigan
- Third Class to Sixth Classes    Term 1
- D.**            **Zumba Dance Instructor**
- E**            Killarney Swimming Pool
- Swimming Coaches

F. Ms. Aideen Johnson

Dance Instructor

G. Yoga Instructor