

St. Thomas' S.N.S.

Physical Education Plan

Physical education Plan, St Thomas' Senior School, Jobstown, Tallaght

This plan was formulated in 2012 by the P.E. coordinator and focus group of St Thomas' SNS after a number of planning meetings held during the school year 2012-2013.

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 these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Vision and Aims

We aim through this plan, drawn up in accordance with the PE curriculum, to set out our approach to the teaching and learning of PE. It will promote and endorse the key aims of the P.E. Curriculum; The importance of enjoyment and play, maximum participation of 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 and providing activities equally suitable for girls and boys. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

This PE plan will be addressed under the following headings

Curriculum Planning:

1. Content. Strands and strand units
2. Teaching approaches and methodologies
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access
6. Linkage and integration

Organisational Planning:

7. Timetable
8. After school activities
9. PE equipment and ICT
10. Health and safety
11. Individual teachers' planning and recording
12. Staff development
13. Parental involvement
14. Community links

Curriculum Planning

1. Content. Strands and strand units

- Each class, from 3rd to 6th, will have access each year to the following 6 strands:

Games:	10 weeks approx.	
Aquatics:	4 Weeks	“
Athletics:	6 weeks	“
Gymnastics:	6 weeks	“
Dance:	6 weeks	“
Outdoor and Adventure Activities:	4 weeks	“

- Each year group has devised a timetable in which the time spent on each strand is broken down and spread out over the school year, see **Appendix 1**.
- The strands, strand units and content objectives for each class level are found in the curriculum-3rd & 4th classes pp.38-46.
 - 5th & 6th classes pp.48-59.
 - Aquatics; Infants-6th classes pp62-64

- The school uses the PE lesson plans prepared by the Primary Schools Sports Initiative. These are available to teachers in folders in the PE hall.
- Teachers choose a range of activities for all strands for each class.
- Opportunities are also created to develop an understanding and appreciation of each strand unit through:
 - Discussion of activities
 - Video/DVD material featuring activities
 - Resources on the school server.
- Continuity and progression from class to class is ensured through the planning for each individual strand unit and is outlined in the curriculum grid. See **Appendix 2**

2. Teaching approaches and methodologies

Combinations of the following approaches are used in the teaching of PE:

- Direct teaching approach – this is the approach most commonly used
- Guided discovery approach – especially in the “Dance” and “Outdoor and Adventure” strands.
- Integration - especially in the Dance strand during Seachtain na Gaeilge; and in the Aquatics strand during S.P.H.E. lessons

The following methods are also used to encourage maximum participation by the child through group work

- Individual, pair, and team play – particular in the Games Strand
- Station Teaching – this is a very effective method for teaching core skills

3. Assessment and record keeping

- Teachers assess during PE class through direct teacher observation.
- The main emphasis during assessment is on participation and the willingness to cooperate. There is also a strong focus on fair play and team play within the school.
- There are a number of assessment tools used to gather information about a child’s progress:
 - Teacher observation
 - Pupil self-assessment (NCCA Guidelines – “Assessment in the Primary School Curriculum”)
 - Teacher-designed tasks – “Blitzes” in certain strand units
 - Report card – completed towards the end of the Summer term
 - Individual report – on request by parent or other agency

- The main use of information gained from assessment is to chart the progress of the child in the strand units of the PE curriculum. This information is used formally twice during the school year: during Parent/Teacher meetings and in the completion of the report card. This information helps to inform the teacher's future planning.
- A copy of each child's report is kept in their file every year. This file is kept in the school until the child reaches twenty one years of age.
- Teachers share information with parents twice during the school year. Parent/Teacher meetings are usually held during the month of February. Each child also receives a report card towards the end of the Summer Term each year. It is also possible for a parent or teacher to schedule a meeting at any time during the year. Information is usually shared with the child through informal chats throughout the school day.

4. Children with different needs

- Teachers endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This means we focus on the abilities of each child. We refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.
- There are a number of ways that teachers support and ensure the participation of children with special needs:
 - Mixed ability grouping during activities
 - Differentiation of tasks (including more challenging tasks for children with exceptional abilities)
 - Use of S.N.A. for a number of our children.
- There are a number of ways in which classes are organised and activities adapted to include children who may have physical disabilities
 - Use of S.N.A. to support the child or to work with the group in which the child is a member
 - Devise group work whereby children take turns to perform
 - Seek specialist advice on how to organise/adapt activities
 - Talk to/liaise with the parents of the child
 - Talk to the child to ascertain where they feel their strengths/needs are within the area of P.E.
- There is a need for children with exceptional ability/talent in P.E. to be encouraged and supported. As mentioned above, this is done through differentiation of the task, e.g. dribbling/travelling activities in Games could offer additional challenges of speed, distance, accuracy. It is also important to inform the child and his/her parent of any after-school clubs or clubs in the area that would encourage their child in their area of strength.
- We encourage inactive/shy/self-conscious children to participate in PE activities by:

- Differentiating the task
- Allowing the child to work within a friendship grouping
- Allowing the child to choose teams – who he/she would like to work with.

5. Equality of participation and access

- All children, both boys and girls, have equal opportunities to participate in classes/activities.
- All children, both boys and girls, have equal access to and opportunities to experience all strands of the PE curriculum.
- At present, boys and girls have opportunities to participate in football leagues with other schools in the Tallaght and Dublin area.
- Class groupings are formed according to ability as opposed to gender.
- The PE class provides opportunity for integration and involvement of all pupils regardless of race or ethnic background.
- As this school is designated disadvantaged the following provisions for inclusion are required:
 - Providing equipment for all children
 - Ensuring all children have adequate PE gear including our recognised school tracksuit.
 - Ensuring every child has access to all PE activities provided by the school and lack of financial resources on behalf of the child doesn't hinder their participation. In line with Department of Education and Skills recommendations it is the policy of St. Thomas' SNS not to charge for in-school curricular activities. However, when organising the Aquatics strand, this school is unable to meet the costs of running an adequate Aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes.
- The following provisions are required, where necessary, for the inclusion of children with disabilities:
 - Access to an SNA
 - Ensuring the safety of the child
 - Ensuring participation at the child's own level and ability

6. Linkage and integration

- Within the curriculum area of PE, linkage takes place in the following areas:
 - Playground games are linked to the Games strand
 - Athletics and Games activities are linked – warm up for athletics will usually be a Games activity
 - Warm up for Games lesson could be basic skills in orienteering
- PE activities are integrated in the following subjects:
 - History: Pastimes – Games
 - English: Listening and Responding – All strands
 - Maths: Angles, measurement, Direction – Dance, Gymnastics, Outdoor and Adventure
 - Science: Healthy Living – All Activities
 - Art: Expression – Dance
 - Music: Listening and responding – Dance
 - SPHE: Health/Hygiene/Feelings and Emotions – Dance, Team Skills
- Integration of PE with other subjects is planned and organised at a class level. In this way the activities can be adapted for the needs of the class. Also, theme based activities can be planned and organised at a class level.
- Opportunities are given for pupils to discuss and talk about their own and others' performance in PE through feedback at the end of the lesson by the teacher and also the pupils. (Self-assessment and Peer-assessment AFL)
- The children are enabled to develop a vocabulary for discussing PE activities by:
 - Discussing the rules of certain games
 - Discussion at the end of a lesson
 - Labelling equipment

Organisational Planning

7. Timetable

- One hour per week is allocated for PE for all classes. See **appendix 3** for 2012/2013 timetable.
- There is a block of time allocated for visits of all classes to the Tallaght Leisure Centre to develop the pool-based aspects of the Aquatics strand.
- The school facilitates an “Active Schools Week” each year 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 strands of the PE curriculum as possible. This week will take place after Easter this year, with the exact week yet to be confirmed.

8. After school activities

After school clubs are provided in many areas including:

- Hurling
- Soccer
- Athletics
- Basketball
- GAA
- Gymnastics
- Dance
- Horse-riding is provided to targeted pupils once a week as part of the School Completion Programme
- The school is involved in inter-school competitions for some sports, including soccer, hurling, basketball and chess.
- There are also inter-class matches held during lunch times.
- There is an athletics club on a number of mornings a week before school.
- There is a chess club held during lunch times a number of days per week.
- These extra-curricular activities are linked to the PE programme through the skills being taught. They adhere to the general principles of the PE curriculum of the school as follows:
 - The importance of enjoyment and play.
 - The development of skills and understanding.
 - A balance between competitive and non-competitive activities.
 - Providing opportunities for achievement for each child.
 - Providing activities equally suitable for boys and girls.

9. PE Equipment and ICT

- There is an inventory of equipment and resources available for PE (**Appendix 4**)
- This equipment is appropriate for the PE curriculum.
- This equipment is stored safely in the school hall and is available to all teachers.
- Each teacher is given a copy of the PE equipment checklist in September of each school year.
- The P.E. inventory is also displayed on the door of the P.E. cupboard in the hall.
- This equipment is purchased centrally by the PE coordinator in conjunction with the principal.
- In 2011 the post holder, in consultation with the Principal, applied for and received two Buntús packs from South Dublin Sports partnership.
- In September 2012, Cricket Ireland gave the school two cricket packs.
- ICT and PE
 - PCSP CD-ROM used for planning and for Outdoor and Adventure activities
 - “Word” used for writing up the school PE plan
 - CD-ROM software is currently stored in the computer room
 - There is a code of practice in place to ensure safe Internet usage
 - The Internet is centrally filtered by NCT Schools Broadband Programme to ensure this safety
 - Teachers are expected to familiarise themselves with all websites prior to using such websites with their class

10. Health and Safety

- Warm- up: suitable stretching and warm up games for approximately 10-15 minutes are available to teachers in the folders in the hall. There are also cool-down activities for the end of each lesson there too.
- Confined Space: Children work in smaller groups. Station teaching is also used to maximise the space in small areas.
- Use of equipment: The teacher ensures that the children are using the equipment correctly, e.g. do not raise a hockey stick above hip height; wear helmets; use mats in gymnastics.
- Children are taught how to lift and carry all PE equipment safely.
- Accidents: A record of accidents which occur during PE is kept by each teacher. Procedures are followed in accordance with the school Health and Safety policy. Parents are contacted if necessary.
- Visits out of school: Permission slips are obtained from each child, signed by their parent or guardian, before a child is brought outside the school. This consent for all out of school trips is given on enrolment of the pupil in the school. A contact

number for all children's parents/guardians is kept on record in the secretary's office.

- Appropriate clothing: runners or flat shoes and suitable clothing must be worn during all PE activities.
- Any medical information provided to the school by parents/guardians is kept in the pupil's file.

11. individual teachers' planning and recording

- The whole school plan for PE outlines a time frame and schedule for covering the different strands and strand units (see **Appendix 1**)
- The whole school plan for PE lists the equipment available in the school (**Appendix 4**) and strategies and methodologies to be used for the different lessons.
- Each standard within the school is required to teach relevant sections of the PE curriculum to ensure that there is no overlap between standards. This is aided by a hard copy of the relevant class set of PSSI lesson notes being available to all teachers in folders in the hall. This helps to minimise overlap between standards. The curriculum grid (**Appendix 2**) also helps teachers to concentrate on what the curriculum requires for their class group.

12. Staff Development

- The teacher with the special responsibility post for the area of PE will take responsibility for monitoring staff development in the area of PE.
- A large number of the teachers in St. Thomas' SNS have attended numerous CPD workshops on most of the PE strands in the past two years. The courses were run by DWEC and the IPPEA.
- Teachers have access to the PCSP website and CD-ROM. There are videos in the Principals office which relate to the PE curriculum.
- The school has a library of relevant resource material which aids the teachers in their development and implementation of the PE curriculum. This library is listed on the school server and is available in the post holder's room.
- The post holder has compiled a list of suitable websites from where teachers are able to source material to aid their planning. This list is also on the school server.
- New methodologies, resources etc. have been highlighted and demonstrated through in-service development days dedicated to the PE curriculum.
- Time is provided during standard meetings for teachers to share any knowledge or expertise they may have gained through CPD courses.

- Time has been allocated in whole staff and standard meetings to facilitate the drafting of this plan and other aspects of the PE curriculum.
- The PE coordinator continues to add helpful resources onto the school server to improve the PE experience for all in our school community.
- Teachers also avail of external expertise to inform and up skill the school community. This is done through the coaches who come in to the school on a regular basis to teach Tag rugby, GAA, Cricket, Tennis, Chess, Soccer and other sports.

13. Parental Involvement

- Parents are involved in supporting the PE plan in a number of ways:
 - Yard games: skipping, hopscotch. The parents facilitate these games at yard time during “Active Schools Week”
 - Community Games: A number of parents help in community games in the area of chess. This develops the skills the children have learnt in our school.
 - Parent/Teacher Meetings: The P/T meetings are held in the school in the Spring term. This is an ideal time to inform parents of their child’s progress in PE and highlight any clubs or extra-curricular activities which may benefit their child.
- The PE plan will be presented to a representative group of parents in the school (Core Group)
- Parents can encourage their child to participate in after school clubs organised by the school and externally in the community.
- Parents are encouraged to view their child’s achievements in PE in the following ways:
 - Christmas Concert-Dance
 - Swimming Certificates: Sent home with the children
 - Active Schools week: Held annually in the Summer term
- There are a number of opportunities throughout the school year for a whole school engagement with a particular strand:

○ Seachtain na Gaeilge:	Dance
○ Christmas Concert	Dance
○ Book Week	Dance
○ Swimming programme	Aquatics
○ Active Schools week	Games, Athletics, Gymnastics, Outdoor And Adventure, Swimming, Dance.
○ Astroturf pitch	Games

Implementation

- Roles and responsibilities:
 - The responsibility for co-ordinating progress of the plan, accepting feedback on its implementation and reporting to staff on findings will fall to the member of staff with the special responsibility post for the area of PE.

Ratification

This plan will be officially ratified by the Board of Management on _____

The plan will be communicated to staff members by email in November 2012 inviting feedback. It will then be finalised. It will be ratified at the staff meeting on Monday January 14th.

Review

Roles and responsibilities: the following people will be involved in the next review:

1. Teachers
2. Pupils
3. Parents (Core Group)
4. Post holder for PE
5. Board of management

The post holder for PE will be responsible for co-ordination of the review.

- Timeframe: This plan will be reviewed and, if necessary, amended yearly as deemed necessary by the Principal.

Appendix 1

Suggested Yearly Plan For PE

	3 th Class	4 th Class	5 th Class	6 th Class
Sept-Oct.	<ul style="list-style-type: none"> • Games • Athletics 	<ul style="list-style-type: none"> • Games • Athletics 	<ul style="list-style-type: none"> • Games • Athletics 	<ul style="list-style-type: none"> • Games • Athletics
Nov-Dec	<ul style="list-style-type: none"> • Dance • Gymnastics 	<ul style="list-style-type: none"> • Dance • Gymnastics 	<ul style="list-style-type: none"> • Dance • Gymnastics • Games 	<ul style="list-style-type: none"> • Aquatics • Dance • Gymnastics
Jan-Feb.	<ul style="list-style-type: none"> • Gymnastics • Games 	<ul style="list-style-type: none"> • Gymnastics • Games 	<ul style="list-style-type: none"> • Aquatics • Gymnastics 	<ul style="list-style-type: none"> • Gymnastics • Games
March-April.	<ul style="list-style-type: none"> • Dance • Games • Outdoor & Adventure 	<ul style="list-style-type: none"> • Aquatics • Dance • Games 	<ul style="list-style-type: none"> • Dance • Games 	<ul style="list-style-type: none"> • Dance • Games
May-June.	<ul style="list-style-type: none"> • Aquatics • Athletics • Outdoor & Adventure 	<ul style="list-style-type: none"> • Athletics • Outdoor & Adventure 	<ul style="list-style-type: none"> • Athletics • Outdoor & Adventure 	<ul style="list-style-type: none"> • Athletics • Outdoor & Adventure

This is a **suggested** plan, a guideline, and doesn't need to be adhered to rigidly .

Appendix 2

St. Thomas' SNS P.E. Curriculum Plan

CLASS	1. ATHLETICS	2. DANCE	3. GYMNASTICS
3RD	<p>Running: Walk, jog or run(30 secs-2mins). Sprinting 30m. Reaction sprints. Standing starts. Relays-Pairs with beanbags. Baton change practise in fours. Hurdling-run 20m over evenly spaced hurdles 30cm high.</p> <p>Jumping: Skipping activities. Various ways of jumping.</p> <p>Throwing: Over-arm throw from standing with beanbag, ball or foam javelin. Short approach run</p> <p>Understanding and appreciation: Develop an understanding of pace. Discuss and describe movement.</p>	<p>Exploration, creation and performance: Explore complex movement of body parts and body actions. Weight transference. Explore different levels, pathways, shapes and directions in space. Explore an increased range of dynamics in movement.</p> <p>Perform a range of steps and movements incorporating upper body movement. Perform a variety of Irish dances and folk dances with frequent changes of formation.</p> <p>Understanding and appreciation: Observe, describe and discuss own dance and dance of others.</p>	<p>Movement: Create and perform sequences of movement. Select and link a range of movement actions on floor and on apparatus. Practise and perform forward and backward rolls with control. Begin practise of headstand/handstand.</p> <p>Understanding and appreciation: Observe and describe movement and ask and answer questions about it.</p>
4TH	<p>Running: Walk, jog or run (30 secs-3mins). Sprinting 30-50m. Reaction sprints . Standing starts. Relays-Baton change practise moving. Team relays. Hurdling-run 20m-40m over evenly spaced hurdles 30-40cm high.</p> <p>Jumping: Practise the standing jump. Run and take off from one foot.</p> <p>Throwing: A medium sized ball/shot putt from standing. A quoit or primary discus.</p> <p>Understanding and appreciation: Develop an understanding of the rules of athletics. Measure an achievement.</p>	<p>Exploration, creation and performance: Explore and communicate through body movements a range of moods and feelings. Create, practise and perform dances with clear beginning, middle and end, with unison and canon. Respond in movement to stimuli such as words, stories, poems, pictures and music. Develop work with a partner and begin to work in small groups. Perform to music showing a sensitivity to rhythm changes and phrasing. Show poise, balance, control and co-ordination while moving and stopping.</p> <p>Understanding and appreciation: Identify the beginning, middle and end of a dance and moments when unison and canon occur. Interpret a mood or emotion seen in dance.</p>	<p>Movement: Show increased control in take-off, flight and landing. Produce and perform sequences with a partner on the floor/apparatus. Develop good body tension and posture through gymnastic positions and movements.</p> <p>Understanding and appreciation: Develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely.</p>
5TH	<p>Running: Jog or run (30 secs-4mins). Sprinting 30-60m. Reaction sprints. Standing starts. Shuttle sprints. Relays-baton change-over technique practise in fours. Relay in a straight line with batons. Hurdling-run 40m over evenly spaced hurdles 50cm high.</p> <p>Jumping: Jumping for height over an obstacle (50-60cms high)</p> <p>Throwing: Develop a short, fast approach run.</p> <p>Understanding and appreciation: Discuss performance in athletic activities. Know about and participate in local athletic clubs.</p>	<p>Exploration, creation and performance: Create and perform a more complex range of movements. Create, practise and perform longer and more complex dances with clear dance forms. Choose and respond with increasing sensitivity to a broader range of stimuli. Develop work with a group. Explore and experiment with the use of costume and props to enhance dance.</p> <p>Understanding and appreciation: Identify the techniques used in a dance and the form of the dance. Interpret a mood or emotion seen in dance.</p>	<p>Movement: Select and link a range of gymnastic actions on floor and on apparatus. Practise and perform headstand, handstand and cartwheel. . Produce and perform more complex sequences with a partner on the floor/apparatus.</p> <p>Understanding and appreciation: Develop awareness of others when using apparatus.</p>
6 TH	<p>Running: Jog or run (30 secs-5mins). Sprinting 30-70m. Reaction sprints. Standing starts. Shuttle sprints. Relays-standard relay on an oval track. 4x50m. Shuttle relays. Hurdling-run 60m over evenly spaced hurdles 50cm high. Run 150m over unevenly spaced hurdles 30cms high.</p> <p>Jumping: Jumping for height over an obstacle (50-60cms high). Scissors technique.</p> <p>Throwing: A standing putting technique with turn Discus throw developed.</p> <p>Understanding and appreciation: Acquire an understanding of training to prepare for performance in track and field events. Become aware of athletic events and athletes locally, nationally, internationally.</p>	<p>Exploration, creation and performance: Learn and perform a range of steps and movements. Perform a variety of Irish dances and folk dances with frequent changes of formation. Perform to music showing increasing sensitivity to rhythms, phrasing, style, dynamics and form. Show increased poise, balance, control and co-ordination while moving and stopping. Perform dances showing concentration and awareness of others.</p> <p>Understanding and appreciation: Become aware of local dance groups in the community and opportunities to participate.</p>	<p>Movement: Produce group sequences. Show controlled take-off, flight and landing. Improve quality in body performance, extension, body tension and clarity of body shape.</p> <p>Understanding and appreciation: Become aware of local clubs and organisations that promote gymnastics. Become aware of local, national and international gymnasts and gymnastic events.</p>

CLASS	4. GAMES	5. OUTDOOR & ADVENTURE	6. AQUATICS
3RD	<p><u>Sending, receiving and travelling:</u> Develop and practise a range of ball-handling skills. Develop and practise a range of kicking skills.</p> <p><u>Creating and playing games:</u> Create and develop games with a partner or with a small group (Striking and kicking). Play small-sided versions of games (hockey, rounders, handball). Play playground games.</p> <p><u>Understanding and appreciation of games:</u> Discuss and improve control in movement skills relevant to games. Develop an increased understanding of use of space.</p>	<p><u>Walking:</u> Undertake forest walks.</p> <p><u>Orienteering:</u> identify symbols for familiar features on a map of a familiar area.</p> <p><u>Outdoor challenges:</u> Undertake an adventure trail.</p> <p><u>Understanding and appreciation of O&A activities:</u> Develop positive attitudes towards caring for the environment.</p>	<p><u>Hygiene:</u> Appreciate the importance of hygiene when using the pool.</p> <p><u>Water safety:</u> Observe the rules of the local pool.</p> <p><u>Entry to and exit from the water:</u> Using the steps or the ladder.</p> <p><u>Bouyancy and propulsion:</u> Walk in shallow water. Jump, side-step or run across the pool.</p> <p><u>Stroke Development:</u> Develop a selection of swimming strokes.</p> <p><u>Water-based ball games:</u> Pair and group play</p> <p><u>Understanding and appreciation of aquatics:</u> Understand basic hygiene procedures. Appreciate the dangers of water.</p>
4 TH	<p><u>Sending, receiving and travelling:</u> Develop and practise a range of carrying and striking skills.</p> <p><u>Creating and playing games:</u> Create and develop games with a partner or with a small group (throwing and catching). Play small-sided versions of games (hurling, basketball, soccer). Play playground games.</p> <p><u>Understanding and appreciation of games:</u> Develop problem-solving and decision-making strategies. Understand the tactics and strategies in modified games situations. Adapt rules to modify games and keep scores.</p>	<p><u>Walking:</u> Undertake forest walks.</p> <p><u>Orienteering:</u> Undertake a star orienteering activity.</p> <p><u>Outdoor challenges:</u> Undertake simple co-operative (trust) activities.</p> <p><u>Understanding and appreciation of O&A activities:</u> Plan, observe, describe and discuss activities outdoors.</p>	<p><u>Hygiene:</u> Appreciate the importance of hygiene when using the pool.</p> <p><u>Water safety:</u> Observe the rules of the local pool.</p> <p><u>Entry to and exit from the water:</u> By stepping in from the poolside. Getting out with support.</p> <p><u>Bouyancy and propulsion:</u> Observe that some objects float and others sink.</p> <p><u>Stroke Development:</u> Develop a selection of swimming strokes.</p> <p><u>Water-based ball games:</u> Pair and group play</p> <p><u>Understanding and appreciation of aquatics:</u> Understand how to stay safe in water. An increased understanding of flotation.</p>
5TH	<p><u>Sending, receiving and travelling:</u> Develop further and extend ball-handling skills. Develop further and extend kicking skills.</p> <p><u>Creating and playing games:</u> Create and develop games with a partner or with a small group (bowling, striking). Play small-sided versions of games (volleyball, gaelic football). Play playground games.</p> <p><u>Understanding and appreciation of games:</u> Develop the ability to officiate at games. Avail of opportunities in the community to participate in games.</p>	<p><u>Walking, cycling, and camping activities:</u> Undertake forest walks. Develop a range of cycling skills.</p> <p><u>Orienteering:</u> Find controls on the school site, using a map or plan. Undertake a memory star orienteering course.</p> <p><u>Outdoor challenges:</u> Undertake more challenging adventure trails. Undertake simple co-operative (trust) activities.</p> <p><u>Understanding and appreciation of O&A activities:</u> Plan, observe, describe and discuss activities outdoors. Discuss the safety aspects of activities undertaken.</p>	<p><u>Hygiene:</u> Appreciate the importance of hygiene when using the pool.</p> <p><u>Water safety:</u> Recognise hazards of water.</p> <p><u>Entry to and exit from the water:</u> Jumping into the water. Getting out by going directly onto the side.</p> <p><u>Bouyancy and propulsion:</u> Practise balance, rotation and recovery exercises with and without float. Explore the use of arms and legs to travel in water.</p> <p><u>Stroke Development:</u> Develop a selection of swimming strokes.</p> <p><u>Water-based ball games:</u> Pair and group play</p> <p><u>Understanding and appreciation of aquatics:</u> An appreciation of the freedom of movement of water. Knowledge of swimming strokes.</p>
6TH	<p><u>Sending, receiving and travelling:</u> Develop further and extend carrying and striking skills.</p> <p><u>Creating and playing games:</u> Create and develop games with a partner or with a small group (kicking, throwing and catching). Play small-sided versions of games (tag rugby, soccer, hockey). Play playground games.</p> <p><u>Understanding and appreciation of games:</u> Begin to understand training to prepare for games Become aware of games events locally, nationally and internationally.</p>	<p><u>Walking, cycling, and camping activities:</u> Undertake forest walks. Develop a range of cycling skills. Prepare for camping or bivouacking.</p> <p><u>Orienteering:</u> Undertake point-to-point orienteering. Undertake score orienteering.</p> <p><u>Outdoor challenges:</u> Undertake physical challenges.</p> <p><u>Understanding and appreciation of O&A activities:</u> Plan, observe, describe and discuss activities outdoors. Discuss the safety aspects of activities undertaken.</p>	<p><u>Water safety:</u> Identify correct procedure for dealing with hazards.</p> <p><u>Entry to and exit from the water:</u> Diving in. Getting out by going directly onto the side.</p> <p><u>Bouyancy and propulsion:</u> Glide forwards or backwards along the surface in a stretched position. Glide to the bottom of the pool.</p> <p><u>Stroke Development:</u> Develop a selection of swimming strokes.</p> <p><u>Water-based ball games:</u> Pair and group play</p> <p><u>Understanding and appreciation of aquatics:</u> Discuss a wide range of aquatic activities. Become aware of local organisations and clubs that promote aquatics.</p>

Appendix 3**St. Thomas' SNS, Jobstown P.E. Timetable 2012-2013**

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00	Goretti Surlis	Nicky Murphy	Deborah Coughlan	Kathy Haughian	Aidan Knight
10.00-11.00	Ann Marie Kiernan	Katie Hayes	Áine Kelly	Jonathan Healy	Julie McKenna
11.00-11.10	Sos Beag	Sos Beag	Sos Beag	Sos Beag	Sos Beag
11.15-12.15	Laura Seagrave	Sarah Scanlon	Hayley Farrell	Alice Beirne	Nichola O Reilly
11.15-12.15	Melissa Connell			Corinna Doyle	Denise Mernagh
1.00-1.30	Sos Mór	Sos Mór	Sos Mór	Sos Mór	Sos Mór
1.35-2.35	Matthew Campbell	Laura Daly	Sarah Beirne	Andrea Flynn	Louise Barry

Appendix 4

Inventory of P.E. Equipment. 2012

- Hurdles-4 yellow ones with fixing pins.
 - 12 portable orange ones.
 - 16 knock n rock hurdles.
- 2 parachutes.
- 13 new foam javelins.
- 1 giant Jenga game.
- 20 yellow target mats.
- 4 new full cricket sets.
- 12 outdoor hockey sticks.
- 16 badminton racquets
- 6 boxes of shuttlecocks.
- 1 full class tennis set with balls.
- 4 tennis nets (for inside or outside)
- 42 multicoloured unihoc sticks.
- 15 unihoc pucks.
- 5 metal relay batons.
- 17 “parachute” balls

- 6 agility ladders.
- 80 hula hoops.
- 80 plastic tennis racquets.
- Assorted skipping ropes.
- Approx. 150 multicoloured cones.
- 34 plastic Frisbees.
- 14 soft Frisbees
- Approx. 60 quoits.
- Approx. 50 beanbags.
- Approx. 30 basketballs.
- Approx. 20 rugby balls.
- Assorted bibs.
- 81 hurleys.
- 24 helmets.
- 52 sliotars
- 22 indoor hurleys.
- 2 combined rugby/soccer/GAA Posts.
- 31 assorted sized soft balls in “Buntús Spóirt” green bag (suitable for dodgeball)
- Bag of 12 DSX training balls*
- 3 foot pumps*
- 40 tag rugby belts and tags.

- 1 volleyball net.
- 1 Tug-Of-War rope.
- 1 springboard.
- 1 crashmat.
- 12 three-legged race ties
- Tri-golf set.
- 24 throw down sequencing spots.
- 12 blindfolds
- 1 mega tunnel
- 8 shot putts.

*= Available from Mr. Knight

