



Subject: Physical Education

No. of Pupils: 25

Number of lessons: 31 lessons (1 single per week, 40 minutes)

Length of Lessons: 40 minutes

Previous Knowledge and Ability: They are a first year class. They have completed Physical Education in a variety of amounts. Most pupils will be involved in the local GAA/hurling club and some pupils will have be involved in some Physical Activity in Primary School. This scheme will apply a holistic approach to the concept of Physical Activity for young people. It will aim to provide activity at a moderate to vigorous level, while teaching about the importance of MVPA for 60 minutes every day to gain the associated health benefits. It reflects the syllabus in that it recognises the ‘physical, emotional, mental and social dimensions of human movement.’ In First year, we aim to build on movement skills, which will provide a basis for further learning. The pupils will then develop the capacity to create more complex movement patterns in specific sports. It is also important to examine the basics of human physiology, and human performance from an aesthetical point of view. Pupils will be motivated at all times to value Physical Education and to have a positive attitude towards it. The key skills of the Junior Cycle Profile of Achievement (JCPA) (Managing information and myself, staying well, being creative, communicating, working with others and managing myself) of the New Junior Cycle will be

embedded in this scheme. Pupils will study five strands to Level 1 in First Year: Health-Related Fitness, Dance, Invasion Games and Athletics.

General aims of this scheme:

1. Enhance students sense of self through skill development and creative performance
2. Develop students understanding of physical activity and links between PE/Science/SPHE/CSPE/Home Economics
3. To motivate pupils to choose a healthy, meaningful, active lifestyle of MVPA for 60 minutes every day
4. To personally enrich pupils by developing their social skills and encouraging positive attitudes
5. To develop the key skills and meet the relevant learning statements of the JCPA.

Students with Additional Educational Needs:

Participation is vital to learning in Physical Education and it is the role of the PE Department to facilitate any barriers to participation. These barriers are a social issue and as a school society it is our responsibility to adapt. Pupils with disabilities will be incorporated into the Physical Education Scheme, not only for participation but also for progression.

Assessment

Assessment is an integral part of this scheme. It seeks to establish the extent and quality of pupil learning. This provides information that informs future teaching strategies. The assessment modes will contribute formatively to the development of the learner. The assessment modes will reflect the practical nature of the subject. In recording student achievement, all evidence of learning will be stored in an e-portfolio facilitated by google docs. It will contain assessment evidence, achievements and attainments. This portfolio will inform the school, teachers and parents but ultimately it will be a record of personal achievement for the pupils. It will be used as a vehicle for the modes of formative assessment which are planned for. Elements of GCSE PE will be taught with the hope that if a student opted for Transition Year, they would be equipped with the knowledge and experience to sit the GCSE PE exam.

Physical Education Department Self-Evaluation

Pupil evaluations online of the PE module.

School Self Evaluation of Physical Education with clear actions for improvement.

<i>Formal Assessment</i>	<i>Informal Assessment</i>	<i>Peer Assessment</i>
End of strand practical exam End of year practical exam	On-going as part of T & L Quality statement judgements Teacher records these judgements in the scheme in the comment box for that pupil, where practical	Analysis of performance or/and knowledge by peers e.g. Traffic Lights
<i>Self-Assessment</i>	<i>Recording Individual Achievement</i>	<i>Frequency of Assessment</i>

<p>Encouraging pupils to take greater responsibility for their learning by reflecting on their experience e.g. Learning Log in their portfolio</p>	<p>Recognises that pupils may be participating in physical activities which cannot be accredited for in Physical Education and allows them to record this achievement in their portfolio.</p>	<p>There will be a topic test and on-going assessment grade at the end of each strand For example: HRF-topic test and on-going assessment comment and grade recorded on the scheme for each pupil</p>
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Time	Topic & key skills focus	Learning Objectives-Pupils will be better able to:	Resources	Learning and teaching methodologies	Assessment
<p>18 classes (6 weeks)</p>	<p>Games (Net and fielding) Tennis and badminton</p>	<p>Participate in a wide variety of games and develop the transferable skills required Display a knowledge of the basic principles and rules, and be able to umpire and referee Demonstrate technical</p>	<p>Tennis Task cards Tennis balls Shuttlecocks Volleyball net</p>	<p>Class discussion on transferable skills Modified games forms for: Tennis Badminton (weather dependent) Decision making in modified games: pupils in teams of 6</p>	<p>Teacher questioning in modified games <i>Literacy</i> Pupils will be able to understand, use and spell correctly words relating to: tactics and techniques, e.g.</p>

		competence	Badminton net	Sport Education Model	ready positions,
		Make appropriate responses to decisions you have to make in a game situation	Tennis net	Manager	tactics, strokes and
		Gain experience of competitive play	Drop down lines	Coach	shots, preparation
	Working with others	Display an understanding of the dynamics of working in a team	Tennis racquets	Players	and follow-through,
	Managing information and thinking	Acquire confidence and enjoyment which will transfer to lifelong physical activity	Badminton racquets	Pupils given role cards describing their role in their team for the class. Change roles each class. For e.g. the role of the coach may focus on skill execution using a task card and giving feedback to players.	attacking and
	Being creative	Develop a knowledge of how to modify games to			defensive positions,
					changing defence into attack,
					anticipation/disguise, coaching, officiating/umpiring
					<i>Speaking and listening</i> - through the activities pupils could: describe and evaluate how the work was undertaken and what led to the

	<p>Managing myself</p> <p>Managing information and thinking</p> <p>Staying well</p>	<p>make them work, how to practice and prepare for competition</p> <p>Appreciate the benefits that games can give you</p>		<p>Use of deception</p> <p>Assessing time and space</p> <p><i>Defensive play:</i></p> <p>Positioning</p> <p>Denying space</p> <p>Creating time</p> <p>Regaining time</p> <p>Returning serve</p> <p>Forcing error</p> <p>Covering space</p> <p>Covering bases</p> <p>Evaluating performance through video analysis using the Kandle software. Also through www.bbc sport.co.uk and for extension learning at home.</p>	<p>conclusions</p> <p><i>Reading</i> - through the activities pupils could: undertake independent research using knowledge of how texts, databases, etc., are organised and of appropriate reading strategies.</p> <p><i>Numeracy</i></p> <p>Through counting, timing, angles of shots, scoring</p>
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HEALTH RELATED FITNESS					
3 classes (1 week)	What is Physical Education? Introduction to key skills	What is Physical Education? Explain the content of the Physical Education Curriculum for Junior Cycle Know the rules and safety procedures for Physical Education Introduction to Physical Education e-Portfolio using	Whiteboards Open space	Class discussion on the rules and safety in Physical Education In mixed ability and gender groups of 4, pupils create their ideal Physical Education (PE) Programme and the justification for it Pupils compare their PE programme to the DES	Teacher questioning Logical reasoning for inclusion of certain ideas Oral presentation Self-Assessment E-portfolio continuous

		Microsoft 365		Syllabus and note difference	assessment comment only
				Pupils present back their ideas to other groups orally	with termly submission and grade
18 (6 weeks)	Fundamental Motor Skills through Health Related Activity <i>Staying well Working with others</i> Health benefits of physical activity Health related	Demonstrate an understanding of the effects of exercise on the body Identify and apply the principles of health related fitness to participation	Open Space Whiteboard space Internet connectivity Laptops Balls-various sizes Racquets Cones Small bean	Pupils complete a Learning Log of all the Physical Activity they participated in since last class Pupils reflect and discuss their participation Class discussion Multi skills cards circuit. In mixed ability groups of 4, pupils plan, create and perform an activity to increase their heart rate Pupils reflect on what happened to the temperature	<i>Homework:</i> Blog entry for what happened to my body when I exercised Teacher questioning: <i>How did your body react?</i> <i>Why did it react in this way?</i> <i>How did your body feel?</i> <i>Why might it have</i>

	<p>fitness</p> <p>Warming up and cooling down</p> <p>Managing myself</p> <p>Being creative</p> <p>Communicating</p>	<p>Reflect that skilled movement is important to developing and maintain a healthy lifestyle</p> <p>Plan for and participate in</p>	<p>bags</p>	<p>of their body, lungs and muscles</p> <p>Role play-stressful situation: how can exercise help?</p> <p>You have 20 minutes to Produce a 2 minute role play</p> <p>Plan the scenario</p> <p>Exercise it out</p> <p>Increase your heart rate</p> <p>Select from the equipment available to you</p> <p>Add key words of how you felt to the PE Word Wall (Literacy)</p> <p>Group project on the benefits of lifelong physical activity</p> <p>Group presentation</p>	<p><i>felt this way?</i></p> <p>How are energy levels affected by exercise?</p> <p>How do you feel after you exercise?</p> <p>Explain how this exercise might improve your health?</p> <p>Do you think it might reduce stress?</p> <p>What affect would this exercise have on you if you did it every day for the rest of your life?</p>
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	<p>Managing information and thinking</p> <p>Introductions to the principles of training</p>	<p>Physical Activity</p> <p>Be aware of the health benefits of physical activity</p>		<p>Pupils create the success criteria</p> <p>Contrast health related fitness with performance related fitness</p> <p>Investigate muscular strength, muscular endurance, flexibility, cardiovascular endurance</p> <p>FITT principles of training</p> <p>Fundamental Motor Skills tasks embedded</p>	<p>Submission of HRF e-portfolio</p> <p>HRF MCQ online</p>
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DANCE					
18 (3 weeks)	Being creative	Be skilful, creative in the mastery of body in dance	Difference Types of Music	Development of basic bodily actions. Group work tasks in relation to investigating:	Observation of the selection and performance of dances
Week 4 Performance (3 weeks)	Staying well	Have enhanced knowledge and understanding of dance as an aesthetic and artistic experience	Sound system Open Space	Travel Elevation Stillness Gesture Turning	Peer assessment
Week 8 Performance	Managing information	Have enriched personal and social development while interacting with others	Whiteboard space	Attention to movement quality through the use of video analysis to examine an investigate technique, time, space and level, and phrasing	Self-Assessment
Submission of Term One PE		Develop knowledge, understanding and skills in			

<p>Portfolio</p>	<p>Working with others</p> <p>Managing information and thinking</p>	<p>different dance forms</p> <p>Plan, compose, perform and extend and refine movements in different dance contexts</p> <p>Explore and compose motifs with clarity and attention to success criteria</p> <p>Co-operate in a group to discuss, select and perform dances</p>		<p>Pair and share ideas</p> <p>Role Cards for team members</p> <p>Sport Education Model</p> <p>Developing relationships and phrases by working with a group on the Monsters dance, culminating in a performance</p> <p>Success criteria for this performance will be created by collaboration between the pupils and with the teacher</p> <p>Perform short dances from different traditions</p> <p>Describe, analyse and</p>	<p>Set study-attention to detail and respect for the culture</p> <p>Quality of the video produced demonstrating movement qualities</p> <p>Perform dances showing control and sensitivity to the style of dance and to the music accompanying it</p> <p>Dance MCQ</p>
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	Visual communication in the form of dance			interpret dances from different traditions Set study - Pupils will be encouraged to personalise the set dance once they have mastered it. Each group will perform back to the rest	Submission of Dance portfolio with HRF portfolio with any improvements from comment only marking
Gymnastics					
15 classes (5 weeks)	Gymnastics Being creative Managing myself	Perform actions related to the themes of: travelling, balance, weight transfer, symmetry and asymmetry. To recognise their own ability and level of performance that their comfortable with and work within that zone so as not to	Soft thin Mats X 12 Soft Thick Mats X 3 Cones Task cards	<i>Travelling</i> Pupils will be introduced to basic forms of travelling used in gymnastics, the main component being flight (approach, hurdle step, take off, flight and landing). The pupils will also use the trampette for performing body shapes aesthetically.	Continuous observation of pupils performing. Pupils perform for their partner and for the class. Pupils teach each other with task cards. Continuous

		put themselves or others in danger.	Small bean bags	<i>Balancing</i> Pupils will explore the theme of balancing and work individually and in pairs to create and develop balances.	observation of pupils performing together. Pupils perform in pairs/ groups for the class. Criteria for success outlined in the learning objectives.
	Communicating aesthetically	Demonstrate muscular tension and poise	Chalk Benches X 8		
		Refine and increase the technical competence of actions	Smart Wall paint and whiteboard markers	<i>Rolling</i> Pupils will have to opportunity to progress at their own pace and set their own targets with this theme.	
	Working with others	Link movements and demonstrate an understanding of space and time and relate these to prior knowledge from Dance	Laptops Projector	We will start off with basic rolls (shoulder, forward, backward, log, teddy bear) and pupils will progress to more difficult rolls (diving forward roll, handstand to forward roll) as they feel ready.	Pupils work together individually, in pairs and in groups to create and perform sequences for their partner and the class.
		Demonstrate an ability to select, create, and perform a short sequence based on themes	Video recording device Kandle		Self-assessment Peer assessment Pupils analyse and critique their and

		<p>Observe and analyse the work of others, demonstrating an understanding of the criteria for appreciation</p> <p>To develop their team work, co-operation and leadership skills through pair and group tasks</p>	<p>Software</p> <p>Internet access</p> <p>Access to student portfolio on Microsoft 365</p> <p>Horse/vault Trampette</p> <p>Spring boards X 3</p>	<p><i>Inversions on hands.</i></p> <p>Pupils will decide what pace they want to progress at.</p> <p>Begin with adaptions (frog stand, donkey kick, handstand one leg) and pupils can progress to the full movement (handstand against the wall, handstand on mat) as they feel comfortable.</p> <p><i>Introduction to Apparatus:</i></p> <p>pupils safety is paramount. If they are ready spring board and vault will be used. The pupils will learn straddle on, squat on, straddle over, and squat through depending</p>	<p>others performance and give feedback- via comment only</p> <p>Pupils give feedback to their partners after recording practices on the hand held video camera and watching and assessing it on instant replay.</p> <p>Performance for staff members and the Principle who give comment only assessment. Pupils record this in their portfolio.</p>
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				<p>on their ability. Set up three to four rows of apparatus with different colours associated with the rows and the pupils can chose which level of colour they will practice and learn at.</p> <p><i>Review and performance of sequence.</i></p> <p>Different themes to make short sequences which they will have the opportunity to perform.</p> <p>Demonstrate their creativity once they feel confident with their movement. They will have a finale performance for gymnastics at the end of the module. This</p>	
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				performance will be recorded and posted to our PE Blog and a Learning Log for the performance must be submitted to their e portfolio.	
Athletics					
18 classes (6 weeks)	Athletics Managing Myself Staying well by being physically active	To apply their health related fitness knowledge to athletics To run at a steady pace, suitable for their level of fitness, for a set period of time To jump for distance and for height To throw for distance using modified and standard shot	Safety procedures will be vital for throwing events Foam shot putts and javelins 500 kg javelins X 3 750 kg javelin	Team activity to develop the idea of running for speed or for endurance Introduction to the basics of relay running and baton exchange Starting procedures and reacting to different stimuli Team tasks to running over low obstacles and breaking down the hurdle technique	Teacher observation Traffic Lights Self-Assessment Peer Assessment End of topic test Submission of project to e portfolio for comment only marking

		putts and javelins	X 3		
		Display an understanding related to the performance of athletics	Shot putts X 3		
			Cones		
		Demonstrate knowledge and appreciation of the rules of events	Task cards		
	Communicating in team tasks				
	Working with others through teams and peer assessment	Display and appreciation and enjoyment of athletics			
		Set personal and team challenges and compare performance to previous attempts			
	Being creative in the organisation of a culminating	Enhance social development through participation in			
				Activities to develop fundamentals of throwing from using the chest, legs, behind head, over arm, using foam javelins and shots and real javelins and shots	Opportunity to improve it before a grade is given at the end of term
				Pupil project in relation to jumping	Athletics MCQ
				Design a learning card for another first year class to introduce jumping	Submission of e-portfolio for assessment
				Success criteria	
				Student led Sports Event	
				Sport Education Model	
				Roles and responsibilities	

	sports event	group activities		Project submitted to their e-portfolio	
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<u>Teacher strand evaluation comment:</u>	Student Name:		Comment
<u>Any other comments:</u>			

Aims	Objectives	Assessment	Inclusion of ICT
<ul style="list-style-type: none"> To increase pupils movement vocabulary through the activities of rolling, balance, inversion and flight and to increase their technical competence. 	<ul style="list-style-type: none"> To enable pupils to carry out fundamental gymnastic skills relating to the themes of travelling, balance, weight transference, symmetry and asymmetry safely and at their own level. To enable pupils recognise their own ability and level of performance that their comfortable with and work within that zone so as not to put 	<p>Continuous observation of pupils performing.</p> <p>Pupils perform for their partner and for the class.</p> <p>Pupils teach each other with teaching points.</p>	<p>Hand held video camera with immediate feedback on camera or the option to immediately out it into laptop and project onto the screen.</p>

	<p>themselves or others in danger.</p>		
<ul style="list-style-type: none"> To introduce pupils to gymnastic relationships through individual, pair and group work and give them the opportunity to develop and test these relationships and how they work. 	<ul style="list-style-type: none"> To enable pupils to test new ideas in relation to pair and group work. To enable pupils to work in pairs and groups to create new shapes and movements. 	<p>Continuous observation of pupils performing together.</p> <p>Pupils perform in pairs/ groups for the class.</p>	<p>Group work recorded and played back.</p> <p>Group work from DCU gymnastics on the internet watched and discussed.</p>
<ul style="list-style-type: none"> To provide pupils with the tools necessary to link movements and construct short sequences, which involves all of the different aspects of gymnastics. 	<ul style="list-style-type: none"> To enable pupils to demonstrate an ability to select , create and perform a short sequence based on themes of their choice and to music of their own choice. To enable pupils to transfer this ability to link movements to pairs and in groups. To enable pupils to demonstrate an understanding of the basic concepts of space and time when working in groups i.e. how they 	<p>Criteria for success outlined in the learning objectives.</p> <p>Pupils work together individually, in pairs and in groups to create and perform sequences for their partner and the class.</p> <p>Self-assessment worksheet-one per group</p> <p>Peer assessment</p>	<p>Sequences performed and recorded with the option to edit, cut and paste out the best in order to present.</p>

	utilise space available to the group and their ability to keep in time with others.		
<ul style="list-style-type: none"> To develop in the pupils an appreciation of the aesthetic value of gymnastics and an understanding of the qualitative focus in relation to their gymnastic performance and for use in observation and analysis of others. 	<ul style="list-style-type: none"> To enable pupils to apply a qualitative focus to their own performance through demonstration of muscular tension and body poise. To enable pupils to apply an understanding of qualitative focus in order to observe and analyse others performances in an informed way. To enable pupils to self correct and help others in relation to qualitative focus in their performance by giving useful and productive feedback. 	<p>Pupils analyse and critique their and others performance and give feedback-via peer assessment worksheets</p> <p>Pupils give feedback to their partners after recording practices on the hand held video camera and watching and assessing it on instant replay.</p>	<p>A PowerPoint presentation to the class with video clips embedded outlining what aesthetics are and the best of aesthetics from their performances.</p>
<ul style="list-style-type: none"> To develop students personally by increasing 	<ul style="list-style-type: none"> To enable pupils to develop a confidence in their own ability 	<p>Observation of pupils and questioning of how comfortable</p>	<p>ICT-performance recorded and peer assessed. Pupils edit this</p>

<p>body awareness/confidence through skilful and creative mastery of the body in a gymnastic context and socially through interaction in pairs and groups.</p>	<p>and body through progressive and achievable tasks.</p> <ul style="list-style-type: none"> • To enable pupils to build relationships with others through working together during the class in creating, critiquing, supporting and interacting. • To enable pupils to develop their team work, co-operation and leadership skills through pair and group tasks 	<p>they are.</p> <p>Performance for other gymnastic classes and the Vice Principle.</p>	<p>recording.</p> <p>Recording is posted by the pupils to the PE department website on Weebly.</p>
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Rationale for Selection and Structuring of Subject matter:

It is important that students are made aware of the aesthetic values of the bodily movements required and utilised in gymnastics. Gymnastics is a sport that has all of the competitive and interactive features of others sports but also had the added aesthetic dimension not associated with most other sports. It is therefore important that students develop an appreciation for both aspects, which is not readily available throughout the curriculum. Gymnastics provides the opportunity to cater for all levels of ability in the class.

Structure:

- **Travelling.** Pupils will be introduced to basic forms of travelling used in gymnastics, the main component being flight (approach, hurdle step, take off, flight and landing). The pupils will also use the trampette for performing body shapes aesthetically.
- **Balancing.** Pupils will explore the theme of balancing and work individually and in pairs to create and develop balances.
- **Rolling.** Pupils will have the opportunity to progress at their own pace and set their own targets with this theme. We will start off with basic rolls (shoulder, forward, backward, log, teddy bear) and pupils will progress to more difficult rolls (diving forward roll, handstand to forward roll) as they feel ready.
- **Inversions on hands.** Again the pupils will decide what pace they want to progress at. I will begin with adaptations (frog stand, donkey kick, handstand one leg) and pupils can progress to the full movement (handstand against the wall, handstand on mat) as they feel comfortable. As this is probably the most complex area of gymnastics I may not progress to this if I don't feel the class would benefit from it.
- **Introduction to Apparatus:** This is something I may or may not do depending on the class. As with everything the pupils safety is paramount and if I feel they are not ready to use the apparatus then we will continue to work on the ground. If they are ready I will use the spring board and vault. The pupils will learn straddle on, squat on, straddle over, and squat through depending on their ability. I will set up three to four rows of apparatus with different colours associated with the rows and the pupils can choose which level of colour they will practice and learn at.
- **Review and performance of sequence.** As the class progresses they will start to combine the different themes to make short sequences which they will have the opportunity to perform. This is not something I will do separately but I will try to integrate it with the other themes mentioned above. This will give them the opportunity to demonstrate their creativity once they feel

confident with their movement. They will have a finale performance for gymnastics at the end of the module. This performance will be recorded and posted to our PE weebly page.

Rationale.

The Junior Cert Physical Education syllabus includes the following, among others as set criteria it feels gymnastics teachers should cover, travelling, flight, balance, rolling, weight transference and inversions and I have tried to incorporate all these areas into my scheme. Another aspect included in the syllabus is individual work and pair work. This involves sequencing and phrasing which I hope to include in every lesson. I think it is very important that our pupils get a well rounded experience of gymnastics and I feel that through the inclusion of the topics above pupils would get that.

Travelling is the most basic form of gymnastics as it is practiced in everyday life and so I have chosen to begin with this. I have chosen this in association with balancing because I feel that it is necessary to be able to move into and out of balances, as balances are never performed in isolation. Balance is needed in rolling and inversion. In rolling it is necessary to be able to raise the hips above the shoulders. This provides preparation for inversions in which it is vital to be able to control this action. Rolling helps to increase body control which is an essential component of inversions. When using apparatus, it is vital to be able to incorporate all the skills covered in the previous lessons into the use of apparatus. In terms of safety, it is imperative that students are able to carry out the skills on the ground before moving onto apparatus.

Resources: Gymnastics hall, gymnastics mats, work cards, picture cards, posters, videos, benches, projector, screen, laptop, wireless internet.

Organisation of Learning Experiences:

- Teacher Demonstration
- Pupil practice skills
- Discovery learning
- Guided discovery
- Progressive tasks
- Mixed ability tasks (different rows of apparatus)
- Pupils set appropriate goals
- Practical application of knowledge