



HOLY CROSS  
**MERCY**  
SCHOOL  
KILLARNEY

# Physical Education Plan



AQUATICS



ATHLETICS



DANCE



GAMES



GYMNASIICS



OUTDOOR &  
ADVENTURE

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## Physical Education Whole School Plan Holy Cross Mercy School Killarney



### Introductory Statement

This PE plan for Holy Cross Mercy School was formulated in consultation with the teachers and members of the Board of Management.

### 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. We aim to provide optimum learning opportunities for the children in our school by maximising active learning experiences and approaches which benefit each individual child.

### Vision

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. In Holy Cross Mercy School, by implementing a diverse range of experiences that provide regular, challenging physical activity, the balanced and harmonious development and general well-being of every child can be fostered.

Through our physical education programme, our children can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education 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 life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in our school.

We aim to provide Physical Education opportunities which meet the physical needs of each child and their need for movement experiences, challenges and play. We aim to develop a desire for daily physical activity in all of the children through encouraging constructive and active use of free time, so that children will be motivated towards participation in physical activities in adult life. To fulfil these needs, our Physical Education programme is built on the principles of variety and diversity. We aim to provide a wide variety of movement activities appropriate to the level of development of each individual child.

## Aims:

We endorse the aims of the [Primary School Curriculum for Physical Education](#):

- o to promote the physical, social, emotional and intellectual development of the child
- o to develop positive personal qualities
- o to help in the acquisition of an appropriate range of movement skills in a variety of contexts
- o to promote understanding and knowledge of the various aspects of movement
- o to develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- o 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.

## Broad objectives

The physical education curriculum should enable each child to

### Social and personal development

- o experience enjoyment and achievement through movement
- o interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- o develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement
- o develop an understanding of fair play and team spirit through participation and competition
- o develop positive attitudes towards participation in movement activities
- o experience adventure and challenge

### Physical and motor development

- o develop strength, speed, endurance and flexibility through engaging in a wide variety of activities
- o develop agility, alertness, control, balance and co-ordination through movement
- o develop personal competence in the athletic skills of running, jumping and throwing
- o perform dances with confidence and competence, including simple folk and Irish dances
- o develop personal competence in a range of gymnastic movements
- o 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
- o apply the skills needed to live and move with confidence in the environment

### Knowledge and understanding

- o develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- o develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus
- o experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- o develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- o observe, discuss, analyse, interpret and enjoy the performance of movement
- o gather, record and interpret information on achievement in movement activities
- o be inventive, make decisions, solve problems and develop autonomy through movement activities
- o participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- o develop an appreciation of and respect for the environment through participation in activities outdoors

### Creative and aesthetic development

- o use the body as a means of expression and communication, using a range and variety of stimuli
- o create and perform simple dances
- o create and play simple games
- o develop artistic and aesthetic understanding within and through movement

**Development of health-related fitness**

- o maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy lifestyle
- o understand and practice good hygiene and posture
- o appreciate the benefits of relaxation and cope with challenges

**Development of safety**

- o adopt safe practices in all physical activities.

## Curriculum Planning for Physical Education



The PE curriculum is organised into the six strands shown above. These strands and strand units can be found on the following pages of the [Physical Education Curriculum](#); Infant classes pp.16-23

- First and Second classes pp.24-34
- Third and Fourth classes pp.38-46
- Fifth and Sixth classes pp.48-59
- Aquatics: 4<sup>th</sup> Class pp.62-64

In planning for teaching PE, teachers will be guided by the [PE Curriculum Teacher Guidelines](#) and will also use the PDST [Move Well, Move Often Physical Literacy Resource](#). Teachers may also use PE lesson plans prepared by the Primary School Sports Initiative- [PSSI Lesson Plans](#).

## Developing the Physically Literate pupil in Physical Education

We use the **Move Well, Move Often** resource to support the teaching of Physical Literacy in Holy Cross Mercy School. Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life: Movement Competence, Motivation and Confidence, Knowledge and Understanding, and Opportunities to engage in physical activity for life.

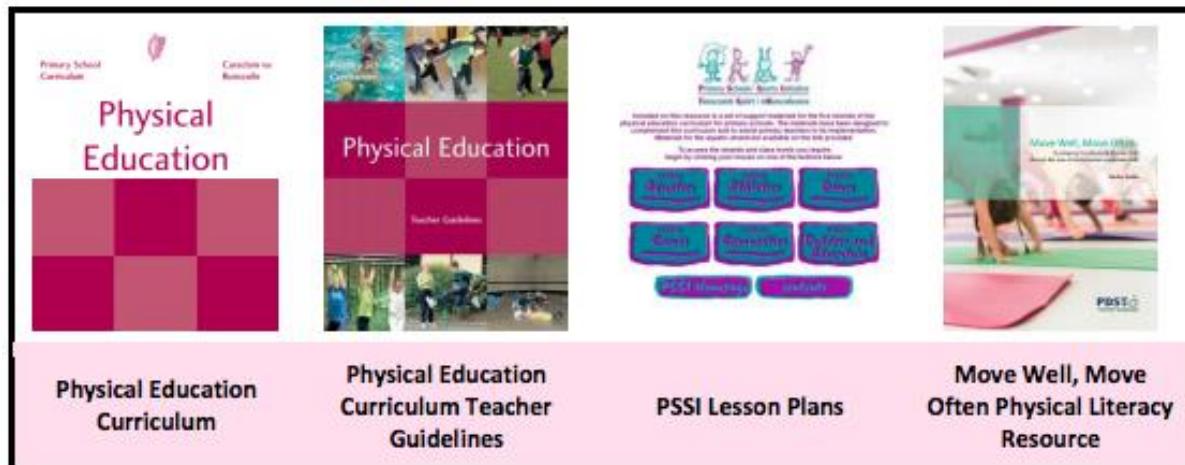


Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy lifelong enjoyment and for sporting success. To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours.

## Fundamental Movement Skills

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"><li>• Walking</li><li>• Running</li><li>• Hopping</li><li>• Skipping</li><li>• Jumping for height</li><li>• Jumping for distance</li><li>• Dodging</li><li>• Side stepping</li></ul>	<ul style="list-style-type: none"><li>• Balancing</li><li>• Landing</li></ul>	<ul style="list-style-type: none"><li>• Catching</li><li>• Throwing</li><li>• Kicking</li><li>• Striking with the hand</li><li>• Striking with an implement</li></ul>

In Holy Cross Mercy School., we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our focus is the development of fundamental movement skills within the strands of the PE Curriculum. Our whole school plan for PE reflects this approach. Teachers in Holy Cross Mercy School. will utilise the following core resources to support planning for and teaching a broad and balanced programme of Physical Education:



### The role of the teacher is to

- Help each child to develop a positive self-image and sense of fair play and cooperate with others,
- Ensure that the child experiences a variety of vigorous and challenging activities,
- Foster a stimulating and secure environment in which the child can be creative and imaginative,
- Link physical education activities with other curricular areas when appropriate,
- Evaluate the programme and assess the progress of each child,
- Provide information to parents, in line with school policy, about the class programme for physical education,
- Have due regard for safety by ensuring that each child adopts safe practices.
- Teachers will devise a balanced programme in line with this plan which meets the needs of each child in their class. Where possible, children will have experience the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be provided for a six week block for 4<sup>th</sup> class.

### Continuity and Progression

Teachers will ensure there is continuity and progression from class to class by

- Utilising appropriate warm-up activities relative to each class level.
- Following the structure of the Whole School Plan.
- Recording the content covered at each level in each strand (Cúntas Míosúil)

## Approaches and Methodologies

Teachers may use a combination of the following approaches or methodologies;

Active learning:  
Guided discovery/Enquiry  
Talk and discussion  
Problem solving  
Collaborative/Co-operative learning  
Using the environment  
Skills through content  
Use of ICT  
Free exploration of materials  
Learning through play  
Direct teaching  
Station teaching  
Co-operative games  
Grid based teaching  
Exploration of movement (gymnastics and dance) TGFU – teaching games for understanding  
Problem based learning  
Use of books, images and video as stimulus  
Content and Language Integrated Learning (CLIL)

## Structure of a PE lesson

### Introduction

1. Begin by stating the intended learning outcome for the class. Ensure this outcome is linked to the FMS being addressed.
2. Introduce a maximum of two teaching points for the FMS per lesson.
3. Revise prior learning in relation to the skill, where necessary, in a quick and concise manner.

### Warm Up:

- Link this activity to the FMS being addressed where possible.

### Main Content

- Deliver the curricular content of the lesson in accordance with your PE plan incorporating two teaching points of FMS where appropriate. The FMS being addressed should not be the sole focus of the PE class.

### Development

Consider using a teaching approach such as Whole-Part-Whole (other approaches are presented in the Physical Education Teacher Guidelines):

After introducing the teaching points set up a game or relevant activity (whole).

Pause the activity and teach one or two of the key components of the FMS in isolation (part). Allow time for pupil reflection.

Then restart the game or activity to practise the skill in an authentic setting (whole).

Note: Opportunities may arise for the teacher to support individual pupils through effective feedback and questioning.

### Conclusion

- Summarise learning.
- Consider incorporating effective questioning or pupil self-reflection.
- This may also be a useful time to give homework or set a target for the next PE class.

#### Lesson Planning Checklist

Introduction - what we will learn today

Warm up

Demonstrate and practise two teaching points of the FMS

Play related activity/game

Practise the FMS in isolation

Restart activity or game with a new focus on the FMS

Provide regular feedback during activity

Provide the pupils with an opportunity for assessment

#### Conclusion:

• *What we learned today? (take home message)*

• *What did you like about today?*

• *What would you like to do again?*

### **Multi-class teaching**

Individual and partner work can be facilitated through good communication, good planning and good organisation from the PE teacher. For children of different age groups and who are at different stages of development, having older or more able peers around will assist them through their zone of proximal development. The play area and available space during PE classes is either divided up and used separately, or shared by the multiple groups who are working together in developing new skills.

Follow up activities to a basic lesson include small sided games. These games are designed to practise the skill learned during the lesson but in a more fun and enjoyable way. The main focus is on enjoyment and fun while developing the acquired skill. Another follow up activity is conditioned games, where teams compete against each other in a controlled and non-competitive environment.

When groups are assembled during an activity, they consist of mixed age and mixed ability. This allows the more able and confident children to share ideas and knowledge with the less confident and able children. The less able children can even be chosen to be a leader or captain of a group to help them be more open to and feel more positive about learning. In essence, the children are teaching each other through the guidance of the teacher.

## **Children with Different Needs**

In Holy Cross Mercy School, we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities. Pupils with special educational needs or disabilities depend on teachers to manage their learning and to provide support. In Holy Cross Mercy School, inclusive PE ensures that all pupils experience a sense of belonging during the lesson. This includes feeling respected, valued for who you are, and feeling a level of supportive energy and commitment from others. It is important to create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

Many children with SEN experience difficulty with basic coordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many students with general learning disabilities. Students who experience difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centered curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others.

Physical education can enable students with general learning disabilities to acquire and enjoy many physical skills during their school life, and so widen the possibilities for recreation and socialization in their adult lives. It provides the student with an avenue to enjoy life and social interaction. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will provide 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. Teachers will endeavour to support and ensure the participation of children with Special Educational Needs and disabilities through an inclusive approach to planning for PE.

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of students with disabilities and Special Educational Needs:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

The following support materials will assist teachers in planning for children with SEN and disabilities:



All pupils exhibit a wide range of abilities in the area of PE. Some may be talented, some may be gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning. In planning for teaching this subject area, it is important to keep in mind the following key issues and learning difficulties that pupils may have.

### Differentiation

Differentiation will coincide with the needs of the students, as determined by the teacher. The following table highlights potential areas of difficulty for students with mild general learning disabilities, as seen on page 19, NCCA Draft Guidelines, Book 3 – for Teachers of 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"> <li>include active warm ups and drills for skills practise</li> <li>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</li> </ul>
• listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> <li>keep instruction simple and clear. Students repeat instruction.</li> <li>demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task</li> <li>move to new instruction regularly</li> </ul>
• 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"> <li>teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.</li> <li>give good visual demonstrations</li> <li>reaffirm good examples and practices</li> <li>use additional equipment to suit the needs of the student, for example softer balls, larger target</li> <li>provide physical support to student in performing skill, for example, jumping</li> </ul>

• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> <li>provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises</li> <li>use specific body parts in exercises e.g make a shape with the upper part of the body</li> </ul>
• left-right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> <li>include warm-up exercises/stretches. Students mirror actions of peers or teacher: O'Grady says; Follow the leader</li> <li>include exercises with equipment using both sides of the body</li> </ul>
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> <li>establish routine format for class and the expectations of desired behaviours</li> <li>ensure that the student is suitably placed in the class for optimum learning</li> <li>check that the student is attending by reinforcing and questioning</li> <li>involve the student where possible in demonstration</li> <li>encourage the student and assign tasks opportunities for success</li> </ul>
• social integration.	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> <li>group student(s) appropriately</li> <li>use co-operative fun activities regularly</li> <li>give encouragement and acknowledge good effort</li> <li>set appropriate skill development level commensurate with students' ability level</li> <li>set reasonable targets for co-operative activities (individual and group).</li> </ul>

## Exceptionally Able Children

Children with exceptional ability or talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE 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 progress 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.

We will refer to the PE checklist in the NCCA Draft Guidelines for Exceptionally Able Students to identify children who have a special ability or talent for PE:

### Physical Education

Specific sports and physical activities require differentiated and detailed checklists. Exceptionally able students:

use the body with confidence in differentiated, expressive and imaginative ways	are able to adapt, anticipate and make decisions
have a good sense of shape, space, direction and timing	have a good control of gross and fine body movements and can handle objects skilfully
produce a seamless fluency of movement with an intuitive feel for elegant movement	show high level of understanding of principles of health-related exercise and their application in a variety of activities
are able to use technical terms effectively, accurately and fluently	are able to perform advanced skills and techniques and transfer skills between activities
are able to analyse and evaluate their own and others' work using results to effect improvement	take the initiative, demonstrating leadership and independence of thought

## Assessment and Record Keeping

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

We will assess;

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

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Children's PE journal (Infant classes)

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

- Assessment for learning to provide feedback to children, improve learning and inform practice
- Assessment of learning which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- Assessment as learning involves teaching the children how to self-assess and peer assess.

The assessment criteria used for each activity forms part of class and school planning. The school will use a PE Journal to guide Self-Assessment. Teachers will refer to the PDST teacher checklists, peer observation checklist and Individual Assessment Profiles from the [Move Well Move Often website and resource pack](#).

Assessment information is shared with parents at Parent Teacher meetings and in end-of-year school reports. The school will communicate through Seesaw as a home school link as well as take home activities and PE homework. If concerns are noted during the year parents may be contacted. Information is shared between teachers during the year as need arises and in particular in the case of formulating Individual Education Plans for children with special needs.

## Equality of Participation and Access

- We will endeavour to ensure that all children from infants to sixth class will partake in all six
- strands of the curriculum during their primary education. **Aquatics will be provided twice a week for a four week block for 4<sup>th</sup> class.**
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme.
- Our yard is divided into two sections for safety reasons. One part is for juniors and seniors
- class and the other section is used by 1<sup>st</sup> to 6<sup>th</sup> class.
- As a staff we will help children to build positive attitudes towards all activities.
- All children are encouraged to participate in school team sports. Selection of school teams are decided by the teachers. While it is hoped that all children would get to participate, the management team will consider the following when selecting the team. This includes participation and interest shown at training sessions, level of ability and previous performances.
- Holy Cross Mercy School will send a representative to the Primary School Games if the coach(es) feel a child has the required skills and ability to meet the standard of this competition. Criteria for selection are based on performance at matches and school training. The decision for selection by the school management is final.
- Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration
- Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.

In Holy Cross Mercy School, various staff members will provide after school training in football and basketball for 4th – 6th class throughout the year. Competitions such as the Mini Sevens, Cuman na mBunscoil will be entered every year where possible to promote Gaelic Games in our school.

We will provide for and include:

- Children experiencing any form of disadvantage.
- Every child will have access to all PE activities provided by the school

## **Linkage and Integration**

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

- Linkage can take place within the physical education curriculum, because 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 PE class.
- Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance. Mathematical concepts in fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.

## **Language**

The effective use of questioning from the teacher will develop the vocabulary associated with physical education. Allowing the children to analyse and describe their own performance will allow them understand and appreciate their learning in physical education.

## **Content and Language Integrated Learning (CLIL)**

Content and language integrated learning (CLIL) is an approach to language learning where the target language is used as the medium to teach both content and language. This process enables the attainment of both content objectives and language objectives in the same lesson. CLIL is internationally recognised as a successful approach to language teaching and learning and offers a particularly favourable approach for the teaching of Irish in primary schools. It provides opportunities for integrating Irish across the curriculum in an active and meaningful way. PE is an appropriate subject for CLIL because it offers opportunities for discussion and active engagement by pupils in groups. This may involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer. While the pupils will learn specific PE terminology in Irish, they will also learn to communicate and operate through Irish in that subject. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. A whole-school approach to CLIL will enable pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner. The CLIL approach is recommended in the Primary Language Curriculum and further support material on using CLIL is available in the Primary Language Toolkit.

## Organisational Planning

In this school all classes will timetable two 30 minute physical education lessons per week. The Whole School Plan below will see all classes develop a strand over a six week block with an emphasis on a Fundamental Movement Skill during that period. It is intended that one teaching point per skill is taught per week. Fundamental movement skills will be covered over a two year period and this plan offers a balanced approach to the teaching of all the fundamental movement skills necessary to a child's development.

6-week block	Strand	Fundamental Movement Skill							
		J. Infants	S. Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Block 1	 GAMES	Running	Striking with an implement	Striking with the hand	Kicking	Kicking	Striking with the hand	Kicking	Striking with the hand
Block 2	 GYMNASTICS	Balancing	Landing	Hopping	Side Stepping	Balancing	Catching	Catching	Side Stepping
Block 3	 DANCE	Skipping	Jumping for height	Skipping	Jumping for distance	Landing (Jumping for distance)	Jumping for height	Hopping	Jumping for distance (Landing)
Block 4	 GAMES	Throwing	Kicking	Catching	Striking with an implement	Hopping	 AQUATICS	Striking with an implement	Dodging
Block 5	 ATHLETICS	Jumping for distance	Catching	Landing (Jumping for height)	Dodging	Throwing	Dodging	Running	Throwing
Block 6	 OUTDOOR & ADVENTURE	Walking	Side Stepping	Balancing	Running	Running	Skipping	Balancing	Skipping

## Active School/Health Promoting School

Holy Cross Mercy School is both an Active School and a Health Promoting School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. We were awarded our first ASF in 2010. The flag remains valid for a period of 3 years after which time we will be invited to re-apply. We are currently renewing our ASF.

Each year, Holy Cross Mercy School will facilitate an Active School Week whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible. This will take place in May/June. This is due to better weather conditions for outdoor activities. In addition to PE we prioritise physical activity throughout the day during Active Schools Week.

### Organisational Tips for PE

- Establish clear rules, routines and expectations for PE class.
- Establish a clear signal for drawing the pupils into a group for the purpose of direct instruction, and use this signal consistently.
- Structure lessons that foster success. Select inclusive activities that meet the needs of all pupils.
- Provide consistent encouragement, effective feedback and reinforcement.
- Take care to ensure maximum me for participation in physical activity within the lesson.
- Maximise participation by avoiding exclusion and knockout games.
- Avoid activities with long wait times. Consider setting up two of the same activity if space allows.
- Lessons should allow progression from initial work undertaken individually to work with a partner and work as a member of a small group.
- Provide opportunities for pupils to work in groups to enhance cooperation in preparation for the development of team play in games situations.
- Strike a balance between competitive and cooperative activities. The focus should be on participation.
- Small sided games and mini versions of games with modified rules are suitable for PE lessons.
- Encourage pupils to create their own games and modified activities.
- Consider availability of space, resources and support personnel when planning for grouping of pupils. Discuss opportunities to practise what is learned in PE beyond the classroom.
- Invite pupils that can exhibit good technique to showcase the skill for the rest of the class.
- Provide opportunities for the pupils to begin practising immediately after viewing a demonstration.
- When addressing the class, line pupils up along a wall or in a tight huddle. If the PE lesson is taking place outdoors, speak to the pupils with your back to the wind.
- Use a variety of teaching methods and approaches.

## Code of Ethics

(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines).

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context should undergo Garda Vetting and will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. 'Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general.'
- 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' (2011) produced for all personnel working with children.



## After School Activities

A variety of after school training and activities are organised in the school. The list of after school activities are as follows; football, basketball, spike ball, walking club, playball, taekwondo and Zumba and many others throughout the year. These will take place at various times throughout the school year. During this time the children take part in child led activities such as games and free play. The children also get time to practise skills previously learned during PE lessons.

After school activities are organised by Karen Kelly.

These activities will adhere to the general principles of the Physical Education 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

Competitions/Leagues/Games the school will enter:

- Cuman na mBunscoil 7-a-side football
- Cuman na mBunscoil 15-a-side football
- Super Sevens Basketball
- Local basketball competitions and games
- Spike ball – Volleyball Ireland
- Soccer - FAI

## PE Equipment (Refer to pp. 104-105 Teacher Guidelines)

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the Active Team and is checked and updated at the beginning and end of each school year.
- The equipment is stored in our PE store room in the school. **Each teacher has the responsibility to ensure that all equipment is returned to the room after each lesson.** Any breakages have to be reported to the Active Team as soon as possible. A member of the Active Team will inspect the room once a month.
- In order to ensure a PE rich environment, the school will have a dedicated noticeboard for both Junior and Senior corridors. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the noticeboard and the use of the Seesaw Application will give an opportunity to children to see themselves and others in action.
- Some of the resources available to teachers can be seen in the table below;

### Resources

• Beanbags	• Basketballs/footballs	• Small soft balls
• Cones	• Hula hoops	• Markers
• Lilly Pads	• Hurdles	• Tennis Rackets
• Skipping ropes	• Uni-hoc/hurleys sticks	• Wooden eggs and spoons
• Racquets	• CD player	• Benches
• Parachute	• Gym Mats	• Softballs
• Rugby balls		

### **ICT (Refer to p. 101 Teacher Guidelines)**

Holy Cross Mercy School is a digital school of distinction. In our school, we use Seesaw to communicate with parents. Seesaw is a digital portfolio and a communication tool for our students and parents where we share our work between school and home. Class teachers may choose to create a digital portfolio for PE, where they can share, video, pictures and information with parents and children. These may include and information on a fundamental movement skill, teaching point or a video detailing a child's progress and development within a particular skill.

### **Health and Safety Considerations (Refer to the school's Health and Safety Policy)**

Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents ...etc 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

- Ensure shoelaces are tied, clothing is tucked in, and all jewellery is removed.
- Ensure the playing area is free of obstructions, trip hazards and dangerous objects.
- Ensure the playing area used is an adequate distance from walls and other fixed furniture, allowing a safety zone for pupils to slow down and stop when necessary.
- When using pair or group work, ensure there is adequate space between groups to prevent collisions.
- Encourage pupils to keep their eyes open and head up when moving in a condensed playing area.
- Remind pupils about safe, respectful tagging. Ensure that pupils do not grab or push each other, and that they use so hands to gently tag their opponents, on the back of the torso between the hip and the shoulder. Explain clearly to pupils the correct way to tag safely.
- Many fundamental movement skills, particularly locomotor skills, can be strenuous in nature. Allow pupils the opportunity to rest or stretch at regular intervals during activities.
- For safety reasons encourage the concept of spatial awareness regularly. Invite pupils to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst.
- When using an implement, ensure pupils position themselves a safe distance back from the striker. Use cones/spot markers to identify safe zones and striking zones when necessary.
- The safety statement within the school plan should contain procedures to be adopted should accidents occur in the physical education lesson.

## Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

*Teachers will plan based on the strands and the specific Fundamental Movement Skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.*

The Cuntas Miosúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cuntas miosúil have been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

## Staff Development

The responsibility of researching new methodologies should lie with each individual teacher, however, sharing ideas and knowledge within the staff should be encouraged.

Demonstrations and opportunities to try out new equipment should be carried out by the school's PE teachers. Available PE courses should be monitored and teachers made aware of these courses. Encouragement should be displayed from all teachers in regards to attending such courses. Teachers that do attend these courses, have the responsibility of sharing the expertise acquired with fellow staff members. This will help strengthen the school's pedagogical approach in relation to physical education. Such ways of sharing information and knowledge should include emails, information on the staff-room notice board, conversations through one-on-one meetings and whole school staff meetings. Time is allocated at each monthly staff meeting to discuss all matters relating to physical education. Here teachers can share ideas, raise awareness to any issues, and announce dates of upcoming courses or workshops. Teachers can avail of external expertise by way of local sports development officers coming in to do lessons/workshops. These situations can be used, by teachers, to up-skill or refresh a specific sport or skill. Also, if a teacher has no previous expertise in a certain sport or skill they should look to use this opportunity to gain expertise in that area to bring forward in their teaching. They should then share any knowledge learned with fellow staff members.

## Parental Involvement

(Refer to Primary School Curriculum, Your child's learning, Guidelines for Parents)

We will ask all parents to support their children to participate in all strands of the PE curriculum. We will ask parents with recognised areas of expertise in the area of PE and/or sport to support us in our efforts if their talents will be of benefit. Parent's will be informed on the FMS that the class are focusing on over a six week period using Seesaw. Parents are invited to view children's achievements in PE.

## Community Links

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. We link with the community whenever possible. We will also make reference to famous sports people from our community and invite suitable people into the school to talk to the children as long as the content is in keeping with the sentiments of the curriculum. If a local team or individual has had a notable victory, they will be invited in to the school to share the victory with the local children. If the county minor or senior team are to win the Football Championships, children will be encouraged to dress up in their Kerry colours if the team are to visit the school. The school will also be decorated with flags, bunting and children's art work.

## Success Criteria

We will know that the plan is being implemented as the teachers' plans will reflect what is laid out in this whole school plan. We will be able to see the schedule of games set out in the monthly schedule being implemented in PE sessions. Teachers will be able to plan more easily as they will know what PE games and skills are to be implemented during each month. As this plan is a new plan we will wait for it to be implemented and then answer the following points at the next review.

Has the plan achieved its aims?

What are the indicators? (Refer to Aims)

Means of assessing the outcomes of the plan include:

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes.
- Inspectors' suggestions/report
- Second level feedback
- Has the plan promoted the key considerations when implementing a programme of Physical Education?
- Has the plan promoted:
  - 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
  - provided opportunities for achievement for each child

## **Review**

The PE Whole School Plan will be reviewed annually during the month of June by the PE teachers and plan co-ordinator. At the staff meeting in June teachers will be asked for feedback on PE for that academic year. All this feedback will in turn be given to the Principal who will in turn give feedback to BOM.

## **Inspectorate Ratification and Communication**

The PE plan has been ratified by the Board of Management and parents can inspect the plan by appointment in the school office. This PE Policy was reviewed and updated in June 2018, amendments have been made in consultation with the staff. It will be reviewed in June 2019.

6-week block	Strand	Fundamental Movement Skill							
		J. Infants	S. Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Block 1	 GAMES	Running	Striking with an implement	Striking with the hand	Kicking	Kicking	Striking with the hand	Kicking	Striking with the hand
Block 2	 GYMNASTICS	Balancing	Landing	Hopping	Side Stepping	Balancing	Catching	Catching	Side Stepping
Block 3	 DANCE	Skipping	Jumping for height	Skipping	Jumping for distance	Landing (Jumping for distance)	Jumping for height	Hopping	Jumping for distance (Landing)
Block 4	 GAMES	Throwing	Kicking	Catching	Striking with an implement	Hopping	 AQUATICS	Striking with an implement	Dodging
Block 5	 ATHLETICS	Jumping for distance	Catching	Landing (Jumping for height)	Dodging	Throwing	Dodging	Running	Throwing
Block 6	 OUTDOOR & ADVENTURE	Walking	Side Stepping	Balancing	Running	Running	Skipping	Balancing	Skipping



## Junior Infants Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 	<ul style="list-style-type: none"> <li>begin to develop carrying skills</li> <li>create and develop games in pairs</li> <li>play simple playground games</li> <li>talk about and develop movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>apply simple rules to games</li> </ul>	<p><b>FMS; Running</b></p> <ol style="list-style-type: none"> <li>Hold the head up, stable and eyes looking forward</li> <li>Elbows bent at 90 degrees</li> <li>Drive arms backwards and forwards vigorously in opposing to the legs. Ensure arms stay close to the body, 90-degree angle remains at the elbow and the drive comes from the shoulders</li> <li>High knee lift with the thigh almost parallel to the ground</li> <li>The kick back should be close to the buttocks (at least 90 degrees)</li> <li>Lean slightly forward when accelerating and slightly backwards when slowing down</li> <li>Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p> <p>- <i>Running</i></p>	<ul style="list-style-type: none"> <li><i>walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds</i></li> <li><i>sprint distances of 10 to 20 m</i></li> <li><i>practice reaction sprints</i></li> <li><i>practice the standing start</i></li> <li><i>participate in a pair relay using a beanbag</i></li> <li><i>participate in team relays, in small groups, using various means of travelling</i></li> <li><i>run over flat markers</i></li> <li><i>run over flat markers evenly spaced</i></li> <li><i>run over low hurdles, i.e. less than 20 cm high</i></li> <li><i>run over low hurdles, evenly spaced</i></li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Cari on Running</li> <li>Traffic Lights</li> <li>Move Like an Animal</li> <li>Go Grab It</li> <li>Lifesaver Tag</li> <li>Scavenger Hunt</li> <li>Builders and Bulldozers</li> <li>The Hoop Run</li> </ul>
FMS	Running		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASICS</b>	<ul style="list-style-type: none"> <li>• develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space</li> <li>• practise rocking and rolling activities leading to the forward roll</li> <li>• develop body awareness through variations of direction, pathways, levels, shape, speed and effort</li> <li>• link skills to produce a short sequence of movement linking two basic movement actions</li> <li>• begin to develop work with a partner following a partner</li> <li>• begin to transfer work onto apparatus travelling around, in and out of hoops travelling along, across and around mats and benches balancing using mats, benches and bar box</li> <li>• absorb energy to avoid shock when landing</li> <li>• develop good body tension and posture through gymnastic positions and movements</li> <li>• talk about movement and ask and answer questions about it</li> <li>• develop the ability to lift, carry and place apparatus safely</li> <li>• develop awareness of others when using apparatus</li> </ul>	<p><b>FMS; Balancing</b></p> <ol style="list-style-type: none"> <li>1. Support leg still, with foot flat on the ground</li> <li>2. Non-support leg bent and not touching the support leg</li> <li>3. Trunk stable and upright</li> <li>4. Head stable with eyes focused forward on a target</li> <li>5. Arms as still as possible with no excessive movement - either at the side or extended to aid the balance</li> </ol>
Strand Unit	Movement  Understanding & appreciation of gymnastics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Walk the Line</li> <li>• Spot Balance</li> <li>• Copy Me Balancing</li> <li>• Mirror Tag</li> <li>• Follow the Leader</li> <li>• Jewel Thief</li> <li>• Roly Poly</li> <li>• Body Balance</li> </ul>
FMS	Balancing		

Block	3	Objectives	Teaching Points
Strand		<ul style="list-style-type: none"> <li>explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness</li> <li>explore and create movement at different levels, using different pathways and forming different shapes in space</li> </ul>	<p><b>FMS; Skipping</b></p> <ol style="list-style-type: none"> <li>Step forward and hop on the same foot with a high knee drive</li> <li>Land on the ball of the foot</li> <li>Knee of the support leg should bend to prepare for a hop</li> <li>Repeat with the other foot and then build rhythm</li> <li>Head and trunk should be stable at all times with the eyes focused forward</li> <li>Arms should be relaxed and swing in opposition to the legs to help maintain balance</li> </ol>
Strand Unit	Exploration, creation and performance of dance  Understanding & appreciation of dance	<ul style="list-style-type: none"> <li>explore an appropriate range of dynamics in movement</li> <li>explore and communicate through simple body movement a range of moods or feelings</li> <li>create and perform simple dances with teacher's guidance</li> <li>respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music</li> <li>begin to develop work with a partner</li> <li>perform simple movements to given rhythmic and melodic phrases</li> <li>perform simple singing games and folk dances</li> <li>develop poise, balance and co-ordination while moving and stopping</li> <li>begin to show sensitivity in movement to music</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Skip Like A...</li> <li>I See</li> <li>Skipping Musical Spots</li> <li>Poison Circle</li> <li>Mouse in the House</li> <li>Rat Pack</li> <li>Dog and Bone</li> <li>Letters</li> </ul>
FMS	Skipping	<ul style="list-style-type: none"> <li>talk about dance phrases</li> <li>interpret a mood or emotion observed in movement</li> </ul>	

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>  <b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>begin to develop carrying skills</li> <li>create and develop games in pairs</li> <li>play simple playground games</li> <li>talk about and develop movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>apply simple rules to games</li> </ul> <p><i>experiment with appropriate objects and methods of throwing, aiming for height and distance</i></p>	<p><b>FMS; Throwing</b></p> <ol style="list-style-type: none"> <li>Hold the object in one hand</li> <li>Eyes focused on a target throughout the throw</li> <li>Stand side on with non-throwing shoulder towards a target</li> <li>Bring the throwing arm back behind the body, swinging it down and backwards in preparation to throw</li> <li>Step toward a target with the foot of nonthrowing side (transferring weight from the back foot to the front foot)</li> <li>Hips then shoulders rotate forwards</li> <li>Throwing arm moves forward, releases the object, then follows through in the direction of a target and down across the body</li> <li>It is good practise to raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p> <p>- <i>Throwing</i></p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Partner Throw</li> <li>Litterbug</li> <li>Underarm Hoop Pass</li> <li>How Far Can You Throw?</li> <li>Hoop Ball</li> <li>Target Throw</li> <li>Knock Em Down Pinball</li> <li>Catch the Leader</li> </ul>
FMS	Throwing		

Block	5	Objectives	Teaching Points
Strand		<ul style="list-style-type: none"> <li>practise skipping activities with and without ropes</li> <li>experiment with various ways of jumping</li>   <li>talk about movement and ask and answer questions about it</li> <li>develop an understanding of the basic rules of the individual athletic events</li> </ul>	<p><b>FMS; Jumping for distance</b></p> <ol style="list-style-type: none"> <li>Get in to the ‘ready position’ by bending the knees, hips and ankles</li> <li>Head up and eye focused forwards</li> <li>Explode forward from the ready position</li> <li>Swing the arms back behind the body then quickly forwards and upwards</li> <li>Push off from both feet together, with the toes the last part of the body to leave the ground.</li> <li>Land on both feet at the same time bending the hips, knees and ankles to absorb the impact</li> <li>Legs straighten during the flight phase</li> </ol>
Strand Unit	Jumping  Understanding & appreciation of athletics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Discover Jump</li> <li>Island Jumping</li> <li>Jumping Spots</li> <li>Jumping Jamie</li> <li>Lion Safari</li> <li>Shopkeeping</li> <li>Creature Alley</li> <li>Bunny Chase</li> </ul>
FMS	Jumping for distance		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>	<ul style="list-style-type: none"> <li>undertake short walks within or adjacent to the school grounds</li> <li>find an object in a confined area of the school site, given simple clues</li> <li>identify areas of the hall, playing-field or school site</li> <li>undertake adventure trails</li> <li>undertake simple co-operative (trust) activities</li> <li>begin to develop an appreciation of and respect for the environment</li> </ul>	<p><b>FMS; Walking</b></p> <ol style="list-style-type: none"> <li>Maintain good posture with body straight, walk tall, head in line with the spine and looking forward</li> <li>Arms swing in a small natural arc in opposition to the feet</li> <li>Step with toes facing forward</li> <li>When planting the foot use a heel-to-toe action</li> <li>Knees should bend slightly when the foot makes contact with the ground</li> </ol>
Strand Unit	Walking  Orienteering  Outdoor Challenges  Understanding & appreciation of outdoor and adventure activities		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>The Remote Control</li> <li>Safari Adventure</li> <li>Road Trip</li> <li>Train Station</li> <li>Rollercoaster Madness</li> <li>Line Walking</li> </ul>
FMS	Walking		



## Senior Infants Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 GAMES	<ul style="list-style-type: none"> <li>begin to develop carrying and striking skills</li> <li>begin to develop ball-handling skills</li> <li>create and develop games in pairs</li> <li>play simple playground games</li> </ul>	<p><b>FMS; Striking with an implement</b></p> <ol style="list-style-type: none"> <li>Stand side on the target</li> <li>Eyes should be focused on the ball throughout the striking action</li> <li>Hands should be together at the base of the implement with the hand at the end matching the front foot</li> <li>Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase.</li> <li>Step forward with the front foot, rotating hips and shoulder during the striking action.</li> <li>Follow through the ball and around the body.</li> <li>Arms should be extended fully at the point of contact with the ball.</li> </ol>
Strand Unit	Sending, receiving and travelling  Creating & playing games  Understanding & appreciation of games	<ul style="list-style-type: none"> <li>talk about and develop movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>apply simple rules to games</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Dribble Dribble</li> <li>First Touch Control</li> <li>Target Strike</li> <li>The Force Be With You</li> <li>Toss the Pancake</li> <li>Bat and Ball Balancing</li> <li>Knee Strike</li> <li>Racket Relays</li> </ul>
FMS	Striking with an implement		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<ul style="list-style-type: none"> <li>• develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space</li> <li>• practise rocking and rolling activities leading to the forward roll</li> <li>• develop body awareness through variations of direction, pathways, levels, shape, speed and effort</li> <li>• link skills to produce a short sequence of movement linking two basic movement actions</li> <li>• begin to develop work with a partner following a partner</li> <li>• begin to transfer work onto apparatus travelling around, in and out of hoops travelling along, across and around mats and benches balancing using mats, benches and bar box</li> <li>• absorb energy to avoid shock when landing</li> <li>• develop good body tension and posture through gymnastic positions and movements</li> <li>• talk about movement and ask and answer questions about it</li> <li>• develop the ability to lift, carry and place apparatus safely</li> <li>• develop awareness of others when using apparatus</li> </ul>	<u>FMS; Landing</u> <ol style="list-style-type: none"> <li>1. Head up, stable and looking straight ahead</li> <li>2. Arms should be stretched out in front to maintain balance</li> <li>3. Stomach should be pulled in and bum tucked under the body</li> <li>4. Land with the feet wide apart but still in a stable position</li> <li>5. Bend the knees</li> <li>6. Land on the feet in the order toes-ball-heel</li> </ol>
Strand Unit	Movement  Understanding & appreciation of gymnastics		<b>Suggested Games</b> <ul style="list-style-type: none"> <li>• Wide Stance Cowboy</li> <li>• Shadow Move</li> <li>• Jump, Land Like Me</li> <li>• Mr. Wolf</li> <li>• In the Jungle</li> <li>• Over the Stream</li> <li>• Jack be Nimble</li> <li>• Hoop Jump</li> </ul>
FMS	Landing		

Block	3	Objectives	Teaching Points
Strand	  <b>DANCE</b> <b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness</li> <li>explore and create movement at different levels, using different pathways and forming different shapes in space</li> </ul>	<p><b>FMS; Jumping for height</b></p> <ol style="list-style-type: none"> <li>Eyes focused forward or upwards, head up and back straight throughout</li> <li>Crouch with knees bent and arms behind the body</li> <li>Legs forcefully extend and straighten in the air</li> <li>Arms swing forwards and upwards in time with the legs</li> <li>Arms and legs extend as far as possible in the flight phase</li> <li>Land on both feet with no more than one step in any direction to control the landing</li> <li>Ankles, knees and hips bend on landing to absorb the shock</li> </ol>
Strand Unit	<p>Exploration, creation and performance of dance</p> <p>Understanding &amp; appreciation of dance</p> <p><i>Jumping</i></p>	<ul style="list-style-type: none"> <li>explore an appropriate range of dynamics in movement</li> <li>explore and communicate through simple body movement a range of moods or feelings</li> <li>create and perform simple dances with teacher's guidance</li> <li>respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music</li> <li>begin to develop work with a partner</li> <li>perform simple movements to given rhythmic and melodic phrases</li> <li>perform simple singing games and folk dances</li> <li>develop poise, balance and co-ordination while moving and stopping</li> <li>begin to show sensitivity in movement to music</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Discover Jump</li> <li>Island Jumping</li> <li>Jumping Spots</li> <li>Jumping Jamie</li> <li>Lion Safari</li> <li>Shopkeeping</li> <li>Creature Alley</li> <li>Bunny Chase</li> </ul>
FMS	Jumping for height	<ul style="list-style-type: none"> <li>talk about dance phrases</li> <li>interpret a mood or emotion observed in movement</li> </ul> <p><i>experiment with various ways of jumping</i></p>	

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>begin to develop kicking skills</li> <li>create and develop games in pairs</li> <li>play simple playground games</li> <li>talk about and develop movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>apply simple rules to games</li> <li><i>experiment with appropriate objects and methods of throwing, aiming for height and distance</i></li> </ul>	<p><b>FMS; Kicking</b></p> <ol style="list-style-type: none"> <li>Approach the ball from behind and slightly to the side</li> <li>Place the non-kicking foot to the side of the ball</li> <li>Swing the kicking leg back to make an angle of at least 90 degrees</li> <li>Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot</li> <li>Swing the arm opposite the kicking leg forward and sideways</li> <li>Follow through in the direction of the target</li> <li>Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Kick the Bag</li> <li>Beanbag Shadow</li> <li>BeanBag Flick</li> <li>Flick and Score</li> <li>Happy Feet</li> <li>Top Shelf</li> <li>Ground Kick to Partner</li> <li>Through the Gate</li> </ul>
FMS	Kicking		

Block	5	Objectives	Teaching Points
Strand		<ul style="list-style-type: none"> <li>experiment with appropriate objects and methods of throwing, aiming for height and distance</li> <li>talk about movement and ask and answer questions about it</li> <li>develop an understanding of the basic rules of the individual athletic events</li> </ul>	<p><b>FMS; Catching</b></p> <ol style="list-style-type: none"> <li>Eyes focused on the object throughout the catch</li> <li>Move feet to place the body directly in the path of object and secure a wide base of support.</li> <li>Hands reach out to meet the object.</li> <li>Fingers and hands are relaxed and slightly cupped to receive the object.</li> <li>Catch and control the object with the hands only.</li> <li>Elbows bend at least 90 degrees to absorb the impact.</li> </ol>
Strand Unit	Throwing  Understanding & appreciation of athletics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Catch It If You Can!</li> <li>Roll and React</li> <li>Bounce and React</li> <li>Roll, Bounce, Play</li> <li>Bounce Pass</li> <li>Sit and Bounce</li> <li>Hot Potato</li> <li>Catch and Crouch</li> </ul>
FMS	Catching		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>	<ul style="list-style-type: none"> <li>undertake short walks within or adjacent to the school grounds</li> <li>find an object in a confined area of the school site, given simple clues</li> <li>identify areas of the hall, playing-field or school site</li> <li>undertake adventure trails</li> <li>undertake simple co-operative (trust) activities</li> <li>begin to develop an appreciation of and respect for the environment</li> </ul>	<p><b>FMS; Side Stepping</b></p> <ol style="list-style-type: none"> <li>Stand side on with hip and shoulder pointing in the direction of travel</li> <li>Knees slightly bent with weight on the balls of feet</li> <li>Head stable and eyes focused forward or in the direction travelled</li> <li>Lead foot steps in the direction travelled</li> <li>Free foot follows quickly behind</li> <li>There should be a brief period where both feet are off the ground</li> <li>Arms out to the sides for balance</li> <li>Movement should be rhythmical</li> </ol>
Strand Unit	Walking Orienteering Outdoor Challenges  Understanding & appreciation of outdoor and adventure activities		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Touch the Spot, Over the Spot</li> <li>Duck Duck Goose</li> <li>Closing the Space</li> <li>Side Step to the Rescue</li> <li>Fox and Hen</li> <li>Monkey in the Middle</li> <li>Cats and Birds</li> <li>The Side Stepping</li> </ul>
FMS	Side Stepping		



## First Class Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 GAMES	<ul style="list-style-type: none"> <li>practise skills previously experienced</li> <li>develop and practise ball-handling skills</li> <li>develop and practise carrying and striking skills</li> </ul>	<p><b>FMS; Striking with the hand</b></p> <ol style="list-style-type: none"> <li>Keep eyes on (and in time over) the ball</li> <li>Knees bent and feet a comfortable distance apart</li> <li>Lean slightly forward at the waist</li> <li>Fingers are spread but relaxed</li> <li>Push the ball downwards with the fingers while also controlling the movement with the wrist</li> <li>Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)</li> <li>Keep the ball below waist height</li> <li>When on the move (dribbling), bounce the ball slightly forward in front of the body.</li> </ol>
Strand Unit	Sending, receiving and travelling  Creating & playing games  Understanding & appreciation of games	<ul style="list-style-type: none"> <li>create and develop games in pairs or small groups</li> <li>play small-sided (mini) versions of games</li> <li>play playground games</li> </ul> <ul style="list-style-type: none"> <li>discuss and develop control in movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>develop an understanding of the use of space</li> <li>apply simple rules to small-sided games.</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Smack Attack</li> <li>Up and In</li> <li>Volley High, Volley Low</li> <li>Wish Upon A Star</li> <li>Wish Upon A Star 2</li> <li>Football Handball</li> <li>Hoop Balance</li> <li>Dribble Tag</li> </ul>
FMS	<b>Striking with the hand</b>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<ul style="list-style-type: none"> <li>• develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space</li> <li>• practise and perform the forward roll with control</li> <li>• begin to practise and perform the backward roll from initial rocking and rolling activities</li> <li>• continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort</li> <li>• transfer floorwork onto apparatus</li> <li>• continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus</li> <li>• show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing develop good body tension and posture through gymnastic positions and movements.</li> <li>• observe and describe movement and ask and answer questions about it</li> <li>• develop the ability to lift, carry and place apparatus</li> <li>• develop awareness of others when using apparatus</li> </ul>	<p><b>FMS; Hopping</b></p> <ol style="list-style-type: none"> <li>1. Take off and land on the same foot, pushing off from the ball of the foot</li> <li>2. The support leg swings in rhythm with jumping leg</li> <li>3. Bend the support leg slightly on landing and straighten on take off</li> <li>4. Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force</li> <li>5. Head and trunk should be stable with the eyes focused forward</li> <li>6. Practice on both right and left legs to become proficient on both</li> </ol>
Strand Unit	Movement  Understanding & appreciation of gymnastics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Hop Hoops and Count</li> <li>• Hopscotch</li> <li>• Sharks and Survivors</li> <li>• Suits You!</li> <li>• The Hoop Hop</li> <li>• Hop to the Rescue</li> <li>• Saucers and Domes</li> <li>• Gathering Beanbags</li> </ul>
FMS	Hopping		

Block	3	Objectives	Teaching Points
Strand	 <b>DANCE</b>  <b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>explore and develop a greater range of movements of body parts and body actions, to include turning</li> <li>explore further different levels, pathways and shape in space and begin to explore directions</li> <li>explore a range of dynamics in movement</li> <li>explore and communicate through simple body movement a range of moods or feelings</li> <li>create, practise and perform dances showing a clear beginning, middle and end</li> <li>continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music</li> </ul>	<p><b>FMS; Skipping</b></p> <ol style="list-style-type: none"> <li>Step Forward and hop on the same foot with a high knee drive</li> <li>Land on the ball of the foot</li> <li>Knee of the support leg should bend to prepare for a hop</li> <li>Repeat with the other foot and then build rhythm</li> <li>Head and trunk should be stable at all times with the eyes focused forward</li> <li>Arms should be relaxed and swing in opposition to the legs to help maintain balance.</li> </ol>
Strand Unit	<p>Exploration, creation and performance of dance</p> <p>Understanding &amp; appreciation of dance</p> <p><i>Jumping</i></p>	<ul style="list-style-type: none"> <li>develop work with a partner</li> <li>perform a range of simple steps and movements to given rhythmic and melodic phrases</li> <li>perform a variety of selected Irish dances and folk dances</li> <li>develop increased poise, balance and coordination while moving and stopping</li> <li>develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Find Someone Who</li> <li>Freeze</li> <li>Coordinated Skipping</li> <li>Skipping Tag</li> <li>Builders and Bulldozers</li> <li>Compass Move</li> <li>Capture the Flag</li> <li>Skipping Fitness Challenge</li> </ul>
FMS	Skipping	<ul style="list-style-type: none"> <li>observe, describe and discuss simple dances</li> <li>identify the sections of a dance as beginning, middle and end</li> <li>interpret a mood or emotion observed in movement</li> <li><i>experiment with various ways of jumping</i></li> <li><i>practise skipping activities with and without ropes</i></li> </ul>	

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>practise skills previously experienced</li> <li>create and develop games in pairs or small groups</li> <li>play small-sided (mini) versions of games</li> <li>play playground games</li> </ul>	<p><b>FMS : Catching</b></p> <ol style="list-style-type: none"> <li>Eyes focused on the object throughout the catch</li> <li>Move feet to place the body directly in the path of object and secure a wide base of support.</li> <li>Hands reach out to meet the object.</li> <li>Fingers and hands are relaxed and slightly cupped to receive the object.</li> <li>Catch and control the object with the hands only.</li> <li>Elbows bend at least 90 degrees to absorb the impact.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p> <p><i>Movement</i></p>	<ul style="list-style-type: none"> <li>discuss and develop control in movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>develop an understanding of the use of space</li> <li>apply simple rules to small-sided games</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Partner Catch</li> <li>Catch Tag</li> <li>Tennis Ball Drop</li> <li>Concentration Ball</li> <li>Beanbag Racing</li> <li>Catch Me If You Can</li> <li>Silent Ball</li> <li>Behind Enemy Lines</li> </ul>
FMS	Catching		

Block	5	Objectives	Teaching Points
Strand		<ul style="list-style-type: none"> <li>• walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes</li> <li>• sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint</li> <li>• practise reaction sprints</li> <li>• practise the standing start</li> <li>• participate in a pair relay using a beanbag, developing simple technique</li> <li>• participate in team relays or shuttle relays in small groups, using various means of travelling</li> <li>• run over evenly spaced low hurdles (30 cm high approximately)</li> <li>• practise the technique of hurdling</li> <li>• practise skipping activities with and without ropes</li> <li>• explore the various ways of jumping</li> <li>• practise the standing jump for distance and height</li> <li>• develop a short approach run when taking off from one foot</li> <li>• develop an understanding of pace</li> <li>• describe and discuss movement and ask and answer questions about it</li> <li>• develop an understanding of some of the basic rules of athletics</li> <li>• measure an achievement</li> </ul>	<p><b>FMS; Landing</b></p> <ol style="list-style-type: none"> <li>1. Head up, stable and looking straight ahead</li> <li>2. Arms should be stretched out in front to maintain balance</li> <li>3. Stomach should be pulled in and bum tucked under the body</li> <li>4. Land with the feet wide apart but still in a stable position</li> <li>5. Bend the knees</li> <li>6. Land on the feet in the order toes-ball-heel</li> </ol> <p><b>FMS; Jumping for height</b></p>
Strand Unit	Running  Jumping  Understanding & appreciation of athletics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Motorbike Landing</li> <li>• Copy Me Landing</li> <li>• Rope Shape and Jump</li> <li>• Crossovers</li> <li>• Crocs</li> <li>• Over, Under and Freeze</li> <li>• Memory Mats</li> <li>• Jumping Sequences</li> </ul>
FMS	Landing		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>	<ul style="list-style-type: none"> <li>undertake short walks, outside the school site where possible</li> <li>find an object on the school site, given simple clues</li> <li>identify areas of the hall, playing-field or school site</li> <li>find objects or areas by following a simple plan (set of drawings)</li> </ul>	<p><b>FMS; Balancing</b></p> <ol style="list-style-type: none"> <li>Support leg still, with foot flat on the ground</li> <li>Non-support leg bent and not touching the support leg.</li> <li>Trunk stable and upright</li> <li>Head stable with eyes focused forward on a target</li> <li>Arms as still as possible with no excessive movement-either at the side or extended to balance.</li> </ol>
Strand Unit	Walking Orienteering Outdoor Challenges Understanding & appreciation of outdoor and adventure activities	<ul style="list-style-type: none"> <li>undertake adventure trails</li> <li>undertake simple co-operative (trust) activities</li> <li>develop an appreciation of and respect for the environment explored</li> <li>discuss the safety aspects of activities undertaken</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Musical Statues</li> <li>Mirror Mirror</li> <li>Beanbag Balance</li> <li>The Sly Wolf</li> <li>Stuck On You</li> <li>Pass the Squeeze</li> <li>Flip Flop</li> <li>Call the Ball</li> </ul>
FMS	Balancing		



## Second Class Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>practise skills previously experienced</li> <li>develop and practise ball-handling skills</li> <li>develop and practise carrying and striking skills</li> <li>develop and practise kicking skills</li> </ul>	<p><b>FMS; Kicking</b></p> <ol style="list-style-type: none"> <li>Approach the ball from behind and slightly to the side</li> <li>Place the non-kicking foot to the side of the ball</li> <li>Swing the kicking leg back to make an angle of at least 90 degrees</li> <li>Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot</li> <li>Swing the arm opposite the kicking leg forward and sideways</li> <li>Follow through in the direction of the target</li> <li>Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p>	<ul style="list-style-type: none"> <li>create and develop games in pairs or small groups</li> <li>play small-sided (mini) versions of games</li> <li>play playground games</li> <li>discuss and develop control in movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>develop an understanding of the use of space</li> <li>apply simple rules to small-sided games.</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Pinball Soccer</li> <li>Along the Line</li> <li>Pass and Move</li> <li>Cat and Mouse Dribble</li> <li>Kick to Score</li> <li>Rebound Ball</li> <li>Fairground Gallery</li> <li>Hit the Target</li> </ul>
FMS	<b>Kicking</b>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<ul style="list-style-type: none"> <li>• develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space</li> <li>• practise and perform the forward roll with control</li> <li>• begin to practise and perform the backward roll from initial rocking and rolling activities</li> </ul>	<p><b>FMS; Side Stepping</b></p> <ol style="list-style-type: none"> <li>1. Stand side on with hip and shoulder pointing in the direction of travel</li> <li>2. Knees slightly bent with weight on the balls of feet</li> <li>3. Head stable and eyes focused forward or in the direction travelled</li> <li>4. Lead foot steps in the direction travelled</li> <li>5. Free foot follows quickly behind</li> <li>6. There should be a brief period where both feet are off the ground</li> <li>7. Arms out to the sides for balance</li> <li>8. Movement should be rhythmical</li> </ol>
Strand Unit	Movement  Understanding & appreciation of gymnastics	<ul style="list-style-type: none"> <li>• continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort</li> <li>• transfer floorwork onto apparatus</li> <li>• continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus</li> <li>• show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing develop good body tension and posture through gymnastic positions and movements.</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Side Stepping Musical Chairs</li> <li>• Hoop Tag</li> <li>• Go Get the Beanbag</li> <li>• Side Step and Freeze</li> <li>• Fox and Geese</li> <li>• Line Tag With A Static Balance</li> <li>• Finger Count on the Move</li> <li>• Lose Your Partner</li> </ul>
FMS	Side Stepping	<ul style="list-style-type: none"> <li>• observe and describe movement and ask and answer questions about it</li> <li>• develop the ability to lift, carry and place apparatus</li> <li>• develop awareness of others when using apparatus</li> </ul>	

Block	3	Objectives	Teaching Points
Strand	 <b>DANCE</b>  <b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>explore and develop a greater range of movements of body parts and body actions, to include turning</li> <li>explore further different levels, pathways and shape in space and begin to explore directions</li> <li>explore a range of dynamics in movement</li> <li>explore and communicate through simple body movement a range of moods or feelings</li> <li>create, practise and perform dances showing a clear beginning, middle and end</li> <li>continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music</li> </ul>	<p><b>FMS; Jumping for distance</b></p> <ol style="list-style-type: none"> <li>Get in to the 'ready position' by bending the knees, hips and ankles</li> <li>Head up and eye focused forwards</li> <li>Explode forward from the ready position</li> <li>Swing the arms back behind the body then quickly forwards and upwards</li> <li>Push off from both feet together, with the toes the last part of the body to leave the ground.</li> <li>Land on both feet at the same time bending the hips, knees and ankles to absorb the impact</li> <li>Legs straighten during the flight phase</li> </ol>
Strand Unit	<p>Exploration, creation and performance of dance</p> <p>Understanding &amp; appreciation of dance</p> <p><i>Jumping</i></p>	<ul style="list-style-type: none"> <li>develop work with a partner</li> <li>perform a range of simple steps and movements to given rhythmic and melodic phrases</li> <li>perform a variety of selected Irish dances and folk dances</li> <li>develop increased poise, balance and coordination while moving and stopping</li> <li>develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Detective Jumping</li> <li>Shark Infested Waters</li> <li>Skipping Rope Challenge</li> <li>Cross the Pond</li> <li>Where's North?</li> <li>Twist and Shout</li> <li>Catching Frogs</li> <li>Jumping Stations</li> </ul>
FMS	Jumping for distance	<ul style="list-style-type: none"> <li>observe, describe and discuss simple dances</li> <li>identify the sections of a dance as beginning, middle and end</li> <li>interpret a mood or emotion observed in movement</li> <li><i>explore the various ways of jumping</i></li> <li><i>practise skipping activities with and without ropes</i></li> <li><i>practise the standing jump for distance and height</i></li> </ul>	

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>practise skills previously experienced</li> <li>develop and practise carrying and striking skills</li> <li>create and develop games in pairs or small groups</li> <li>play small-sided (mini) versions of games</li> <li>play playground games</li> </ul>	<p><b>FMS; Striking with an implement</b></p> <ol style="list-style-type: none"> <li>Stand side on the target</li> <li>Eyes should be focused on the ball throughout the striking action</li> <li>Hands should be together at the base of the implement with the hand at the end matching the front foot</li> <li>Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase.</li> <li>Step forward with the front foot, rotating hips and shoulder during the striking action.</li> <li>Follow through the ball and around the body.</li> <li>Arms should be extended fully at the point of contact with the ball.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p>	<ul style="list-style-type: none"> <li>discuss and develop control in movement skills relevant to games</li> <li>develop problem-solving and decision-making strategies</li> <li>develop an understanding of the use of space</li> <li>apply simple rules to small-sided games</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Spot On</li> <li>Keep It Under Control</li> <li>Chair Ball</li> <li>Target Golf</li> <li>Bat It Back</li> <li>Square Passing</li> <li>Scatterball Rounders</li> <li>Rocket Range</li> </ul>
FMS	Striking with an implement		

Block	5	Objectives	Teaching Points
Strand		<ul style="list-style-type: none"> <li>• walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes</li> <li>• sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint</li> <li>• practise reaction sprints</li> <li>• practise the standing start</li> <li>• participate in a pair relay using a beanbag, developing simple technique</li> <li>• participate in team relays or shuttle relays in small groups, using various means of travelling</li> <li>• develop an understanding of pace</li> <li>• describe and discuss movement and ask and answer questions about it</li> <li>• develop an understanding of some of the basic rules of athletics</li> <li>• measure an achievement</li> </ul>	<p><b>FMS; Dodging</b></p> <ol style="list-style-type: none"> <li>1. Head up and eyes focused forward</li> <li>2. Low body position</li> <li>3. To change direction plant foot, bend knee and push off from the outside of the foot.</li> <li>4. Lower the body during the change of direction</li> <li>5. To add a deceptive element to the dodge, step / lean one way and push off in the other direction</li> <li>6. Practice on both sides</li> </ol>
Strand Unit	Running  Understanding & appreciation of athletics		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Let's Dodge</li> <li>• Skunk Tag</li> <li>• Man From Mars</li> <li>• Tag Tig</li> <li>• Chain Tag</li> <li>• Spot Tag</li> <li>• Dodge Ball</li> <li>• Capture the Treasure</li> </ul>
FMS	Dodging		

Block	6	Objectives	Teaching Points
Strand	  <b>OUTDOOR &amp; ADVENTURE</b> <b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>undertake short walks, outside the school site where possible</li> <li>find an object on the school site, given simple clues</li> <li>identify areas of the hall, playing-field or school site</li> <li>find objects or areas by following a simple plan (set of drawings)</li> </ul>	<p><b>FMS; Running</b></p> <ol style="list-style-type: none"> <li>Hold the head up, stable and eyes looking forward</li> <li>Elbows bent at 90 degrees</li> <li>Drive arms backwards and forwards vigorously in opposition to the legs. Ensure arms stay close to the body, 90-degree angle remains at the elbow and the drive comes from the shoulders</li> <li>High knee lift with the thigh almost parallel to the ground.</li> <li>The kick back should be close to the buttocks (at least 90 degrees)</li> <li>Lean slightly forward when accelerating and slightly backwards when slowing down</li> <li>Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only.</li> </ol>
Strand Unit	Walking Orienteering Outdoor Challenges Understanding & appreciation of outdoor and adventure activities Running	<ul style="list-style-type: none"> <li>undertake adventure trails</li> <li>undertake simple co-operative (trust) activities</li> <li>develop an appreciation of and respect for the environment explored</li> <li>discuss the safety aspects of activities undertaken</li> <li><i>sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint</i></li> <li><i>practise reaction sprints</i></li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Fruit Basket</li> <li>Corner Relay</li> <li>The Queen's Jewels</li> <li>Rock, Paper, Scissors Tag</li> <li>Number Run</li> <li>Tails</li> <li>Build Your Army</li> <li>Release Tag</li> </ul>
FMS	Running		

## Third Class Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• Develop and practise a range of kicking skills           <ul style="list-style-type: none"> <li>-picking up a stationary or moving ball into the hands,</li> <li>-using the foot dribbling a ball around obstacles</li> <li>-passing and shooting the ball at a target</li> <li>- kicking a ball on the ground or through the air</li> <li>-moving into position to receive a pass kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass</li> </ul> </li> </ul>	<p><b>FMS; Kicking</b></p> <ol style="list-style-type: none"> <li>1. Approach the ball from behind and slightly to the side</li> <li>2. Place the non-kicking foot to the side of the ball</li> <li>3. Swing the kicking leg back to make an angle of at least 90 degrees</li> <li>4. Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot</li> <li>5. Swing the arm opposite the kicking leg forward and sideways</li> <li>6. Follow through in the direction of the target</li> <li>7. Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact.</li> </ol>
Strand Unit	<i>Sending, receiving and travelling</i>  <i>Creating and playing games</i>  <i>Understanding and appreciation of games</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Pinball Soccer</li> <li>• Along the Line</li> <li>• Pass and Move</li> <li>• Cat and Mouse Dribble</li> <li>• Kick to Score</li> <li>• Rebound Ball</li> <li>• Fairground Gallery</li> <li>• Hit the Target</li> </ul>
FMS	<u>Kicking</u>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<p>The child should be enabled to</p> <ul style="list-style-type: none"> <li>• Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort.</li> <li>• Select and link a range of movement actions to travel on the floor and on apparatus.</li> <li>• produce and perform sequences with a partner on the floor and using apparatus.</li> <li>• develop good body tension and posture through gymnastic positions and movements.</li> <li>• develop good body tension and posture through gymnastic positions and movements</li> <li>• observe and describe movement and ask and answer questions about it</li> <li>• develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely</li> </ul>	<p><b>FMS; Balancing</b></p> <ol style="list-style-type: none"> <li>1) Support leg still, with foot flat on the ground</li> <li>2) Non-support leg bent and not touching the support leg.</li> <li>3) Trunk stable and upright</li> <li>4) Head stable with eyes focused forward on a target</li> <li>5) Arms as still as possible with no excessive movement-either at the side or extended to balance.</li> </ol>
Strand Unit	<i>Movement</i>  <i>Understanding and appreciation of gymnastics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Musical Statues</li> <li>• Mirror Mirror</li> <li>• Beanbag Balance</li> <li>• The Sly Wolf</li> <li>• Stuck On You</li> <li>• Pass the Squeeze</li> <li>• Flip Flop</li> <li>• Call the Ball</li> </ul>
FMS	Balance	<p>*practise and perform forward and backward rolls with control</p> <p>*begin to practise headstand and/or handstand</p> <p>* show increased control in take-off, flight and landing</p>	

Block	3	Objectives	Teaching Points
Strand		<p>The child is enabled to :</p> <ul style="list-style-type: none"> <li>explore more complex movements of body parts and body actions, to include weight transference</li> <li>explore further different levels, pathways, shapes and directions in space</li> <li>continue to explore an increased range of dynamics in movement</li> <li>explore and communicate through body movements a range of moods and feelings</li> <li>create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison and introducing canon.</li> <li>respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music</li> <li>develop work with a partner and begin to work in small groups</li> <li>perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement</li> <li>show increased poise, balance, control and co-ordination while moving and stopping.</li> <li>observe, describe and discuss own dance and dance of others</li> <li>explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet</li> <li>practise the standing jump for distance</li> <li>practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run</li> </ul>	<p><b>FMS Landing</b></p> <ol style="list-style-type: none"> <li>Head up, stable and looking straight ahead</li> <li>Arms should be stretched out in front to maintain balance</li> <li>Stomach should be pulled in and bum tucked under the body</li> <li>Land with the feet wide apart but still in a stable position</li> <li>Bend the knees</li> <li>Land on the feet in the order toes-ball-heel</li> </ol>
Strand Unit	<p><i>Exploration, creation and performance of dance</i></p> <p><i>Understanding and appreciation of dance</i></p>		
FMS	<u>Landing</u>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Motorbike Landing</li> <li>Copy Me Landing</li> <li>Rope Shape and Jump</li> <li>Crossovers</li> <li>Crocs</li> <li>Over, Under and Freeze</li> <li>Memory Mats</li> <li>Jumping Sequences</li> </ul>

Block	4	Objectives	Teaching Points
Strand	 GAMES	The child will be enabled to : <ul style="list-style-type: none"><li>• Create and develop games with a partner or with a small group</li><li>• Play small-sided (mini) versions of games</li><li>• Play playground games with a focus on hopping.</li><li>• discuss and improve control in movement skills relevant to games (hopping )</li><li>• Develop an increased understanding of use of space</li><li>• Develop problem-solving and decision making strategies, and an understanding of the tactics and strategies for use in modified games situations</li><li>• Adapt rules to modify games and keep scores.</li></ul>	<b>FMS Hopping</b> <ol style="list-style-type: none"><li>1. Take off and land on the same foot, pushing off from the ball of the foot</li><li>2. The support leg swings in rhythm with jumping leg</li><li>3. Bend the support leg slightly on landing and straighten on take off</li><li>4. Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force</li><li>5. Head and trunk should be stable with the eyes focused forward</li><li>6. Practice on both right and left legs to become proficient on both</li></ol>
Strand Unit	<i>Creating and playing games</i>  <i>Understanding and appreciation of games</i>		<b>Suggested Games</b> <ul style="list-style-type: none"><li>• Hop Hoops and Count</li><li>• Hopscotch</li><li>• Sharks and Survivors</li><li>• Suits You!</li><li>• The Hoop Hop</li><li>• Hop to the Rescue</li><li>• Saucers and Domes</li><li>• Gathering Beanbags</li></ul>
FMS	<u>Hopping</u>		

Block	5	Objectives	Teaching Points
Strand		<p>The child should be enabled to:</p> <ul style="list-style-type: none"> <li>• develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin</li> <li>• develop a short approach run (e.g. three strides) before releasing the throwing implement</li> <li>• begin to throw (put) a medium-sized ball or primary shot from a standing position</li> <li>• begin to throw a quoit or primary discus, practising the grip, swing and release techniques</li> <li>• develop an understanding of pace</li> <li>• describe and discuss movement and ask and answer questions about it</li> <li>• develop an understanding of the rules of athletics</li> <li>• measure an achievement</li> <li>• analyse personal performance and performance of a partner in athletic activities</li> </ul>	<p><b>FMS Throwing</b></p> <ol style="list-style-type: none"> <li>1) Hold the object in one hand</li> <li>2) Eyes focused on a target throughout the throw</li> <li>3) Stand side on with non-throwing shoulder towards a target</li> <li>4) Bring the throwing arm back behind the body, swinging it down and backwards in preparation to throw.</li> <li>5) Step toward a target with the foot of non-throwing side (transferring weight from the back foot to the front foot)</li> <li>6) Hips then shoulders rotate forwards</li> <li>7) Throwing arm moves forward, releases the object, then follows through in the direction of a target and down across the body.</li> <li>8) It is good practice to Raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing.</li> </ol>
Strand Unit	<i>Throwing</i>  <i>Understanding and appreciation of athletics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Raid the Fruit Basket</li> <li>• Pattern Ball</li> <li>• Tennis Ball Challenge</li> <li>• Relay Throwing Race</li> <li>• Shuffle and Throw</li> <li>• Bench Ball</li> <li>• Pass and Tag</li> <li>• Hoop Rescue</li> </ul>
FMS	<u>Throwing</u>		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>  <b>ATHLETICS</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>• walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes running with a friend or group.</li> </ul>	<p><b>FMS Running</b></p> <ol style="list-style-type: none"> <li>1. Hold the head up, stable and eyes looking forward</li> <li>2. Elbows bent at 90 degrees</li> <li>3. Drive arms backwards and forwards vigorously in opposition to the legs. Ensure arms stay close to the body, 90 degree angle remains at the elbow and the drive comes from the shoulders</li> <li>4. High knee lift with the thigh almost parallel to the ground.</li> <li>5. The kick back should be close to the buttocks (at least 90 degrees)</li> <li>6. Lean slightly forward when accelerating and slightly backwards when slowing down</li> <li>7. Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only.</li> </ol>
Strand Unit	<i>Running</i>  <i>Understanding and appreciation of outdoor and adventure activities</i>	<p>Sprinting</p> <ul style="list-style-type: none"> <li>• sprint distances of 30 to 60 m, developing good acceleration and finishing technique</li> <li>• practise reaction sprints</li> <li>• practise the standing start</li> </ul> <p>Relays</p> <ul style="list-style-type: none"> <li>• participate in a pair relay using a beanbag,</li> <li>• developing simple technique passing with right hand and receiving with left hand</li> <li>• practise baton change-over technique while stationary, with a partner, developing into practice with a team of four</li> <li>• practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four</li> <li>• practise the standard relay (i.e. four children per team, using a baton) in a straight line</li> <li>• participate in team relays or shuttle relays in small groups, using various means of travelling</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Fruit Basket</li> <li>• Corner Relay</li> <li>• The Queen's Jewels</li> <li>• Rock, Paper, Scissors Tag</li> <li>• Number Run</li> <li>• Tails</li> <li>• Build Your Army</li> <li>• Release Tag</li> </ul>
FMS	<u>Running</u>		



## Fourth Class Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>• Practice skills previously experienced</li> <li>• Develop and practise a range of carrying and striking skills</li> <li>• create and develop games with a partner or with a small group</li> <li>• play small-sided (mini) versions of games</li> <li>• play playground games</li> <li>• discuss and improve control in movement skills relevant to games</li> <li>• develop an increased understanding of use of space</li> <li>• develop problem-solving and decision making strategies , and understanding of the tactics and strategies for use in modified games situations</li> </ul>	<p><b>FMS; Striking with the hand</b></p> <ol style="list-style-type: none"> <li>1. Keep eyes on (and in time over) the ball</li> <li>2. Knees bent and feet a comfortable distance apart</li> <li>3. Lean slightly forward at the waist</li> <li>4. Fingers are spread but relaxed</li> <li>5. Push the ball downwards with the fingers while also controlling the movement with the wrist</li> <li>6. Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)</li> <li>7. Keep the ball below waist height</li> <li>8. When on the move (dribbling), bounce the ball slightly forward in front of the body.</li> </ol>
Strand Unit	<i>Sending , receiving and travelling</i>  <i>Understanding and appreciation of games</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Smack Attack</li> <li>• Up and In</li> <li>• Volley High, Volley Low</li> <li>• Wish Upon A Star</li> <li>• Wish Upon A Star 2</li> <li>• Football Handball</li> <li>• Hoop Balance</li> <li>• Dribble Tag</li> </ul>
FMS	<u>Striking with the hand</u>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASICS</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>• Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort</li> <li>• select and link a range of movement actions to travel on the floor and on apparatus</li> <li>• show increased control in take-off, flight and landing</li> <li>• Develop good body tension and posture through gymnastic positions and movements</li> <li>• Observe and describe movement and ask and answer questions about it.</li> <li>• Describe and discuss movement and ask and answer questions about it.</li> <li>• develop awareness of others when using apparatus.</li> </ul>	<p><b>FMS : Catching</b></p> <ol style="list-style-type: none"> <li>1. Eyes focused on the object throughout the catch</li> <li>2. Move feet to place the body directly in the path of object and secure a wide base of support.</li> <li>3. Hands reach out to meet the object.</li> <li>4. Fingers and hands are relaxed and slightly cupped to receive the object.</li> <li>5. Catch and control the object with the hands only.</li> <li>6. Elbows bend at least 90 degrees to absorb the impact.</li> </ol>
Strand Unit	<i>Movement</i>  <i>Understanding and appreciation of gymnastics</i>  <i>Understanding and appreciation of athletics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Partner Catch</li> <li>• Catch Tag</li> <li>• Tennis Ball Drop</li> <li>• Concentration Ball</li> <li>• Beanbag Racing</li> <li>• Catch Me If You Can</li> <li>• Silent Ball</li> <li>Behind Enemy Lines</li> </ul>
FMS	<u>Catching</u>		

Block	3	Objectives	Teaching Points
Strand	 <b>DANCE</b>  <b>ATHLETICS</b>	<p>The child is enabled to :</p> <ul style="list-style-type: none"> <li>explore more complex movements of body parts and body actions, to include weight transference</li> <li>explore further different levels, pathways, shapes and directions in space</li> <li>continue to explore an increased range of dynamics in movement</li> <li>explore and communicate through body movements a range of moods and feelings</li> <li>create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison and introducing canon.</li> <li>respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music</li> <li>develop work with a partner and begin to work in small groups</li> <li>perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement</li> <li>show increased poise, balance, control and co-ordination while moving and stopping.</li> <li>observe, describe and discuss own dance and dance of others</li> </ul>	<p><b><u>Jumping for height</u></b></p> <ol style="list-style-type: none"> <li>Eyes focused forward or upwards, head up and back straight throughout</li> <li>Crouch with knees bent and arms behind the body</li> <li>Legs forcefully extend and straighten in the air</li> <li>Arms swing forwards and upwards in time with the legs</li> <li>Arms and legs extend as far as possible in the flight phase</li> <li>Land on both feet with no more than one step in any direction to control the landing</li> <li>Ankles, knees and hips bend on landing to absorb the shock</li> </ol>
Strand Unit	<i>Exploration, creation and performance of dance</i>  <i>Understanding and appreciation of dance/athletics</i>  <i>Jumping</i>		
FMS	<u>Jumping for height</u>	<ul style="list-style-type: none"> <li>explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet</li> <li>practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Detective Jumping</li> <li>Shark Infested Waters</li> <li>Skipping Rope Challenge</li> <li>Cross the Pond</li> <li>Where's North?</li> <li>Twist and Shout</li> <li>Catching Frogs</li> <li>Jumping Stations</li> </ul>

Block	4	Objectives	Teaching Points
Strand	 AQUATICS	<p>The child should be enabled to;</p> <ul style="list-style-type: none"> <li>appreciate the importance of hygiene when using the pool</li> <li>observe the rules of the local pool</li> <li>recognise hazards of water</li> <li>identify correct procedure for dealing with hazards</li> </ul>	
Strand Unit	<ul style="list-style-type: none"> <li><i>Hygiene</i></li> <li><i>Water safety</i></li> <li><i>Entry to and exit from the water</i></li> <li><i>Buoyancy and propulsion</i></li> <li><i>Stroke development</i></li> <li><i>Water-based ball games</i></li> <li><i>Understanding and appreciation of aquatics</i></li> </ul>	<ul style="list-style-type: none"> <li>enter the water</li> <li>climb out of the water</li> <li>walk in shallow water</li> <li>jump, side-step or run across the pool</li> <li>observe that some objects float and others sink</li> <li>practise balance, rotation and recovery exercises with and without float</li> <li>explore use of arms and legs to travel in water</li> <li>glide forward or backwards along the surface in a stretched position • glide to the bottom of the pool.</li> <li>develop a selection of swimming strokes</li> <li>participate in pair and group play</li> <li>understand basic hygiene procedures</li> <li>appreciate the dangers of water</li> <li>understand how to stay safe in water</li> <li>develop an increased understanding of flotation</li> <li>develop an appreciation of the freedom of movement in water</li> <li>extend knowledge of swimming strokes</li> <li>discuss a wide range of aquatic activities</li> <li>become aware of local organisations and clubs that promote aquatics.</li> </ul>	<p>Suggested Games</p>
FMS			

Block	5	Objectives	Teaching Points
Strand		<p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes running with a friend or group</li> <li>• sprint distances of 30 to 60 m, developing good acceleration and finishing technique</li> <li>• practise reaction sprints</li> <li>• practise the standing start Relays</li> <li>• participate in a pair relay using a beanbag, developing simple technique</li> <li>• practise baton change-over technique while stationary, with a partner, developing into practice with a team of four</li> <li>• practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four</li> <li>• practise the standard relay</li> <li>• participate in team relays or shuttle relays in small groups, using various means of travelling</li> <li>• run a distance of 20 to 40 m over evenly spaced hurdles (30–40 cm high approximately)</li> <li>• practise the technique of hurdling</li> </ul>	<p><b>FMS Dodging</b></p> <ol style="list-style-type: none"> <li>1. Head up and eyes focused forward</li> <li>2. Low body position</li> <li>3. To change direction plant foot, bend knee and push off from the outside of the foot.</li> <li>4. Lower the body during the change of direction</li> <li>5. To add a deceptive element to the dodge, step / lean one way and push off in the other direction</li> <li>6. Practice on both sides</li> </ol>
Strand Unit	<i>Sending, receiving and travelling</i>  <i>Creating and playing games</i>  <i>Understanding and appreciation of games</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Let's Dodge</li> <li>• Skunk Tag</li> <li>• Man From Mars</li> <li>• Tag Tig</li> <li>• Chain Tag</li> <li>• Spot Tag</li> <li>• Dodge Ball</li> <li>• Capture the Treasure</li> </ul>
FMS	<u>Dodging</u>	<ul style="list-style-type: none"> <li>• develop an understanding of pace</li> <li>• describe and discuss movement and ask and answer questions about it</li> <li>• develop an understanding of the rules of athletics</li> <li>• measure an achievement analyse personal performance and performance of a partner in athletic activities</li> </ul>	

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>• undertake an adventure trail</li> <li>• undertake co-operative (trust) activities</li> <li>• undertake physical challenges</li> </ul>	<p><b>FMS : Skipping</b></p> <ol style="list-style-type: none"> <li>1. Step Forward and hop on the same foot with a high knee drive</li> <li>2. Land on the ball of the foot</li> <li>3. Knee of the support leg should bend to prepare for a hop</li> <li>4. Repeat with the other foot and then build rhythm</li> <li>5. Head and trunk should be stable at all times with the eyes focused forward</li> <li>6. Arms should be relaxed and swing in opposition to the legs to help maintain balance.</li> </ol>
Strand Unit	<p><i>Understanding and appreciation of outdoor and adventure activities</i></p> <p><i>Outdoor Challenges</i></p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Find Someone Who</li> <li>• Freeze</li> <li>• Coordinated Skipping</li> <li>• Skipping Tag</li> <li>• Builders and Bulldozers</li> <li>• Compass Move</li> <li>• Capture the Flag</li> <li>• Skipping Fitness Challenge</li> </ul>
FMS	<u>Skipping</u>		

# Fifth Class Physical Education Long Term Plan



Block	1	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>• develop further and extend kicking skills           <ul style="list-style-type: none"> <li>• kicking a ball on the ground or through the air under pressure from an oncoming player</li> <li>• chipping a ball to a partner</li> <li>• walking or jogging and toe-tapping (solo) with a ball</li> <li>• taking a penalty kick</li> <li>• drop-kicking a ball</li> <li>• stepping and drop-kicking a ball</li> <li>• controlling a ball in the air with inside of the foot</li> <li>• volleying a ball with the foot</li> <li>• taking steps and kicking the ball from the hands, i.e. punt-kick</li> <li>• dribbling and changing the pathway taken by turning or twisting</li> <li>• shooting at a small target</li> </ul> </li> <li>• create and develop games with a partner or with a small group</li> <li>• play small-sided (mini) versions of games</li> <li>• discuss and improve control in movement skills relevant to games</li> <li>• develop an understanding of the use of space in mini-games</li> <li>• develop an understanding of the tactics and strategies for use in mini-games</li> </ul>	<p><b>FMS: Kicking</b></p> <ol style="list-style-type: none"> <li>1. Approach the ball from behind and slightly to the side</li> <li>2. Place the non-kicking foot to the side of the ball</li> <li>3. Swing the kicking leg back to make an angle of at least 90 degrees</li> <li>4. Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot</li> <li>5. Swing the arm opposite the kicking leg forward and sideways</li> <li>6. Follow through in the direction of the target</li> <li>7. Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p> <p>- <i>Kicking</i></p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Shoot and Score</li> <li>• Landing Zone</li> <li>• Circle Kick</li> <li>• Statues and Dribblers</li> <li>• Soccer Tag</li> <li>• Football Rounders</li> <li>• Lives</li> <li>• Empty the Circle</li> </ul>
FMS	<b>Kicking</b>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<p>The child should be enabled to</p> <ul style="list-style-type: none"> <li>select and link a range of gymnastic actions to travel on the floor and on apparatus</li> <li>practise and perform a range of skills</li> <li>produce and perform more complex sequences with a partner on the floor and using apparatus</li> <li>produce group sequences</li> <li>show controlled take-off, flight and landing</li> <li>improve quality in body performance, notably in extension, body tension and clarity of body shape.</li> <li>observe, describe and ask and answer questions about movement</li> <li>develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely</li> <li>develop awareness of others when using apparatus</li> <li>become aware of local organisations and clubs that promote gymnastics</li> <li>become aware of local, national and international gymnasts and gymnastic events</li> </ul>	<p><b>FMS : Catching</b></p> <ol style="list-style-type: none"> <li>Eyes focused on the object throughout the catch</li> <li>Move feet to place the body directly in the path of object and secure a wide base of support.</li> <li>Hands reach out to meet the object.</li> <li>Fingers and hands are relaxed and slightly cupped to receive the object.</li> <li>Catch and control the object with the hands only. Elbows bend at least 90 degrees to absorb the impact.</li> </ol>
Strand Unit	<i>Movement</i>  <i>Understanding and appreciation of gymnastics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Partner Catch</li> <li>Sailors in Troubled Waters</li> <li>Circle In - Circle Out</li> <li>Beanbag Drop</li> <li>Clear the Area</li> <li>Sevens</li> <li>React and Catch</li> <li>Space Ball</li> </ul>
FMS	<u>Catching</u>		

Block	3	Objectives	Teaching Points
Strand	 <p>DANCE ATHLETICS</p>	<ul style="list-style-type: none"> <li>explore skipping activities individually and as part of a group, with or without a rope • explore the various ways of jumping, to include taking off from one foot and landing on two feet</li> <li>develop a better understanding of speed, strength, control and co-ordination</li> <li>describe and discuss movement and ask and answer questions about it</li> <li>communicate through movement a range of moods or feelings</li> <li>create, practise and perform longer and more complex dances with clear dance forms</li> <li>develop work with a group</li> <li>explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance</li> <li>learn and perform a range of steps and movements to rhythms and musical phrases</li> <li>show increased poise, balance, control and co-ordination while moving and stopping • perform dances showing concentration and awareness of others.</li> <li>observe, describe and discuss own dance and dance of others</li> </ul>	<p><b>FMS Hopping</b></p> <ol style="list-style-type: none"> <li>Take off and land on the same foot, pushing off from the ball of the foot</li> <li>The support leg swings in rhythm with jumping leg</li> <li>Bend the support leg slightly on landing and straighten on take off</li> <li>Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force</li> <li>Head and trunk should be stable with the eyes focused forward</li> <li>Practice on both right and left legs to become proficient on both</li> </ol>
Strand Unit	<p><i>Exploration, creation and performance of dance</i></p> <p><i>Understanding and appreciation of dance</i></p> <p><i>Jumping</i></p> <p><i>Understanding and appreciation of athletics</i></p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Poison Circle <ul style="list-style-type: none"> <li>French Hopscotch</li> <li>Chance Your Luck!</li> <li>Beat on the Street</li> <li>Hoppy Copy Cats</li> <li>Switch</li> <li>Spot Hop Add Them Up</li> <li>Hop Ball</li> </ul> </li> </ul>
FMS	<u>Hopping</u>		

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<ul style="list-style-type: none"> <li>• develop further and extend carrying and striking skills</li> <li>volley-passing a ball (volleyball)</li> <li>• volley-serving a ball (volleyball)</li> <li>practising the dig technique (volleyball)</li> <li>• serving under-arm with a ball or shuttlecock striking a ball with a racquet without letting it bounce, i.e. volley</li> <li>• bouncing or balancing a ball on a hurley while moving, i.e. 'solo' run</li> <li>• striking a moving ball with a hurley</li> <li>• jab-lifting a ball with a hurley</li> <li>• stopping, controlling and striking a ball using a hockey stick</li> <li>• striking a ball at a target using a hockey stick.</li> </ul>	<p><b>FMS; Striking with an implement</b></p> <ol style="list-style-type: none"> <li>1) Stand side on the target</li> <li>2) Eyes should be focused on the ball throughout the striking action</li> <li>3) Hands should be together at the base of the implement with the hand at the end matching the front foot</li> <li>4) Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase.</li> <li>5) Step forward with the front foot, rotating hips and shoulder during the striking action.</li> <li>6) Follow through the ball and around the body.</li> <li>7) Arms should be extended fully at the point of contact with the ball.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Unihoc Relay</li> <li>• Wall Ball</li> <li>• French Cricket</li> <li>• Box Tennis</li> <li>• Hijack</li> <li>• Caught Out</li> <li>• Racket Relays</li> <li>• All Around the World</li> </ul>
FMS	Striking with an implement		

Block	5	Objectives	Teaching Points
Strand	 ATHLETICS	<p>The child will be enabled to :</p> <p>Jogging or running over distance</p> <ul style="list-style-type: none"> <li>• jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes running Sprinting</li> <li>• sprint distances of 50–70 m, developing good acceleration and finishing technique</li> <li>• practise reaction sprints</li> <li>• practise the standing start</li> <li>• practise shuttle sprints (repeat sprints) over a distance of 30 m</li> </ul> <p>Relays</p> <ul style="list-style-type: none"> <li>• practise baton change-over technique while moving in teams of four</li> <li>• participate in a relay in a straight line using a baton, with four children per team</li> <li>• participate in a standard relay on an oval track, each child running a distance of 50 m approximately</li> <li>• participate in team relays in small groups</li> </ul> <p>Hurdling</p> <ul style="list-style-type: none"> <li>• run a distance of 40–60 m over evenly spaced hurdles (40–50 cm high approximately)</li> <li>• practise the technique of hurdling /run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately).</li> </ul>	<p><b>FMS Running</b></p> <ol style="list-style-type: none"> <li>1. Hold the head up, stable and eyes looking forward</li> <li>2. Elbows bent at 90 degrees</li> <li>3. Drive arms backwards and forwards vigorously in opposition to the legs. Ensure arms stay close to the body, 90 degree angle remains at the elbow and the drive comes from the shoulders</li> <li>4. High knee lift with the thigh almost parallel to the ground.</li> <li>5. The kick back should be close to the buttocks (at least 90 degrees)</li> <li>6. Lean slightly forward when accelerating and slightly backwards when slowing down.</li> <li>7. Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only.</li> </ol>
Strand Unit	Running		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Captain's Deck</li> <li>• Shifting Gears and Changing Speeds</li> <li>• Horses and Jockeys</li> <li>• Suit Shuffle</li> <li>• Circle Pass Challenge</li> <li>• Stamina Run</li> <li>• Name Tag</li> <li>• Revising Running</li> </ul>
FMS	Running		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>	<ul style="list-style-type: none"> <li>undertake forest walks</li> <li>find controls on the school site, using a map or plan</li> <li>undertake point-to-point orienteering</li> <li>undertake an adventure trail</li> <li>undertake co-operative (trust) activities</li> <li>undertake physical challenges</li> </ul>	<p><b>FMS; Balancing</b></p> <ol style="list-style-type: none"> <li>Support leg still, with foot flat on the ground</li> <li>Non-support leg bent and not touching the support leg.</li> <li>Trunk stable and upright</li> <li>Head stable with eyes focused forward on a target</li> <li>Arms as still as possible with no excessive movement-either at the side or extended to balance.</li> </ol>
Strand Unit	<i>Orienteering</i>  <i>Understanding and appreciation of outdoor and adventure activities</i>  <i>Outdoor Challenges</i>	<ul style="list-style-type: none"> <li>develop positive attitudes towards caring for the environment</li> <li>plan, observe, describe and discuss activities outdoors</li> <li>discuss the safety aspects of activities undertaken</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Shape Detective</li> <li>Circle Pass Challenge</li> <li>Crab Race</li> <li>Group and Balance</li> <li>Beanbag Slide</li> <li>Wheelbarrow Race</li> <li>Timber Tag</li> <li>Crab and Bear</li> </ul>
FMS	<u>Balancing</u>		



## Sixth Class Physical Education Long Term Plan

Block	1	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>• Develop further and extend carrying and striking skills</li> <li>• volleyball</li> <li>• striking a ball with a racquet without letting it bounce, i.e. volley</li> </ul>	<p><b>FMS: Striking with the hand</b></p> <ol style="list-style-type: none"> <li>1. Keep eyes on (and in time over) the ball</li> <li>2. Knees bent and feet a comfortable distance apart</li> <li>3. Lean slightly forward at the waist</li> <li>4. Fingers are spread but relaxed</li> <li>5. Push the ball downwards with the fingers while also controlling the movement with the wrist</li> <li>6. Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)</li> <li>7. Keep the ball below waist height</li> <li>8. When on the move (dribbling), bounce the ball slightly forward in front of the body.</li> </ol>
Strand Unit	<p>Sending, receiving and travelling</p> <p>Creating &amp; playing games</p> <p>Understanding &amp; appreciation of games</p>	<ul style="list-style-type: none"> <li>• Play small-sided (mini) versions of games</li> <li>• discuss and improve control in movement skills relevant to games</li> <li>• adapt rules for use in mini-games and keep scores of games</li> <li>• develop the ability to officiate at games</li> <li>• avail of opportunities in the community to participate in games</li> <li>• begin to acquire an understanding of training to prepare for performance in games</li> <li>• become aware of games events and players locally, nationally and internationally</li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Balloon Ball</li> <li>• Hand Cricket</li> <li>• Box-Out</li> <li>• Over It Goes</li> <li>• One Vs One All Stars</li> <li>• Hoop Bounce 2</li> <li>• Protect and Move</li> <li>• Shark Minnow Octopus</li> </ul>
FMS	<u>Striking with the hand</u>		

Block	2	Objectives	Teaching Points
Strand	 <b>GYMNASTICS</b>	<p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• select and link a range of gymnastic actions to travel on the floor and on apparatus</li> <li>• practise and perform a range of skills</li> <li>• produce and perform more complex sequences with a partner on the floor and using apparatus</li> <li>• produce group sequences</li> <li>• show controlled take-off, flight and landing</li> <li>• improve quality in body performance, notably in extension, body tension and clarity of body shape.</li> <li>• observe, describe and ask and answer questions about movement</li> <li>• develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely</li> <li>• develop awareness of others when using apparatus</li> <li>• become aware of local organisations and clubs that promote gymnastics</li> <li>• become aware of local, national and international gymnasts and gymnastic events</li> </ul>	<p><b>FMS; Side Stepping</b></p> <ol style="list-style-type: none"> <li>1. Stand side on with hip and shoulder pointing in the direction of travel</li> <li>2. Knees slightly bent with weight on the balls of feet</li> <li>3. Head stable and eyes focused forward or in the direction travelled</li> <li>4. Lead foot steps in the direction travelled</li> <li>5. Free foot follows quickly behind</li> <li>6. There should be a brief period where both feet are off the ground</li> <li>7. Arms out to the sides for balance</li> <li>8. Movement should be rhythmical</li> </ol>
Strand Unit	<i>Movement</i>  <i>Understanding and appreciation of gymnastics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Side Step, Pass, Tag</li> <li>• Electric Tag</li> <li>• Space Invaders</li> <li>• Side Step Across the Sea</li> <li>• Clockwise - Anti Clockwise</li> <li>• Reverse Pac Man</li> <li>• Step and Sync</li> <li>• Ball Tag</li> </ul>
FMS	<u>Side Stepping</u>		

Block	3	Objectives	Teaching Points
Strand	 <p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• Create and perform a more complex range of movements</li> <li>• Communicate through movement a range of moods or feelings</li> <li>• Create, practise and perform longer and more complex dances with clear dance forms</li> <li>• Develop work with a group</li> <li>• Explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance</li> <li>• Learn and perform a range of steps and movements to rhythms and musical phrases</li> <li>• Observe, describe and discuss own dance and dance of others</li> <li>• Interpret a mood or emotion seen in dance</li> </ul>	<p><b>FMS; Jumping for distance</b></p> <ol style="list-style-type: none"> <li>1. Get in to the 'ready position' by bending the knees, hips and ankles</li> <li>2. Head up and eye focused forwards</li> <li>3. Explode forward from the ready position</li> <li>4. Swing the arms back behind the body then quickly forwards and upwards</li> <li>5. Push off from both feet together, with the toes the last part of the body to leave the ground.</li> <li>6. Land on both feet at the same time bending the hips, knees and ankles to absorb the impact</li> <li>7. Legs straighten during the flight phase</li> </ol>	
Strand Unit	<p><i>Exploration , creation and performance of dance</i></p> <p><i>Understanding and appreciation of dance</i></p> <p><i>jumping</i></p>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Stack 'Em Up</li> <li>• Memory Jumping</li> <li>• High Tide</li> <li>• Card Suits</li> <li>• Jump Wave</li> <li>• High Jump Low Jump</li> <li>• Human Ladders</li> <li>• Jump the Ball</li> </ul>	
FMS	<p><u>Jumping for distance</u></p>		

Block	4	Objectives	Teaching Points
Strand	 <b>GAMES</b>	<p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• create and develop games with a partner or with a small group</li> <li>• play small-sided (mini) versions of games</li> <li>• play playground games</li> <li>• discuss and improve control in movement skills relevant to games</li> <li>• develop an understanding of the use of space in mini-games</li> <li>• develop an understanding of the tactics and strategies for use in mini-games</li> <li>• adapt rules for use in mini-games and keep scores of games</li> </ul>	<p><b>Dodging</b></p> <ol style="list-style-type: none"> <li>1) Head up and eyes focused forward</li> <li>2) Low body position</li> <li>3) To change direction plant foot, bend knee and push off from the outside of the foot.</li> <li>4) Lower the body during the change of direction</li> <li>5) To add a deceptive element to the dodge, step / lean one way and push off in the other direction</li> <li>6) Practice on both sides</li> </ol>
Strand Unit	<i>Exploration , creation and playing games</i>  <i>Understanding and appreciation of games</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Lose and Confuse</li> <li>• Freeze and Count Tag</li> <li>• Snatch</li> <li>• Glue</li> <li>• Dog Catchers</li> <li>• Triangle Tag</li> <li>• Spot Marker Tag</li> <li>• Dazed and Confuse</li> </ul>
FMS	<u>Dodging</u>		

Block	5	Objectives	Teaching Points
Strand		<p>The child should be enabled to :</p> <ul style="list-style-type: none"> <li>• develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin</li> <li>• develop a short, fast approach run before releasing the throwing implement taking three, five or seven strides and releasing the implement • develop the shot put or throw from a standing position, using a medium-sized ball or primary shot</li> <li>• develop a standing putting technique with turn</li> <li>• develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques.</li> </ul>	<p><b>Throwing</b></p> <ol style="list-style-type: none"> <li>1) Hold the object in one hand</li> <li>2) Eyes focused on a target throughout the throw</li> <li>3) Stand side on with non-throwing shoulder towards a target</li> <li>4) Bring the throwing arm back behind the body, swinging it down and backwards in preparation to throw.</li> <li>5) Step toward a target with the foot of non-throwing side (transferring weight from the back foot to the front foot)</li> <li>6) Hips then shoulders rotate forwards</li> <li>7) Throwing arm moves forward , releases the object, then follows through in the direction of a target and down across the body.</li> <li>8) It is good practice to Raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing.</li> </ol>
Strand Unit	<i>Throwing</i>  <i>Understanding and appreciation of athletics</i>		<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>• Bowling</li> <li>• Circle Throw</li> <li>• Bounce Tag</li> <li>• Hand Rounders</li> <li>• Support the Scout</li> <li>• Bench Catch and Dodge</li> <li>• Wolves and Bunnies</li> <li>• Up the Ladder</li> </ul>
FMS	<u>Throwing</u>		

Block	6	Objectives	Teaching Points
Strand	 <b>OUTDOOR &amp; ADVENTURE</b>  <b>ATHLETICS</b>	<p>The child will be enabled to :</p> <ul style="list-style-type: none"> <li>undertake forest walks</li> <li>find controls on the school site, using a map or plan</li> <li>undertake point-to-point orienteering</li> <li>undertake an adventure trail</li> <li>undertake co-operative (trust) activities</li> <li>undertake physical challenges</li> </ul>	<p><b>FMS : Skipping</b></p> <ol style="list-style-type: none"> <li>Step Forward and hop on the same foot with a high knee drive</li> <li>Land on the ball of the foot</li> <li>Knee of the support leg should bend to prepare for a hop</li> <li>Repeat with the other foot and then build rhythm</li> <li>Head and trunk should be stable at all times with the eyes focused forward</li> <li>Arms should be relaxed and swing in opposition to the legs to help maintain balance.</li> </ol>
Strand Unit	<p><i>Understanding and appreciation of outdoor and adventure activities</i></p> <p><i>Outdoor Challenges</i></p>	<ul style="list-style-type: none"> <li>develop positive attitudes towards caring for the environment</li> <li>plan, observe, describe and discuss activities outdoors</li> <li>discuss the safety aspects of activities undertaken</li> <li><i>practise skipping activities with and without ropes individually and in groups</i></li> <li><i>practice various ways of jumping</i></li> </ul>	<p><b>Suggested Games</b></p> <ul style="list-style-type: none"> <li>Musical Hoops</li> <li>Chickens and Foxes</li> <li>Time Bomb</li> <li>Find Someone Who</li> <li>Chain Tag</li> <li>Skipping Lanes</li> <li>Tag Them All</li> <li>The Skipping Olympics</li> </ul>
FMS	<u>Skipping</u>		

## Useful Websites

Physical Education Curriculum; [https://www.curriculumonline.ie/getmedia/ca8a385c-5455-42b6-9f1c-88390be91afc/PSEC05\\_Physical-Education\\_Curriculum.pdf](https://www.curriculumonline.ie/getmedia/ca8a385c-5455-42b6-9f1c-88390be91afc/PSEC05_Physical-Education_Curriculum.pdf)

Physical Literacy Website; <https://www.scoilnet.ie/pdst/physlit/>

Move Well Move Often Teacher Guide; [https://www.scoilnet.ie/fileadmin/user\\_upload/Move\\_Well\\_Move\\_Often\\_Teacher\\_Guide\\_7\\_1.pdf](https://www.scoilnet.ie/fileadmin/user_upload/Move_Well_Move_Often_Teacher_Guide_7_1.pdf)

Move Well Move Often Book 1; [https://www.scoilnet.ie/fileadmin/user\\_upload/Book\\_1.pdf](https://www.scoilnet.ie/fileadmin/user_upload/Book_1.pdf)

Move Well Move Often Book 2; [https://www.scoilnet.ie/fileadmin/user\\_upload/Book\\_2.pdf](https://www.scoilnet.ie/fileadmin/user_upload/Book_2.pdf)

Move Well Move Often Book 3; [https://www.scoilnet.ie/fileadmin/user\\_upload/Book\\_3.pdf](https://www.scoilnet.ie/fileadmin/user_upload/Book_3.pdf)

Videos; <https://www.scoilnet.ie/pdst/physlit/videos/>

Assessment; <https://www.scoilnet.ie/pdst/physlit/assessment/>

Take Home Activities; <https://www.scoilnet.ie/pdst/physlit/beyond/>