



# Physical Education



*Our school is working towards the Active School Flag.  
This is a record of the work that we have undertaken.*

# Our PE Timetable

All pupils are provided with 60 minutes timetabled PE per week at a minimum in the school hall, as shown on our timetable

Teachers also use the outside yard and green areas for additional PE opportunities throughout the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.30	Room 1 Ms Gately	Room 6 Ms Cummins	Room 14 Ms McCann	Room 16 Ms Walsh	Room 16 Ms Walsh
9.30-10		Room 5 Ms Gannon	Room 13 Ms Rowland	Room 2 Ms Farrell	Room 14 Ms McCann
10-10.15					
10.15-10.30					
10.30-11	Room 3 Ms Murray	Room 4 Ms Reilly/ Ms Scannell	Room 9 Ms Griffin	Room 5 Ms Gannon	Room 3 Ms Murray
11-11.30	SNA/SET	SNA/SET	Room 22 Ms NicClámha	SNA/SET	SNA/SET
11.30-12 (Infant yard)	Room 13 Ms Rowland	Room 22 Ms Nic Clámha	Room 8 Ms Dervan	Room 22 Ms Nic Clámha	Room 9 Ms Griffin
12-12.30 (1 <sup>st</sup> /2 <sup>nd</sup> yard)					
12.30-1	Room 4 Ms Reilly/ Ms Scannell	Room 2 Ms Farrell	Room 10 Ms Mahon	Room 6 Ms Cummins	
1-1.30	Room 10 Ms O Connor/Ms Gibson	Room 1 Ms Gately	Room 21 Ms Halliden/ Ms Corbett	Room 9 Ms Griffin	Room 17 Mr Murphy
1.30-2	Room 12 Ms Mahon	Room 21 Ms Corbett/ Ms Halliden	Room 12 Ms O Connor/ Ms Gibson	Room 21 Ms Corbett/ Ms Halliden	
2-2.30	Room 11 Ms Dervan	Room 8 Ms Keogh	Room 11 Ms Keogh	Room 13 Ms Rowland	



ATHLETICS



DANCE



GAMES



GYMNASTICS



AQUATICS



OUTDOOR &  
ADVENTURE

# Our PE strands

In our school we aim to teach the six different PE strands in a balanced way each year. These are Athletics, Dance, Aquatics, Gymnastics, Games, Outdoor and Adventure.

Junior infants to first class cover athletics, dance, games, gymnastics, outdoor and adventure comprehensively with aquatics being covered through the land PAWs water safety programme.

2nd class students cover all 6 strands completely as they attend swimming lessons in term 3.

Every teacher allocates a balanced amount of teaching time to each of the different PE stands.

By taking part in the Active School Flag, we have improved our focus and provision of Physical Education in the school.

# Athletics

The strand units of the Athletics curriculum are:

- Running
- Jumping
- Throwing
- Understanding and appreciation of athletics

We deliver the athletics programme through the PE curriculum as well as through movement breaks during the school day. We have developed a Slí na Sláinte around our school which children regularly run as part of our Active breaks in our ASF.

In January 2024 we had a visiting Athletics coach from Fingal Athletics. Coach Sophie worked with first class developing running, jumping and throwing skills.



# Athletics forms part of our PE programme



# Dance

The strand units of the Dance curriculum are:

Exploration, creation and performance of dance and understanding and appreciation of dance.

The dance strand helps children to learn through and about dance. When dancing, children develop body management skills, understand a range of movement concepts, work harmoniously with others and develop creativity and imagination.

In our physical education lessons, we learn about folk and creative dance. We love to show off our dance moves at Halloween, Christmas and for St. Patrick's Day and Seachtain na Gaeilge.



# Dance forms part of our PE programme



# Gymnastics forms part of our PE programme

The strand units of the gymnastics curriculum are:

Movement

Understanding and appreciation of gymnastics.

Gymnastics is an essential aspect of the overall movement education of children. Our school loves undertaking the gymnastics curriculum. We practice all the basic movement skills of running, stopping, jumping, rolling, climbing, transferring weight balancing, swinging, twisting and turning using a variety of body parts while exploring space. Gymnastics helps with our balance and posture. We also encourage children to observe and discuss movement with their peers as this develops our understanding and appreciation of Gymnastics.





# Games form part of our PE programme

The strand units of the Games curriculum are:

- Sending, receiving and travelling
- Creating and playing games
- Understanding and appreciation of games.



The games strand is concerned with the development of skills, the creation and playing of games and the understanding of games. During PE lessons the children have the opportunity to develop skills and understanding through individual, small group and team activities. Children explore a variety of games including: invasion games, net games, fielding/striking games and target games.

We are lucky to have regular visits from coaches of Castleknock GAA and St. Brigid's GAA clubs throughout the year.

# Outdoor and Adventure forms part of our PE programme

The strand units of Outdoor and Adventure are:

Walking

Orienteering

Outdoor challenges

Understanding and appreciation of outdoor activities.



The strand of Outdoor and Adventure appeals to many children who may not be highly motivated to participate in physical activity.

Teachers have access to a pack containing a series of lessons and resources for each class level to assist teachers in teaching the Outdoor & Adventure strand.

These lessons included activities for all strand units including walking, orienteering, outdoor challenges and understanding and appreciation of outdoor and adventure activities. The activities included short walks/runs around our active route daily, outdoor challenges such as scavenger hunts, relays, simple cooperative activities, orienteering lessons and physically distanced PE lessons. The children often go on mindfulness and nature walks around the school grounds and in our outdoor garden.

[www.activeschoolflag.ie](http://www.activeschoolflag.ie)

# Outdoor and Adventure



# Aquatics forms part of our PE programme



- Hygiene
- Water safety
- Entry to and exit from the water
- Buoyancy and propulsion
- Stroke development
- Water-based ball games
- Understanding and appreciation of aquatics

The aquatics curriculum recognises that there is more to swimming than learning to swim strokes and competing in swimming competitions. The emphasis is on acquiring a set of fundamental skills, attitudes and understanding before becoming competent in traditional strokes.

# Aquatics forms part of our PE programme



In Springtime, second classes attend swimming lessons every week in Coolmine Leisure Centre. Every week the children develop a variety of swimming strokes and techniques according to their level.



# Additional Active Initiatives

The pupils also take part in many other school active initiatives and activities throughout the week including bizzzy breaks, dance and movement breaks, playground activities & the School Walkway. These activities are outlined in more detail in the “Physical Activity” section.



# This Year's Priority PE Strand:

## *Gymnastics*

This year we have chosen gymnastics as our priority PE strand based on feedback from the teachers through a staff survey.

To develop our competence in gymnastics teaching, members of staff completed CPD – Gymnastics For All PE workshop with Oide and shared the ideas and strategies with the whole staff.

All teachers worked together to strengthen our deliver of the gymnastics strand to all class levels, teachers planned gymnastics lessons together and organised gymnastics equipment in stations at the beginning of each day so every class could access them easily.

We focused on balancing as our fundamental movement skill to link in with gymnastics as our priority PE strand



**Oide**

Taca leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

### Primary PE Workshop - Gymnastics for All

This workshop aims to develop teachers' confidence and competence to safely teach a wide variety of skills from the gymnastics strand of the PE curriculum. In this practical two hour workshop, teachers will explore a variety of approaches and activities to support the teaching of gymnastics. No experience of gymnastics is required to attend this workshop.

# Our PE Planning Library

All teachers in the school use the Primary School Sports Initiative (PSSI) to help when planning, teaching and delivering PE lessons in the various strands. We also engage with the Move Well Move Often Programme when teaching the fundamental movement skills through each of the PE strands.

WE have also created a dedicated PE book library that is available to all staff to aid in PE planning.



# We Teach Land PAWS to Support the Aquatics PE Strand



First class children also engage with land PAWS water safety programme during Active School Week and the feedback was very encouraging. PAWS teaches children how to be safe around water in homes, farms, pools, beaches and on our waterways.

The whole school also engage with the BE SAFE water safety activities from junior infants up, focusing on water safety in swimming pools and larger bodies of water.

# Inclusive PE

We strive to ensure that PE is inclusive and accessible to all children in our school and that they can access the curriculum at their own level. Our SNA's and teaching staff have accessed CPD on how to include children with additional needs in PE lessons and we have a range of resources that are accessible to all children. Our PE timetable has dedicated slots for SNA's to work with their pupils on a one-to-one level developing specific skills which can then be incorporated into whole class levels.



# Feedback for Parents

Teachers continuously and discreetly monitor the children's progress in PE, supporting them in developing and mastering new skills. Teachers use a variety of methods when assessing if the child has mastered a skill including observations, direct tasks and checklists. During parent teacher meetings in November strengths and challenges are discussed with parents as a subject in the school curriculum.

RUNNING		LOGO MOTOR L	
Rith			
PUPIL ASSESSMENT: PEER OBSERVATION			
My name is:		Class:	
My partner's name is:		Date:	
Today we are looking at the skill of: <b>Running</b>			
		 Looks good	 Needs more practice
My partner needs to:		It:	
1	Land on the balls of their feet		
2	Run with high knees		
3	Keep their eyes looking forward		
4	Bend their elbows like this		
Pupil's Comments:		Teacher's Comments:	

Sample FMS checklist

# PE CPD

Every year several teachers engage in CPD for PE.

This year as our priority strand was gymnastics, we chose a CPD course focused on gymnastics. The course name was Gymnastics For All PE workshop which was run by Oide.

Teachers completed Physical Literacy Seminar 5 this year and the FUNdamentally moving classroom.

The teachers that took part found it extremely helpful and shared the new learning and resources with the entire staff.



**Oide**

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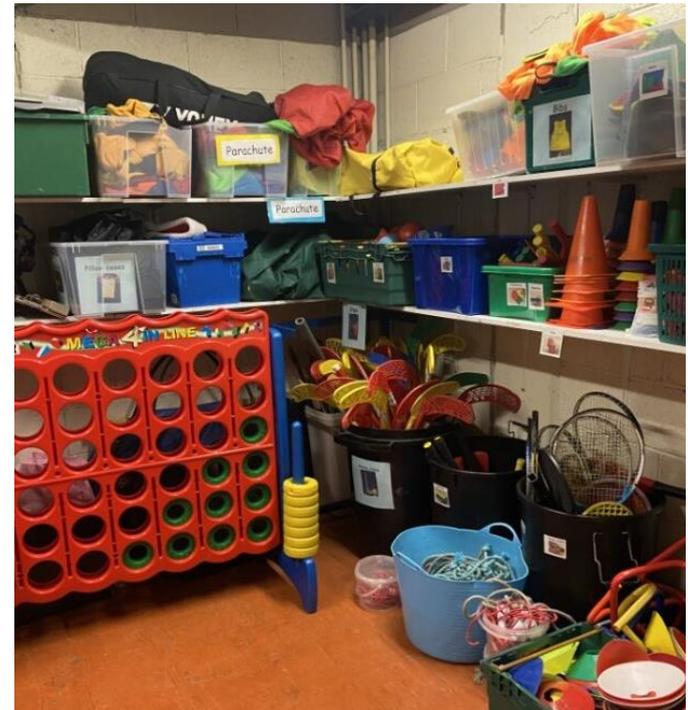
# Organised and Labelled PE Equipment

## Our PE Equipment:

In our school we have a well-stocked and tidy PE equipment store.

Each year we do an audit to clear out old and broken equipment and replace with new resources to make sure we have the most up to date equipment available for our lessons and that equipment and resources are clearly labelled, well organized and easily accessible.

Teaching staff and SNAs are regularly consulted regarding PE equipment, ensuring everyone has the required resources for their classroom and specific students.



# Our PE Equipment



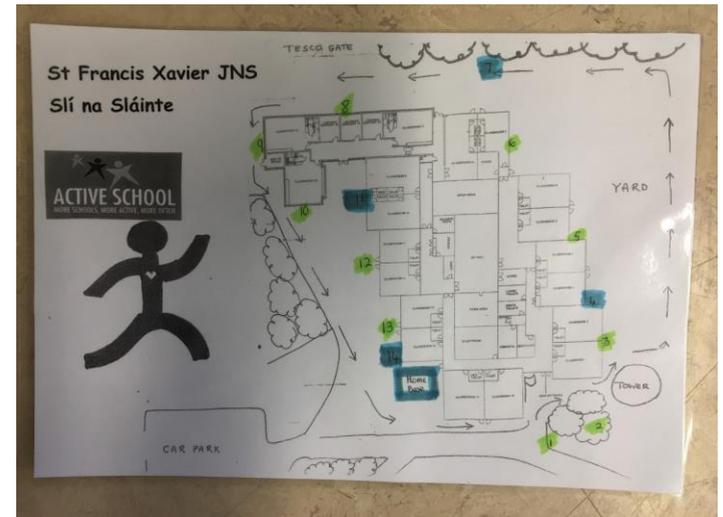
# Fitness Challenges

Each class has access to a set of fitness challenge cards which are used daily at points along our active walkway and during outdoor PE lessons.

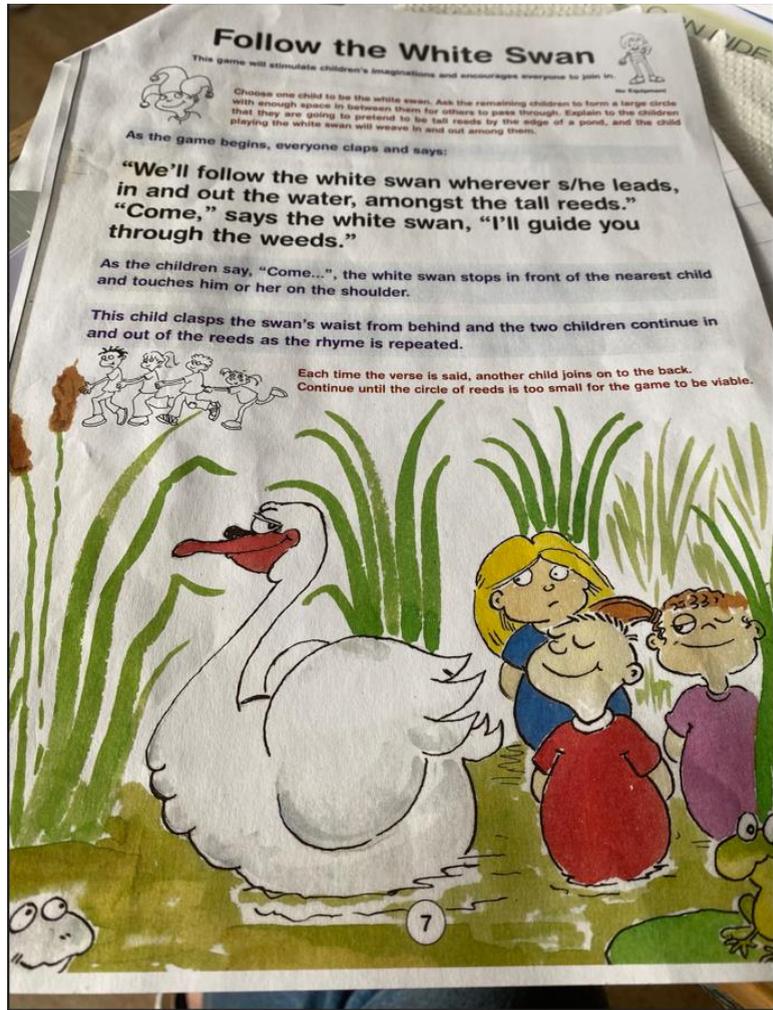


# Active Walkway

The children use the schools active walkway throughout the year for movement breaks during the day and as part of outdoor and adventure lessons.



# Playground Game of the Month

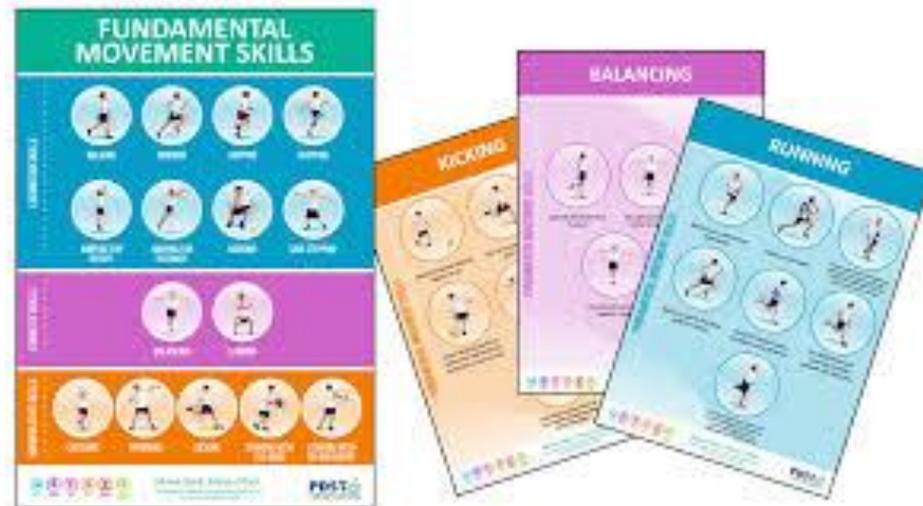


The Active team provide instructions for our monthly playground game which is taught during PE before the children play it in their zones on yard.

Classes take regular outdoor movement breaks using their designated PE equipment e.g. hula hooping, skipping, football etc. Many of the HSE playground games and outdoor activities have been used for playground games and our movement breaks [https://www.hse.ie/eng/about/who/h\\_ealthwellbeing/hse-education-programme/resources/active-plagrounds.pdf](https://www.hse.ie/eng/about/who/h_ealthwellbeing/hse-education-programme/resources/active-plagrounds.pdf)

# Fundamental Movement Skills

All teachers, using the Move Well, Move Often resource, prioritised four fundamental movement skills to work on this year – Walking, Running, Jumping for Distance and Balancing. While undertaking each FMS the Active Team provided video links and resources to teachers and maintained the focus for teaching FMS with information in our Active Newsletter each month. There was a particular focus on fundamental movement skills during active homework.



# Fundamental Movement Skills 1 & 2





# Priority FMS 1

This year we are working on the FMS of:

*Running*

We are working on the fundamental movement skill of running. Teachers specifically teach the correct posture and movement for running, we watch example videos as a class and practice the correct movement in PE through games and activities.



Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

# Priority FMS 2

## This year we are working on the FMS of:

Walking involves the transfer of weight from one foot to another while moving either forwards or backwards. As probably the most used fundamental movement skill, walking appears in every facet of everyday life. Walking to school, recovering between more intensive movements in game situations, recreational activities, and moving from one room to another at home are all examples of the need for proficient walking technique. Every class practiced the correct walking movement and engaged in walking activities

## Walking



# Priority FMS 3

This year we are working on the FMS of:

*Jumping*

**Jumping for distance**, or the horizontal jump, involves jumping forwards as far as possible from two feet, landing on two feet. Jumping for distance plays a considerable role in many playground games such as hopscotch, and is a core skill of both gymnastics and dance. It is also a baseline skill used in a range of sport specific activities such as long jump, triple jump and aquatics.



# Priority FMS 4

This year we are working on the FMS of:

*Balancing*

Balance is essential for all physical development and is a prerequisite for almost every movement skill. It is subdivided into two categories:

1. **Static balance:** the ability to maintain a static position throughout a movement (e.g. a handstand in gymnastics).
2. **Dynamic balance:** controlling the body when moving (e.g. keeping the body stable while kicking a football).

We worked on developing balance skills through PE lessons including gymnastics and walkway activities.



# PE Homework

## PE at Home

In our school we encourage the children to engage with PE as part of their homework once a week. The PE task is based upon the fundamental movement skill we are working on in school at the time. This is important to encourage children to exercise and develop their skills in school and at home. The Active School Committee provide resources, activity ideas and lessons to class teachers for each FMS and strand we are working on.

### Games

### Level 1 Activities



### Teddy on the Move

#### *Equipment Needed*

A teddy, a soft toy or a beanbag (Make your own beanbag using a sock filled with some rice. Tie the sock with an elastic band.)

#### *How to play*

Can you balance your teddy or beanbag on the following body parts?

First, perform the balances while standing on the spot and then while walking around.

palm of your hand | head | foot | shoulder | back of your neck | tummy

You can now make things a bit more exciting for your teddy.

Throw your teddy up in the air and catch it with two hands and then with one hand.

Throw your teddy up in the air and count how many claps of your hands you can do before you catch it. Try to beat your score!



## Athletics

### Level 1 Activities

#### RUNNING

### Move Like An Animal

#### *Equipment Needed*

Two teddies, cuddly toys or cans of food.

#### *How to play*

Use your teddies as markers. Place them five metres apart. Run up and back from teddy to teddy ten times.

Try running like different animals such as a cheetah, a hippo or a chicken. Practise running at different speeds such as running after a bus, running out of water, backward running.



## Dance

### Level 1 Activities

### Musical Statues

#### *Equipment Needed*

Music.

#### *How to play*

Play one of your favourite songs and dance freestyle. Ask someone to stop the music now and then during the song. Freeze and make a shape with your body, for example: a wide, narrow, twisty, small or curled shape.

