



Under the Patronage of the Bishop of Limerick.

## Section 4g: P.E. & I.T.

*This is a working document that is being developed by the School Community.  
It is constantly reviewed at Staff Meetings, on 'Revised Curriculum' in-service and SDP days  
It is the process by which we educate our children in St. Paul's N.S.*

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# Physical Education

## **Introductory Statement**

The PE plan for Saint Paul's N.S. was formulated in consultation with PE cuiditheoir, staff, B.O.M. and parents of Saint Paul's N.S.

## **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**

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In Saint Paul's N.S. we intend to incorporate the messages of the curriculum in our lessons.

### Key Messages

- 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
- providing opportunities for achievement of each child
- providing activities equally suitable for boys and girls

## **Aims**

We endorse the aims of the primary school curriculum for physical education. The aims of physical education in Saint Paul's N.S. are

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

## **Broad Objectives**

When due account is taken of intrinsic abilities and varying circumstances, the physical education curriculum should enable the child to

### *Social and personal development*

- Experience enjoyment and achievement through movement

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

#### *Physical and motor development*

- Develop strength, speed, endurance and flexibility through engaging in a wide range of activities.
- Develop agility, alertness, control, balance and co-ordination through movement.
- Develop personal competence in the athletic skills of running, jumping and throwing.
- Perform dances with confidence and competence, including simple folk and Irish dances.
- Develop personal competence in a range of gymnastic movements.
- Develop personal competence in the games skills of sending, receiving and travelling using a wide variety of equipment, and to apply these skills in games situations.
- Apply the skills needed to live and move with confidence in the environment.
- Build water confidence near, in, on and under water.
- Develop personal competence in a variety of strokes and water agility.

### **Strands and Strand Units**

- The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:
  - 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: Junior Infants-Sixth pp.62-64
- The school will also use the PE lesson plans prepared by the Primary School Sports Initiative.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following six strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics.  
We will endeavour to create a PE rich environment in the school by introducing a range of games and activities in the course of physical education lessons. After school activities are an important feature of this school across a variety of sports including hockey, basketball and gaelic games inclusive of boys and girls. A notice board in the main corridor is used to inform children of upcoming sporting events involving the school. Pictures of sporting teams and events are displayed on the walls around the school and on the school website.
- We will ensure there is continuity and progression from class to class by:
  - *Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.*
  - *We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosuil )*

## Approaches and Methodologies

We will use a combination of the following approaches:

- Direct teaching approach e.g. teaching a specific skill such as “the dig” in volleyball
- Guided discovery approach e.g. children creating their own sequence in dance
- Integration e.g. Geography and Outdoor and Adventure Activities – directional and spatial awareness.

We will endeavour to use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play - younger children and special needs children will need more individual attention
- Station teaching - groups moving around different stations and having one teaching station
- Using a play area divided into grids - groups of children stay in grids and the activities within the grids are differentiated to suit the particular group of children

### **Structure of a PE lesson:**

1. Warm Up
2. Main Activity:  
running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc  
This main activity will take place at individual, pair and small group levels
  - Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson
  - We will divide our hall/play area into Grids to allow for small group activity and yet all children will be involved
3. Cool Down

### **Assessment**

The teachers in the Saint Paul’s N.S. will assess the P.E. 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
  - Interest in and attitude to activity
  - Willingness to cooperate in individual, pair and group activities
- Our assessment tools are:
  - Teacher observation
  - Teacher-designed tasks
- 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.

## Children with Special Needs

- Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in P.E. activities. This will mean we have to focus on the abilities of each child. Children with special education needs in mainstream classes who have been allocated a Special Needs Assistant will have the benefit of this assistance while engaged in physical education activities when the SNA is present in the class at that particular time.
- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

### *General Adaptation Suggestions*

#### Equipment:

Larger/lighter bat  
Use of velcro  
Larger goal/target  
Mark positions on playing field  
Lower goal/target  
Scoops for catching  
Vary balls (size, weight, color, texture)

#### Rules, Prompts, Cues:

Demonstrate/model activity  
Partner assisted  
Disregard time limits  
Oral prompt  
More space between students  
Eliminate outs  
Allow ball to remain stationary  
Allow batter to sit in chair  
Place student with disability near teacher

#### Boundary/Playing Field:

Decrease distance  
Use well-defined boundaries  
Simplify patterns  
Adapt playing area (smaller, obstacles removed)

#### Actions:

Change locomotor patterns  
Modify grasps  
Modify body positions  
Reduce number of actions  
Use different body parts

#### Time:

Vary the tempo  
Slow the activity pace  
Lengthen the time  
Shorten the time  
Provide frequent rest periods

## Tennis

Use larger, lighter balls  
 Use shorter, lighter racquets  
 Use larger head racquets  
 Slow down the ball  
 Lower the net or do not use a net  
 Use brightly colored balls  
 Hit ball off tee  
 Allow a drop serve  
 Stand closer to net on serve  
 Do not use service court  
 Use a peer for assistance

## Basketball

Use various size balls (size, weight, texture, color)  
 Allow travelling  
 Allow two hand dribble  
 Use larger/lower basket  
 Slow the pace, especially when first learning  
 If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair  
 Use beeper ball, radio under basket for individual with visual impairment

## Volleyball

Use larger, lighter, softer, bright colored balls  
 Allow players to catch ball instead of volleying  
 Allow student to self toss and set ball  
 Lower the net  
 Reduce the playing court  
 Stand closer to net on serve  
 Allow ball to bounce first  
 Hold ball and have student hit it

## Bowling

Simplify/reduce the number of steps  
 Use two hands instead of one  
 Remain in stationary position  
 Use a ramp  
 Use a partner  
 Give continuous verbal cues

## Soccer

Use walking instead of running  
 Have well defined boundaries  
 Reduce playing area  
 If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair  
 Use a deflated ball, beeper ball, brightly colored ball  
 Use a target that makes noise when hit

### *POTENTIAL AREAS OF DIFFICULTY FOR 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 practice</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/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader</li> <li>• include exercises with equipment using both sides</li> </ul>

<ul style="list-style-type: none"> <li>• behaviour</li> </ul>	<p>This will necessitate the smooth progression of lesson structure with clear instructions.</p>	<p>of the body</p> <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>
<ul style="list-style-type: none"> <li>• social integration.</li> </ul>	<p>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.</p>	<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>

- Children with exceptional ability/talent for P.E. will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the P.E. curriculum in which they excel. 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 bring 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.

All children will be encouraged to participate in all P.E. activities through the use of co-operative fun activities. We will also give 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.

### **Equality of Participation and Access**

- In planning for P.E. Saint Paul's N.S. will pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.
  - All children from first to sixth class will partake in all six strands of the curriculum. Children in infants partake in five strands excluding aquatics.
  - 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.
  - When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
  - As a staff we will help children to build positive attitudes towards all activities.
  - We will take into account the needs of girls and boys when promoting the health related fitness of children.
  - We will enter both boys and girls teams in inter-school competitions.

Due to the increased enrolment of children from other countries in Saint Paul's N.S, it is vital to help these children integrate. P.E. provides great opportunities for this integration

- *The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.*
- *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.*
- *Introduction of games from different countries i.e. boules, lacrosse to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold*

*in our culture. Gaelic Games will be given particular consideration as part of the Games programme*

- Identify provision required, as and where necessary, for inclusion of the following
  - Children experiencing any form of disadvantage
  - Special Needs Children
- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
  - *In line with Department of Education and Skills recommendations, it is the policy of Saint Paul's N.S. not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a 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.*

### **Linkage and integration**

*(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)*

- Linkage and integration e.g. dance and gymnastics
- Integration e.g. dance and music
- Linkage can take place within physical education in that 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.

### **Organisational Planning:**

#### **Timetable**

In Saint Paul's N.S. junior infants to third class will have two sessions of PE each week – each session thirty minutes duration. All other classes will have one full hour session. First to sixth classes will attend swimming lessons in the University of Limerick Pool throughout the year. Each class will receive a minimum of six swimming lessons in the school year.

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside in the schoolyard or field.

<b>September-October</b>	<b>November-December</b>	<b>January-March</b>	<b>April-June</b>
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor and Adventure activities
		Games	Athletics
<i>Sample Plan of work for infant classes</i>			

<b>September-October</b>	<b>November-December</b>	<b>January-March</b>	<b>April-June</b>
Games	Dance	Aquatics 4 <sup>th</sup> -5 <sup>th</sup>	Games
Athletics	Gymnastics	Gymnastics	Athletics
Aquatics 1 <sup>st</sup> -3 <sup>rd</sup>		Dance/Games	Outdoor and Adventure activities
			Aquatics 6 <sup>th</sup>



## Code of Ethics

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will 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 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'*<sup>1</sup>
- 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 Skills Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

## After School Activities

After school activities are organised in Saint Paul's N.S. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE 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
- Providing activities equally suitable for boys and girls.

Saint Paul's N.S. enters teams in hurling, football and camogie competitions organized by Cumann na mBunscol at U-10, U-11½ and U-13 level. Boys and girls from 1<sup>st</sup> to 6<sup>th</sup> classes receive coaching after school in the above sports from teachers in Saint Paul's N.S. This coaching takes place in the school field and school hall and is ongoing throughout the year.

The school also enters a variety of blitzes e.g. I.N.T.O. mini sevens.

Basketball and hockey are also provided as after school activities.

These teams play against other schools in challenge matches and blitzes. School leagues are also organised to reinforce the skills children have acquired in these areas. These after school activities cover many of the objectives outlined in the strand games.

Saint Paul's N.S. organises 2 sports days where parents are invited to view children's PE activities and encourage them to participate. The junior sports day incorporates junior infants to second class. The senior sports day incorporates third to sixth class. Both sports days take place in the school field. Emphasis is on enjoyment and participation in a non-competitive environment. The children move from station to station ensuring active engagement in a variety of activities. The provision of bouncing castles is an added feature of both sports days.

Saint Paul's N.S. takes part in the Limerick City Primary Schools Sports. This event is staged each May in the University of Limerick. Trials take place for all children from 2<sup>nd</sup> – 6<sup>th</sup> each

April. A team of over 50 children is then selected to represent the school. The school has had great success in this competition in recent years winning three trophies in four years.

We encourage the children to take part in local sports activities and clubs and will endeavour to pass on information regarding local sports clubs. We hope to pass on to the children that sport is for all and that there are many activities in which the children can take part in locally e.g. swimming, athletics, soccer, gaelic football, rugby, hurling and horse riding.

## **PE Equipment and ICT**

- Saint Paul's N.S. has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year.
- It is stored in a room in the school hall. It is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The post holder in consultation with the Principal and the staff will have the responsibility to purchase the P.E. equipment for the school and to apply for equipment from different organisations who give free equipment to schools e.g. Buntús packs, F.A.I.
- The BOM, on the recommendation of the Principal (informed by the P.E. post-holder) will sanction a budget for updating of P.E. equipment annually - subject to funds being available. The Principal will also request additional funds from the Parents Association.

## **ICT**

- In order to ensure a P.E. rich environment, the school will have a dedicated P.E. information board where school and local events will be advertised. The use of the school's digital camera will be vital in recording P.E. activities. The display of these pictures on the notice board and school website will give an opportunity to children to see themselves and others in action.

## **Health and safety**

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. Issues identified as being health and safety issues in a P.E. 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 P.E. all members of Saint Paul's N.S. staff will ensure that the following safety aspects will be taken into consideration

- All children have to wear suitable footwear and clothing during a P.E. lesson. Children will not be allowed wear any jewellery during a P.E. lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all P.E. equipment safely.
- In all P.E. lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.

- Should an accident occur in the P.E. lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the P.E. lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

The First Aid Kit is kept in the kitchen and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in after school sports. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form.

### **Individual Teachers' Planning and Reporting**

The whole school plan and the curriculum documents for P.E. will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum

The Cuntas Miosuil will be very relevant in reviewing and developing the school plan for the following years.

### **Staff Development**

Saint Paul's N.S. has a selection of relevant resource material which will aid the teachers in their development and implementation of the P.E. curriculum. This resource material is available in Mr. Carroll's room. Teachers are informed of suitable websites from where teachers will be able to source material.

Teachers are made aware of physical education courses which are organized by the Limerick City Sports Partnership.

### **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 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. Sports people from our community will be invited to present medals in Saint Paul's N.S. to children on various teams.

The community, in the form of a very active Parents Association, has also been involved in fundraising for P.E. equipment for the school and for after school activities.

### **Parental Involvement**

Parents are invited to participate in the sporting life of the school. They are encouraged to support the various school teams, attend the sports days and Limerick Primary Schools City Sports, attend swimming lessons in the University of Limerick where they can view the progress of their child(ren) and provide transport for children to and from matches. The Parents Association, as outlined above, is willing to fundraise to allow additional equipment to be purchased. Parents are requested to inculcate in their children a positive attitude towards PE and sport.

### **Implementation of School Plan**

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis. Teachers will also be acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

### **Success Criteria Key Messages**

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

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

### **Implementation**

#### **Roles and Responsibilities**

The Principal and special duties post holder for PE will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated every May as the school year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

## **St.Paul's N.S. School Aquatics Plan**

### *INTRODUCTION*

It is important to stress that this plan is not based solely on stroke development but has more emphasis on the elements of confidence building and water safety skill as emphasised in the aquatics curriculum. Although the acquisition of swimming skills is obviously important it is recognised that not all children may learn to swim despite the best efforts of the instructors. Thus it is vital that all children learn valuable life-preserving skills while maintaining an emphasis on fun and enjoyment.

### *Approaches and Methodologies*

There is great scope for guided discovery in pool work as children build confidence and learn about their own buoyancy. There is a natural integration with aquatics and science but also

with the SPHE curriculum. Some time will be given to opportunities for free play and structured games will also be an integral part of each pool session.

## *CURRICULUM PLANNING*

### **Strand Units**

Unlike the other strands of the PE curriculum, aquatics is not divided into content objectives for various class levels as many children in older classes may be beginners while some junior pupils may already be able to swim. This will allow for classes of different levels to attend the same session as children will be grouped according to their ability.

### **Hygiene**

This topic also occurs in SPHE in the strand *Myself* strand unit *Taking Care of my Body*, however, there are particular aspects which are specific to taking children to a swimming pool. The pool work component of the aquatics programme affords many opportunities to explore elements of the SPHE curriculum in a *real* setting. These not only appertain to the importance of using the shower, toilet and footbath before getting into the water, but also to learning about packing the correct items for a swimming trip and taking care of those items when at the venue so as to successfully get dried and dressed afterwards. When at the pool children need to learn to put their outer clothes into their basket/bag first, working their way inwards, finishing with their towel on top.

### **Water Safety**

This is of paramount importance in creating safe practice in and around water. It deals with the observation of pool rules, the recognition of the hazards of water and the identification of correct procedures to deal with hazards. There is again a natural integration with SPHE. Much of this work can be done in the classroom but is reinforced at the pool.

### **Water – safe entry and exit**

The first visit to the pool may be a daunting prospect for many pupils. The swimming teacher will ensure that they learn to enter the water in a manner appropriate to their age, height and skill. Beginners will initially use the ladder to enter backwards – children should be encouraged to use this method until they have built up enough confidence to turn and slip in or to jump in, as appropriate. Diving should only ever be attempted under instruction.

### **Buoyancy and Propulsion**

This is primarily concerned with building confidence and competence and is the precursor to learning a swimming stroke. Much valuable learning occurs at the pool during organised games through which children learn about their own buoyancy.

### **Resources**

At the swimming pool simple items such as ping pong balls or rubber balls and lumps of plasticine can be used to further explore the concepts learned in the classroom. It is important that children, particularly those gaining water-confidence have opportunities to play with a variety of floating and sinking objects, containers, sponges, hoops and balls in order to fully appreciate the properties of water.

As children's swimming skills increase the instructor should allow for opportunities to explore movement in water including floating, tumbling and shallow-diving.

### **Stroke Development**

Although often the focus of an aquatics syllabus, it can be seen from the strand units that actually learning to swim is just one small module in the whole programme. It must be recognised that not all children will achieve mastery over a stroke in a six week course of

lessons – or indeed over a longer period. Thus it is important that stroke acquisition not be the focus of the whole aquatics programme.

It is hoped that most children in St. Paul’s N.S. will at least acquire the Front Crawl and learn to tread water. The introduction of Back Crawl, Breast Stroke and Inverted Breast Stroke will be at the discretion of the swimming instructor.

### Water-based Games

In order to keep an emphasis on fun and enjoyment in the aquatics strand children will participate in structured games for a portion of each session.

### Understanding and Appreciation

Most of the aspects of this strand unit will be addressed if the other strand units are covered. There may be opportunities during events such as The Olympics, to highlight events such as High Diving or Synchronised Swimming with which children may not be familiar. As part of creating a PE-rich environment the school will draw attention to local swimming clubs and water safety lessons.

### **Record Keeping**

A weekly record will be kept in order to track behaviour or take note of minor incidents which may occur. Incidents will be documented in writing and if necessary, followed up when back in school.

<b>Term:</b>	<b>Date:</b>
<b>Details:</b>	

Details of more serious incidents or accidents should be recorded on the school accident report form.

### **Pupils with Special Education Needs**

Children with special education needs in mainstream classes who have been allocated a Special Needs Assistant will have the benefit of this assistance while at the pool. This may be of particular importance in ensuring that their bag contains all necessary items, in getting to and from the bus and in getting from the changing rooms to the pool bank. With the agreement of the pool management the SNA will be encouraged to stay on the pool bank in order to help their pupil stay focussed on the lesson or to intervene if necessary to elucidate a point.

### **Equality**

All children in St. Paul’s N.S. are encouraged to attend swimming lessons irrespective of means and any shortfall in finances will be met by the Board.

## **ORGANISATIONAL PLANNING**

### **Timetable**

Classes will attend the pool each year for a minimum of six weeks. The swimming lessons will take place in the University of Limerick. Children will be transported to and from the swimming lessons by bus. A consent form is issued to the family of each child in advance of

the beginning of the swimming lessons outlining the dates of the lessons, the cost accruing and the provision of transport by bus. The written consent of parents is required for their child(ren) to partake in swimming lessons. In the autumn term, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> classes will attend. In the spring term 4<sup>th</sup> and 5<sup>th</sup> classes will attend. 6<sup>th</sup> class will attend swimming lessons in the summer term for 6 weeks. This is subject to the timing of the sacrament of confirmation. A maximum of sixty children will be in the pool at any one time. Four to five instructors will be available to provide tuition to the children.

### **Role of the Class Teacher**

Class teachers will accompany their classes on the bus to the pool and supervise in the changing rooms while children get ready for their lesson. There must always be a minimum of two teachers in the changing rooms. If for any reason there is only one teacher of a particular gender available s/he should supervise from the open door of the changing room from where s/he will be able to hear the children and will be available to help if needed. Children are not permitted to leave the changing rooms until they have been called onto the pool bank by the instructor/teacher in charge. Teachers will remain on the bank (or in viewing gallery if one exists) for the duration of the lesson. This is of use to the instructors particularly if there is an issue regarding behaviour or discipline with which it is more appropriate for the class teacher to deal. A note should be made of any behaviour deemed inappropriate which needs to be followed up upon return to school. Teachers should return to the changing room before the children have left the pool bank in order to ensure their pupils' safety.

### **Code of Ethics**

In line with the Code of Ethics and Good Practice for Children's Sport in Ireland it is the policy of the school to encourage children to enter into the aquatics programme but to ensure that they also do that by choice. It is envisaged that one of the key messages of the PE curriculum, that of enjoyment, is underwritten in this syllabus.

Due to the nature of attire at the swimming pool, teachers may be in a position to identify sites of non-accidental injury normally covered. Any concerns regarding a child's safety should be handled following the guidelines from the Department of Health – in which case a record should be kept and concerns should, at the earliest opportunity, be reported to the designated liaison person (Mr. Tuohy). Confidentiality is essential, please do not discuss your concerns with your colleagues or others.

### **Equipment**

It will be at the discretion of U.L. swimming pool to make a range of equipment available which will enhance the learning opportunities of the children.

### **Health and Safety**

Due to the nature of the environment all areas of the pool may be wet and slippery. Children must WALK at all times while in the pool building.

#### **Dress**

- Children should wear a tracksuit on swimming day.
- All pupils must wear a swimming hat.
- It is recommended that girls wear one-piece swimsuits as opposed to bikinis.
- Goggles and flip-flops are optional.
- Arm bands or other floatation devices are not permitted.

#### **Jewellery**

- Teachers will not be responsible for taking care of items of jewellery.

- Children are expected to place all their personal belongings including clothes, runners, watches etc. into their gear bag. Children bring their bags from the changing area and leave them on the pool bank.

#### Medical Considerations

- Pupils with the following conditions should be made known to staff and if required bring medication with them. In general these children will benefit from the non-weight bearing exercise opportunity that swimming will afford them.
  - Arthritis
  - Asthma
  - Diabetes
  - Epilepsy
  - Recent Injuries
  - Post-operative Conditions
- Some children will be excluded from swimming until medical advice has been sought regarding:
  - Eye or ear infections
  - Open Wounds
  - Infectious Diseases (such as Chicken Pox)
  - Severe coughs or colds

*It is expected that the child's parents or guardian will provide a note of explanation excusing the child from a particular lesson or lessons.*

#### **Important**

Children are **NOT** permitted to use aerosol or sprays of any kind.

#### **Individual Teachers' Planning and Reporting**

While teachers are not expected to teach swimming per se, it is envisaged that teachers will take the opportunity to back-up the work done in the pool by using appropriate lessons from the SPHE curriculum.

#### **Staff Development**

INTO summer courses throughout the country offer opportunities for teachers to improve their own swimming skills and to organise a school aquatics programme. Teachers have the option to partake in these courses.

#### **Content**

The lessons prepared by the Primary Schools Sports Initiative will be an invaluable resource in the implantation of the PE curriculum in Saint Paul's N.S. Each teacher has a copy of the PSSI lessons on a CD and is aware that the lessons can also be viewed on the PCSP website.



## PE Curriculum

<u>Gymnastics</u>	<u>Outdoor &amp; Adv Act</u>	<u>Games</u>	<u>Dance</u>
<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>▪ Movement sequences linking two basic movement actions.</li> <li>▪ Use of apparatus               <ul style="list-style-type: none"> <li>○ Travelling around, in and out of hoops</li> <li>○ Travelling along, across and around mats and benches</li> <li>○ Balancing using mats, benches and bar-box</li> </ul> </li> <li>▪ Partner Work               <ul style="list-style-type: none"> <li>○ Following a partner imitating movement</li> </ul> </li> <li>▪ Develop good body tension and posture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Undertake short walks within or adjacent to the school grounds               <ul style="list-style-type: none"> <li>○ Walk to local church</li> <li>○ Walk to school field</li> </ul> </li> <li>▪ Orienteering – Following Directions               <ul style="list-style-type: none"> <li>○ forward, backwards, left, right</li> <li>○ Going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply.</li> </ul> </li> <li>▪ Undertake adventure trails               <ul style="list-style-type: none"> <li>○ stepping across markers, then across raised markers to cross an imaginary stream, i.e. stepping-stones, stepping-logs</li> </ul> </li> <li>▪ Co-operation Games Refer to school plan – Appendix 5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ball Handling Skills               <ul style="list-style-type: none"> <li>○ Roll a ball to a partner</li> <li>○ Throw beanbag or ball into air</li> <li>○ Throw under-arm or over-arm at target</li> <li>○ Catching beanbag or ball</li> </ul> </li> <li>▪ Kicking Skills               <ul style="list-style-type: none"> <li>○ kicking a ball to a partner along the ground using the inside and the instep of the foot</li> <li>○ controlling a ball with the foot by trapping or stopping it</li> </ul> </li> <li>▪ Carrying and Striking               <ul style="list-style-type: none"> <li>○ Carrying a beanbag on different body parts</li> <li>○ Carrying a beanbag on a small bat/racquet while moving slowly or quickly.</li> <li>○ Bouncing a ball on a racket while stationary</li> </ul> </li> <li>▪ Playground Games Refer to school plan – Appendix 4</li> </ul>	<p><b><u>CREATIVE:</u></b>            Alive O Music –            Scarecrow Dance            Carnival of the Animals            Head, Shoulders, Knees and Toes            Magic Dust            Birdie Song            When I Wake Up In The Morning            Mirroring activities            Musical statues – marching and responding            We're Going on a Bear Hunt            Responding to stories            Sticky Kids Aerobic Movement</p> <p><b><u>FOLK:</u></b>            Hokey Cokey            Introduce h-aon, dó, trí            Siamsa Beirte            Ballaí Luimní            Traditional Waltz            Colonel Haiti's March            Kalinka Dance            Skip to my Loo</p>

	<b><u>Athletics</u></b>	<b><u>Gymnastics</u></b>	<b><u>Outdoor &amp; Adv Act</u></b>	<b><u>Games</u></b>	<b><u>Dance</u></b>
<b><u>1st &amp; 2nd</u></b>	<ul style="list-style-type: none"> <li>• Walk, jog or run for 30 seconds to 2 minutes increasing time gradually</li> <li>• Sprint distances of 20-30 metres with emphasis on sustained effort throughout.</li> <li>• Reaction Sprints</li> <li>• Pair relay using beanbag, baton</li> <li>• Team relays in small groups</li> <li>• Practice technique of hurdling</li> <li>• Run over evenly spaced low hurdles 30 cm high</li> <li>• Skipping with or without rope</li> <li>• Explore various ways of jumping</li> <li>• Standing jump for distance</li> <li>• Short approach run and take off from one foot</li> <li>• Under-arm and over-arm throw with emphasis on height and distance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Movement actions <ul style="list-style-type: none"> <li>○ <i>Balancing</i></li> <li>○ <i>Rolling</i></li> <li>○ <i>Turning</i></li> <li>○ <i>Twisting</i></li> <li>○ <i>Stretching</i></li> <li>○ <i>Climbing</i></li> </ul> </li> <li>▪ Forward Roll</li> <li>▪ Practise backward roll from initial rocking and rolling activities</li> <li>▪ Individual and pair sequences <ul style="list-style-type: none"> <li>○ <i>Balancing on a bench, jumping from the bench to a mat and travelling across the mat by rolling</i></li> </ul> </li> <li>▪ Develop good body tension and posture</li> <li>▪ <i>Taking off with knees bent and landing with bent knees and straight back.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Walking - Treasure Hunt</li> <li>▪ Obstacle Course – School Sports Day</li> <li>▪ Orienteering – Following Directions <ul style="list-style-type: none"> <li>○ <i>take three steps forward, one step backwards, three steps to the right and seven steps to the left</i></li> <li>○ <i>find objects by following a simple plan</i></li> </ul> </li> </ul> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds for the school. Children in 1<sup>st</sup> and 2<sup>nd</sup> classes partake in this walk</i></p>	<ul style="list-style-type: none"> <li>▪ Ball Handling <ul style="list-style-type: none"> <li>○ <i>Revision of skills previously taught</i></li> <li>○ <i>Chest passing from a stationary position to a partner</i></li> <li>○ <i>Bounce passing from a stationary position to a partner</i></li> <li>○ <i>Throwing over-arm to a partner using a small ball</i></li> <li>○ <i>Receiving(catching) a pass at various heights</i></li> </ul> </li> <li>▪ Kicking <ul style="list-style-type: none"> <li>○ <i>Revision of skills previously taught</i></li> <li>○ <i>Kicking a ball from the hands</i></li> <li>○ <i>Taking a step and kicking a ball from the hands</i></li> </ul> </li> <li>▪ Carrying and Striking <ul style="list-style-type: none"> <li>○ <i>Strike a ball against a wall using the hand/racquet allowing it to bounce once between each strike</i></li> <li>○ <i>Bounce a ball against the ground using the hand while stationary or moving slowly</i></li> <li>○ <i>Striking a ball for accuracy using a hockey stick</i></li> </ul> </li> <li>▪ Games <ul style="list-style-type: none"> <li>○ <i>Pig-in-the-middle passing game</i></li> <li>○ <i>Mini-rounders</i></li> <li>○ <i>Bench ball</i></li> </ul> </li> </ul> <p><i>Playground games</i></p>	<p><b><u>CREATIVE:</u></b>  Macarena  Peter and the Wolf  Carnival of the Animals  Nutcracker Suite  Music Box songs and dances  Responding to different types of music with or without a steady beat</p> <p><b><u>FOLK:</u></b>  Hokey Cokey  Shoe The Donkey  Damhsa Mór  Come to Me  Cuckoo Dance</p>

	<b><u>Athletics</u></b>	<b><u>Gymnastics</u></b>	<b><u>Outdoor &amp; Adv Act</u></b>	<b><u>Games</u></b>	<b><u>Dance</u></b>
<b><u>3rd &amp; 4th</u></b>	<ul style="list-style-type: none"> <li>• Jog or run for 30 seconds to 3 minutes increasing time gradually</li> <li>• Sprint distances of 30-60 metres</li> <li>• Reaction Sprints</li> <li>• Practise baton change-over technique while stationary and moving slowly, with a partner developing into practice with a team of four</li> <li>• Practice the standard relay in a straight line</li> <li>• Develop correct technique of hurdling</li> <li>• Run distance of 30-40 metres over evenly spaced hurdles 30-40 cm high</li> <li>• Skipping with or without a rope</li> <li>• Standing jump for distance</li> <li>• Develop approach run when taking off from one foot and landing in sand pit.</li> <li>• Develop the shot put or throw from a standing position, using a medium-sized primary shot</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sequences of movement <ul style="list-style-type: none"> <li>○ <i>Jumping from one foot to two feet following a zigzag path</i></li> <li>○ <i>Transferring weight onto hands and lowering the body into a forward roll.</i></li> <li>○ <i>Rolling across a mat</i></li> <li>○ <i>Moving onto a piece of apparatus, travelling across it and landing to finish in a stretched shape.</i></li> </ul> </li> <li>▪ Forward roll</li> <li>▪ Backward roll</li> <li>▪ Headstand/Handstand</li> <li>▪ Partner Sequences <ul style="list-style-type: none"> <li>○ <i>Leading and following movements</i></li> </ul> </li> </ul> <p><i>Mirroring movements</i></p>	<ul style="list-style-type: none"> <li>▪ Walking Activity – Refer to PCSP.ie/PE/Outdoor and Adventure Activities. <ul style="list-style-type: none"> <li>○ <i>Walk to local library</i></li> </ul> </li> <li>▪ Point to point orienteering</li> <li>▪ Obstacle Course – School Sports Day</li> <li>▪ Co-operation Activities</li> </ul> <p><i>Refer to school plan – Appendix 5</i></p> <p>3<sup>rd</sup> &amp; 4<sup>th</sup> classes regularly partake in trips to activity centres such as the University of Limerick Arena Centre, Ballyloughran Activity Centre and the University of Limerick Activity Centre in Killaloe where the children have the opportunity to engage in further outdoor and adventure pursuits</p> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds for the school. Children in 3<sup>rd</sup> and 4<sup>th</sup> classes partake in this walk</i></p>	<ul style="list-style-type: none"> <li>▪ Ball Handling <ul style="list-style-type: none"> <li>○ <i>Revise Skills previously taught</i></li> <li>○ <i>throwing and catching a large round or oval ball or a small ball while moving in groups</i></li> <li>○ <i>throwing at or into a small target (e.g. a basket, a net)</i></li> <li>○ <i>gathering a large oval or round ball or a small ball off the ground while moving</i></li> </ul> </li> <li>▪ Kicking <ul style="list-style-type: none"> <li>○ <i>dribbling a ball around obstacles</i></li> <li>○ <i>passing and shooting the ball at a target</i></li> <li>○ <i>kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass</i></li> </ul> </li> <li>▪ Carrying and Striking <ul style="list-style-type: none"> <li>○ <i>from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground</i></li> <li>○ <i>striking a ball using a racquet to a partner allowing it to bounce</i></li> <li>○ <i>dribbling a ball around obstacles using a hurley or hockey stick</i></li> <li>○ Games/Playground Games</li> </ul> </li> </ul> <p><i>Small-sided versions of games, soccer, hockey, rounders, handball, basketball, tennis</i></p>	<p><b><u>CREATIVE:</u></b>  Music Box 3 Unit 8  Hip Hop/Modern Dance  Fossil's – Music Box 4  Michael Jackson-Thriller  Responding to different types of music with or without a steady beat.</p> <p><b><u>FOLK:</u></b>  Siege of Ennis  German Clap Dance  Harvest Time Jig  Hazelnut Dance  Shoemaker Dance</p>

	<b><u>Athletics</u></b>	<b><u>Gymnastics</u></b>	<b><u>Outdoor &amp; Adv Act</u></b>	<b><u>Games</u></b>	<b><u>Dance</u></b>
<b><u>5th &amp; 6th</u></b>	<ul style="list-style-type: none"> <li>• Jog or run for 30 seconds to 5 minutes increasing time gradually</li> <li>• Sprint distances of 50-70 metres</li> <li>• Reaction Sprints</li> <li>• Shuttle Sprints</li> <li>• Relay races using baton and correct change-over technique</li> <li>• Develop correct technique of hurdling</li> <li>• Run distance of 40-60 metres over evenly spaced hurdles 40-50 cm high</li> <li>• Skipping with or without a rope</li> <li>• Standing jump for distance</li> <li>• Develop approach run when taking off from one foot and landing in sand pit.</li> <li>• Develop the shot put or throw from a standing position, using a medium-sized primary shot</li> <li>• Develop the over-arm (javelin) throw from a standing position, using a beanbag, ball, foam javelin or junior javelin</li> <li>• Develop a short, fast approach run before releasing the throwing implement</li> </ul> <p>Develop the discus throw practicing the grip, swing and release techniques</p>	<ul style="list-style-type: none"> <li>▪ Forward roll</li> <li>▪ Backward Roll</li> <li>▪ Handstand (with partner)</li> <li>▪ Cartwheel (with partner)</li> <li>▪ Gymnastic Actions</li> <li>○ <i>Jump from a bar-box and roll across a mat</i></li> <li>○ <i>Jump from a bench, turn to face the bench and roll backwards.</i></li> <li>▪ Partner sequences on the floor and using apparatus</li> <li>○ <i>Leading and following movements</i></li> <li>○ <i>Mirroring movements</i></li> <li>○ <i>Contrasting movements</i></li> <li>○ <i>Balancing and counterbalancing</i></li> <li>▪ Produce group sequences</li> </ul>	<p>The children in 5<sup>th</sup> and 6<sup>th</sup> classes partake in a trip to Delphi Adventure Centre in the final term. They have an opportunity to engage in the following activities organized by the adventure centre:</p> <p><i>Water – Based activities</i></p> <ul style="list-style-type: none"> <li>▪ Surfing</li> <li>▪ Canoeing</li> <li>▪ Raft Building</li> </ul> <p><i>Land – Based Activities</i></p> <ul style="list-style-type: none"> <li>▪ Forest Walk</li> <li>▪ Hill Walk</li> <li>▪ Walk Through Bog</li> <li>▪ Obstacle Course</li> <li>▪ Orienteering</li> <li>▪ Archery</li> <li>▪ High Ropes</li> <li>▪ Jacobs Ladder</li> <li>▪ Indoor Climbing</li> </ul> <p><i>Co-operation and teamwork are features of many of these activities.</i></p> <p><i>Parental Consent is required to partake in this trip.</i></p> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds</i></p>	<ul style="list-style-type: none"> <li>▪ Ball Handling <ul style="list-style-type: none"> <li>○ <i>Chest pass, bounce pass, overhead pass, spin pass, pop pass with a partner and in groups.</i></li> </ul> </li> <li>▪ Kicking <ul style="list-style-type: none"> <li>○ <i>Soloing the ball (gaelic football)</i></li> <li>○ <i>Drop Kicking the ball</i></li> <li>○ <i>Punt kick</i></li> <li>○ <i>Shooting at a target from the ground or from the hand</i></li> </ul> </li> <li>▪ Carrying and Striking <ul style="list-style-type: none"> <li>○ <i>Volleyball Skills - passing, dig technique</i></li> <li>○ <i>Serving under-arm with tennis ball or shuttlecock</i></li> <li>○ <i>Stopping, controlling and striking a ball using a hockey stick.</i></li> </ul> </li> <li>▪ Games <ul style="list-style-type: none"> <li>○ <i>Small-sided versions of games, Volleyball, soccer, gaelic football, rounders, tag rugby, hockey, basketball, Olympic handball</i></li> <li>○ <i>Tennis and badminton with partner</i></li> <li>○ <i>Playground Games</i></li> </ul> </li> </ul> <p><i>Refer to school plan – Appendix</i></p>	<p><b><u>CREATIVE:</u></b></p> <p>Tell a story through music</p> <ul style="list-style-type: none"> <li>• Swan Lake</li> <li>• Nutcracker</li> <li>• respond to a poem</li> </ul> <p>Respond to different types of music with or without a steady beat.</p> <p><b><u>FOLK:</u></b></p> <p>Waves of Tory (AliveO 5)</p> <p>Stack of Barley</p> <p>Two Hand Reel</p> <p>La Vinca</p> <p>French Peasant Dance</p> <p>Haymaker’s Jig</p>

# Appendix 1

## Equipment

The following sports equipment is now available to complement the teaching of the various strands of the curriculum:

<b>Item</b>	<b>Quantity</b>
Unihoc Sticks	29
Unihoc Pucks	10
Hockey Sticks	26
Mini Hockey Balls	20
Plastic Tennis Rackets	19
Rainbow Foam Balls	30
Tennis Rackets	7
Tennis Balls	48
Airballs	29
Volleyballs	5
Volleyball Net	1
Quoits	44
Beanbags	64
Basketballs	20
Mini Basketballs	3
Mitre Soccer Balls	3
Indoor Soccer Balls	3
Playground Balls	23
Colourful Playballs	16
McDonalds Catch and Kick Footballs	13
Badminton Rackets	12
Badminton Net	1
Shuttlecocks	48
Fruit Hop Sacks	10
Primary Discus	8
Primary Shot Putt	8
Primary Javelin	3
Foam Javelin	6
Primary Hammer	2
Hurdles	12
Foam Rugby Balls	20
Rugby Balls	5
Reaction Balls	12
Stepping Logs	6
Parachute Canopy	1
Olympic Handballs	11
Low Hurdles	24
Agility Ladders	7
Hoops	45
Benches	5
Mats	13
Safety Mat	2
Springboard	2
Large Playground Markers (cones)	10
Space Markers	50

Three Legged Race Ties	18
Open Reel Tape	1
Non Slip Spots	18
Relay Batons	8
Rounders Bat	4
Stirrup Pump	1
Tag Belts	20
Tags (assorted colours)	40
Skipping Ropes	18
Long Jump Pit	

A large selection of gaelic games equipment is also available in the school including gaelic footballs, hurleys, indoor hurleys, sliotars, indoor sliotars and helmets. There are a number of sets of school jerseys and running singlets available in the school for use by various school teams. A large set of bibs in a variety of colours is also stored in the school equipment room.

Each teacher has a copy of the list of sports equipment available. The list will be amended as extra sports equipment is purchased or acquired through the Tesco Sports for Schools Promotion.

## **Appendix 2**

### **Reference Books/Manuals/Websites**

The Following Reference Books Are Available. These are stored in Mr. Carroll's room (Room 13)

- ❖ The Irish Sports Council: Buntús Spóirt
- ❖ A Comprehensive Guide To Introducing The Skills of Volleyball
- ❖ 100 Physical Activities by Denis O' Driscoll
- ❖ Physical Education 8-12: A Direction For The Non-Specialist Teacher
- ❖ Fit for Fun: A Guide For Teachers in Primary School
- ❖ Gaelic Football Skills Manual
- ❖ European Year of Education Through Sport ( EYES ) Activity Cards
- ❖ A Complete Guide to Tag Rugby
- ❖ Fun Do Go Games Manual
- ❖ Dance in Steps + Music CD
- ❖ Games We Can All play + DVD

### **Useful Websites:**

- ❖ [www.limerickcitysports.ie](http://www.limerickcitysports.ie)
- ❖ [www.irishprimarype.com](http://www.irishprimarype.com)
- ❖ [www.eyes2004.ie](http://www.eyes2004.ie)
- ❖ [www.pcsp.ie](http://www.pcsp.ie) (PSSI lessons available online)
- ❖ [www.pcentral.org](http://www.pcentral.org)
- ❖ [www.gameskidsplay.net](http://www.gameskidsplay.net)
- ❖ [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

- ❖ [www.teachingideas.co.uk](http://www.teachingideas.co.uk)
- ❖ [www.pevideo.org](http://www.pevideo.org)
- ❖ [www.teach-nology.com](http://www.teach-nology.com)
- ❖ [www.lessonplancentral.com](http://www.lessonplancentral.com)

- *Paul Carroll (post holder – PE) compiled this plan*
- *This plan will be implemented from school year 2008-09*
- *This plan was updated and entered into the school plan June 2008*
- *This plan was ratified by staff at the staff meeting on September 26<sup>th</sup> 2008*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
  
- *This policy was discussed at the staff meeting on October 22<sup>nd</sup> 2010 – strand of dance 3<sup>rd</sup>-6<sup>th</sup> to receive specialist teacher*
- *This plan was discussed at our staff meeting on 19<sup>th</sup> September 2011 – teachers requested to keep equipment room tidy*
- *This plan was discussed by all staff during Croke Park Hours on April 27<sup>th</sup> 2015 –in-service on Fundamental Movement skills with Paudie Butler*
- *This policy was discussed at our staff meeting on February 29<sup>th</sup> 2016 – Swimming – recording of progress; change of day*
- *This policy was discussed at our staff meeting on September 19<sup>th</sup> 2016 – Swimming – discussion*
- *This policy was discussed at our staff meeting on June 8<sup>th</sup> 2016 – Active School’s Week plan*
- *This plan was reviewed over the school years 2017-19*
- *This plan was discussed by all staff during Croke Park Hour 4<sup>th</sup> February 2017– Fundamentl Movement Skills - facilitated training*
- *This plan was discussed by all staff during Croke Park Hour February 12<sup>th</sup> 2018– In-service training with Niall O’Mahoney*
- 
- *This plan was discussed at our staff meeting on September 10<sup>th</sup> 2018 – Swimming Schedule*
- *This plan was discussed at our staff meeting on January 28<sup>th</sup> 2019 –taking care of equipment*
- *This plan was discussed at our staff meeting on March 19<sup>th</sup> 2019 –swimming venue 2019/20*
- *This plan was discussed at our staff meeting on April 1<sup>st</sup> 2019 – Swimming schedule 2019/20*

This plan is reviewed annually by class groups refamiliarising themselves with plan’s content

Date for next whole-school review: 2020/21





# Information and Computer Technology

**St Pauls National School**

**Dooradoyle**

**Limerick**

**Information & Communication Technology**

**2007 - 2008**

**School Name** St Pauls NS

**Telephone** 061 227427

**Web address** [www.stpaulsdooradoyle.com](http://www.stpaulsdooradoyle.com)

**Email** [stpaulsdooradoyle@gmail.com](mailto:stpaulsdooradoyle@gmail.com)  
[jtuohy5@gmail.com](mailto:jtuohy5@gmail.com)

**Principal** Mr John Tuohy

**ICT Committee** Mr J Tuohy  
Mr P Kennedy

## Introduction

The school has long history of computer use dating back to the days of BBC Compacts. In recent years there has been a gradual replacement of older computers.

However it is only in the last 2 years that we have begun to properly develop a rationale and an overall plan of where we want the school to develop in the area of computers, computer use and computer literacy.

Initially with the help of the Parent's Association, Tesco tokens and Government grants we developed a computer laboratory and networked them with the help of KK Computing Kilrush.

As there was varying degrees of knowledge, expertise and interest in IT among the teachers in the school it was decided early on that rather than pre-empt the school's development in this area with a blanket laid down plan we would for the first year encourage, advise, and provide in-school service training. After such a period we would then attempt to devise an ongoing overall plan for the school to maximize the best ongoing practice in the school and assess areas that need attention.

## Aims and Objectives 2007-2008

- ☺ Computers have always been an essential part of the educational curriculum of St Paul's NS and will continue to play an integral part.
- ☺ In our school computers will be used in the areas of Resource, remediation and TEFL as they have been proven to be a particularly effective tool in the administration of individualised programmes programs of learning.
- ☺ In all classes computers will be seen as an aid and a tool to further the pupils' education and an emphasis will be put on the *learning to use* computers rather than *learning about* computers.
- ☺ It is our aim that the all pupils would leave our school 'computer literate'. We define 'computer literate' as being able to use a computer with ease and speed to access information from a wide range of sources and represent and communicate that information in a suitable format utilising a variety of tools. This definition would include use of the Internet, and CD based encyclopaedias, email, word-processing and publishing software, manipulation of photographs and images, and the use of presentation software.

### Hardware

- ☺ We intend to stock each classroom with a laptop and digital projector.
- ☺ We intend to place two computers in each classroom with internet access
- ☺ We intend stocking each classroom with a printer

### Software

- ☺ We intend to continue to inform ourselves of new and innovative software that comes online and to do a proper evaluation of all software before committing the school to its use as the initial task of familiarising yourself with a new software package can be onerous.
- ☺ It is our intention to introduce teachers to the full possibility and use of software and hardware already in the school so that all resources are fully utilised.

### Staff Development

Every assistance and encouragement will be given to staff members in their pursuit of personal development in this area of the curriculum.

## **Organisation of Computer Room 2007-2008**

- ☞ Computer room access is organised on a timetable basis. Each class having been designated an hour a week. This allows a number of free periods for classes involved in a particular project.
- ☞ Teachers are responsible for the setting up of the Computer Room for their class.
- ☞ Teachers provide the paper for the printers and must oversee the quality of the work being sent to the printer to avoid unnecessary expense.
- ☞ Pupils are allowed to use the room during lunch period under supervision to complete projects and magazines.
- ☞ Each teacher will have to be vigilant with his/her class to maintain the computer room and avoid unnecessary damage.

## **Organisation of Computers in Classrooms**

As the computer room is now fully stocked out to accommodate two pupils per computer all computers in the future will be placed in classrooms under the following guidelines

- ☞ The junior side of the school will get initial priority as they are furthest from the computer room, benefit from easy classroom access to a computer and need a teacher based, in classroom display prior to any computer room visit.
- ☞ Computers will not be the rigid property of any individual class or teacher but can be moved around among the classes to maximize their use and availability.

Laptops are now part of the overall computer resource within the school. They are now available to class teachers for use under the following guidelines.

- ☞ As they are delicate and problematic they are unsuitable for use in a whole class situation and will be primarily allocated to individual users.
- ☞ As laptops tend to be on the move their safety will be the responsibility of the teacher.
- ☞ They may be used to help children with learning difficulties that would benefit from access to a computer programmed to their individual needs.
- ☞ They are particularly useful with the two In-focus projectors in whole class situations.
- ☞ Because of their easy movement between home and school they will also prove an invaluable resource for teachers themselves in preparation of work.
- ☞ The principal will supervise the distribution of laptops according to need and availability.

## **St Paul's NS IT Review 2007-2008**

- ☑ Every classroom within the school has been networked and given internet access
- ☑ An internet point has been placed at the front of each classroom to facilitate the use of digital projectors and internet resources
- ☑ The office area is also networked and given internet access
- ☑ All teachers have been given a questionnaire to build up a profile of computer use within the school
- ☑ The school ICT plan has been updated

### Short term Goals

- ❑ Teachers resource page to be put on the school website to aid ease of access and help in planning

### Long term Goals

- ❑ To equip each classroom with a digital projector and laptop
- ❑ To make internet access in each classroom wireless
- ❑ To have a digital camera on each floor level for ease of use
- ❑ To accumulate digital resources and store them on DVD for ease of access

### Computer use in the St Paul's NS

- ❑ The Computer room is being full utilized by teachers and pupils
- ❑ Certain software programs have been found to be particularly successful and beneficial

Computer Classroom, Carnival Countdown, Map Detectives, Izzy's Island, Three Little Pigs, Green Eggs & Ham, Endangered Wildlife, Gregory, Putt Putt Travels through Time, Putt Putt Saves the Zoo, Putt Putt Circus, Maths Made Easy, Mighty Maths Number Heroes...

- ❑ Open ended programs are also being used throughout the school  
PowerPoint, Paint, Word and Publisher
- ❑ PowerPoint has been used by pupils in senior classes to create quizzes and present projects to the class
- ❑ Word and Publisher are being used to write, edit and publish poems, stories and project work
- ❑ Digital projectors are being used in conjunction with websites such as [www.brainpop.com](http://www.brainpop.com) to teach topics across the curriculum in an interactive and innovative method
- ❑ [www.ibiblio.org/wm/paint](http://www.ibiblio.org/wm/paint) is being used to expose the pupils to the works of famous artists
- ❑ Digital projectors are also being used to create and display Big Books, to display images from the internet, to show images from Google Earth ...

## **Computer Hardware 2007-2008**

### Computer Room

- ☺ 17 Pentium PC's Networked
- ☺ 1 Server

- ④ 2 Sets of headphones per computer
- ④ 1 B/W Laser Printers (Cannon)
- ④ 1 Laser Colour Printer
- ④ 2 Ideascan Scanner
- ④ 2 Digital Camera (1 camera stores the photographs on a floppy)

#### Computers in Classrooms

- ④ 19 PC's all with internet access (Various Specs)
- ④ 6 laptops
- ④ 5 In-focus Projector

#### Computers in Office

- ④ 1 laptop in Principal's Office
- ④ 1 Computer & printer in secretary's office

## s NS 2007-2008

	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
	English	4-6 years	
go's Coastline	SESE	9-12 years	
uss	English	4-5years	
	English -Maths	3-6 years	
aths Year 6	English	10-11 years	
aths Year 6	Maths	10-11 years	
	English	4-5years	
e	Cross curricular	5-8 years	NEW! '06
erland	Cross curricular	7-12 years	NEW! '06
	Science	6-8 years	
noon Adventure	Cross curricular	6-7years	
ing Adventure	Cross curricular	6-7 years	
uter Adventure	Cross curricular	5-8 years	
Deeds Contest	Cross curricular	6-7years	
agon	Maths	4-15 years	NEW! '06
house	English	6-8 years?	NEW! '06
n	English	5-7 years	
host Cave	English	6-7years	
ghost Cave	Cross curricular	6-8 years	
explorer	SESE	7-11 years	
ego Jn Detective	SESE	6-8 years?	NEW! '06
r	SESE	7-11 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
D.K.	Children's Encyclopaedia	Encyclopaedia	9-12 years	
DK	Chronicle of 20thC	SESE	7-12 years	
	Classical Music	Music	6-60 years	NEW! '06
Crick	Clicker 4	English	4-12 years	
Crick	ClozePro	Cross curricular	5-15 years	NEW! '07
2 N Education	Computer Education-Preschool	Cross curricular	Infants	
	Coping with Bullying	SESE	10-12 years	
Microsoft	Creative Writer	Publishing	6-60 years	
Sherston	Crystal Rainforest 2000	Cross curricular	8-12 years	
Softase	Database	Cross curricular	6-12 years	NEW! '06
Kudlian Soft	DataSweet	Cross curricular	7-12 years	NEW! '06
	Drochlá Ruairí	Irish	7-13 years	
	Earth Quest	SESE	10-13 years	NEW! '06
Sherston	Elf Tales	Maths	4-6 years	NEW! '07
Microsoft	Encarta '97	Encyclopaedia	10-12 years	
Microsoft	Encarta 2000	Encyclopedia	6-60 years	
DK	Encyclopaedia of History	SESE	7-12 years	NEW! '06
D.K.	Encyclopaedia of Science	Science	9-12 years	NEW! '06
DK	Encyclopaedia of Science	SESE	7-12 years	NEW! '06
GSP	Endangered Wildlife	SESE	7-12 years	
ENFO	ENFO Sheer	SESE	10-12 years	
Know' Adven'	English & Maths	English - Maths		
	Exploring Civilizations	SESE	8-12 years	NEW! '06
	FuzzBuzz1	English		
RDL	Goldilocks & 3 Bears	English	4-7 years	NEW! '06
4Mation	Granny's Garden	Cross curricular	6-10 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
Living Books	Gregory & the Hot Air Balloon	English	5-8 years	Missing!
Living Books	Harry & the Haunted House	English	5-7 years	
D.K.	History of the World	SESE	9-90 years	NEW! '06
D.K.	How Things Work	Science	8-12 years	
Imergy	How Would You Survive	SESE	7-12 years	NEW! '06
F.L.	I love Maths	Mathematics		
F.L.	I love Science	Science	8-12 years	
	Ireland Millennia	SESE	11-99 years	
Sherston	Izzy's Island	English	6-8 years?	NEW! '06
Living Books	Just Grandma & Me	English	5-8 years	
Kingfisher	Learning Explorer	Science	8-12 years	
DK	Learning Ladders Year 1 & 2	English		Missing!
D.K.	Mad about Maths	Mathematics		
Sherston	Magic Grandad Seaside Holiday	SESE	5-7 years	NEW! '06
Microsoft	Magic School Bus Oceans	SESE	8-12 years	
Microsoft	Magic School Bus Rainforest	SESE	8-12 years	
Know' Adv'	Maths Blaster	Mathematics		
EdAlive	Maths Invaders	Maths	5-15 years	
2N Education	Maths made easy 1.	Mathematics	5-7 years?	
2 N Education	Maths Made Easy 2	Mathematics	6-7 years	
Nightingale	Maths Made Easy 3	Maths	7-9 years	NEW! '06
Nightingale	Maths Made Easy 4	Maths	8-10 years	NEW! '06
Nightingale	Maths Made Easy 5	Maths	9-10 years	NEW! '06
DK	Maths Reading Writing	Cross curricular	5-7 years	
	Maths Reading Writing	Maths	4-7 years	
	Maths Reading Writing	Maths	3-5 years	



<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
DK	Maths Reading Writing years 1&2	Cross curricular	5-7 years	
Broderbund	Maths Workshop	Mathematics		
Edmark	Mighty Maths	Maths	8-12 years	
Edmark	Mighty Maths Carnival Countdown	Mathematics	5-7 years	
	Mighty Maths Number Heroes	Maths	8-12 years	
Edmark	Millie's Maths House	Maths	6-8 years?	NEW! '06
	Mole's Summer Vacation	English	6-10 years	Missing!
IBIS	Money go Round2	Maths	8-12 years	
D.K.	My First Amazing World Explorer	SESE	7-11 years	
White Space	Number Shark	Mathematics	Learning Support	
Microsoft	Office '97	Utilities		
	Orly draw a Story	Art	5-500 years	
	Oxford Children's Encyclopaedia	Encyclopaedia	6-60 years	
Sherston	Oxford Reading Tree 6&7	English		NEW! '06
Sherston	Oxford Reading Tree 8&9	English		NEW! '06
	Oxford Reading Tree level1 1+ and 4	English		
Oxford	Oxford Reading Tree Stage 1	English	5-7 years	
Oxford	Oxford Reading Tree Stage 4	English		
Softase	Paint	Art	4-12 years	
Microsoft	Pandora's Box	Cross curricular	8-12 years	
Granada	Primary Literacy Four	Cross curricular	8-10 years?	
Granada	Primary Literacy Two	Cross curricular	7-8 years?	
Microsoft	Publisher	Publishing	8-80 years	
HE	Putt Putt Joins the Circus	Cross curricular	6-10 years	
HE	Putt Putt Saves the Zoo	Cross curricular	7-10 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
	Putt Putt Travels through Time	Cross curricular	6-8 years	
Trocaire	Rafiki	SESE	7 years up	
	Reader Rabbit Kindergarten	English	5-7 years	
Learning Company	Reader Rabbit Reading Dev. Library 1	English	4-7 years	
Learning Co.	Reader Rabbit's Maths	Mathematics		
Nightingale	Reading & Writing	English		
Nightingale	Reading for Literacy 1	English	First class	
Nightingale	Reading for Literacy 2	English	Second class	
Nightingale	Reading for Literacy 3	English	Third class	
Nightingale	Reading for Literacy 4	English	Fourth class	
Nightingale	Reading for Literacy 5	English	Fifth class	
Nightingale	Reading for Literacy 6	English	Sixth class	
Ransom	Rivers	SESE	9-12 years	
PPC	Sam Tan	Cross curricular	4-7 years	NEW! '06
	Sammy Science House	SESE	6-10 years	NEW! '06
Full Mark	SATS Stage 1 Words Time Shape	Cross curricular	3-7 years	NEW! '06
Full Mark	SATS Stage 2 English Maths Skills	Cross curricular	7-11 years	NEW! '06
Full Mark	SATS Stage 1 Phonic Science Number	Cross curricular	3-7 years	NEW! '06
Full Mark	SATS Stage 2 Spellings Maths Science	Cross curricular	7-11 years	NEW! '06
D.K.	Science Explorer	Science	7-12 years	
Topologika	Selladore Tales	Cross curricular	8-12 years	
	Sim Park	SESE	6-12 years	
	Sim Safari	SESE	6-12 years	
	Sim Town	SESE	6-12 years	
BBC	Spark Island Maths Adventure	Maths	9-11 years	NEW! '06
BBC	Spark Island Maths Adventure	Maths	7-9 years	NEW! '06

<b><u>Company</u></b>	<b><u>Software</u></b>	<b><u>Subject</u></b>	<b><u>Age</u></b>	<b><u>Comment</u></b>
Fisher Marriot	Starspell 2001	English	6-60 years	
MECC	Storybook Weaver	Publishing	6-8 years	
Eureka	The Barrier Reef	SESE	4-12 years	NEW! '06
2 N Education	The Computer Classroom 1	Cross curricular	5-7 years	
2 N Education	The Computer Classroom 2	Cross curricular	5-7 years	
Nightingale	The Computer Classroom K	Cross curricular	4-5 ears	
2 N Education	The Computer Classroom-Early Infants	Cross curricular	Infants	
Sherston	The Map Detectives	SESE	8-13 years	
Diskovery	The Normans in Ireland	SESE	10-13 years	
LTS	The Serf's Quest	SESE	7-11 years	
	Thinking Things 1	Cross curricular	5-8 years	
	Thinking Things 3	Cross curricular	8-12 years	
Semerc	Wellington Square Level 1	English	?	
Semerc	Wellington Square Level 3	English	11 years	
Sherston	What Time is it Mr Wolf?	Maths	4-7 years	NEW! '06
Sherston	Where in the World is Barnaby Bear	SESE	5-8 years?	NEW! '06
	Where in the World is Carmen?	SESE	6-12 years	
Diskovery	Who took the Book?	SESE	10-13 years	NEW! '06
	Winnie the Witch	English	7-8 years	
Topologika	Word Mania	English	11-14 years	NEW! '07
Topologika	Word Mania	English	7-11 years	NEW! '07
White Space	Word Shark 3	English	6-12 years	
White Space	Wordshark 2 L	English	Learning Support	
	World Book Encyclopaedia 1999	Encyclopaedia	10-12 years	
4Mation	SuperSpell 2	Cross curricular	5-15 years	NEW! '07

## Computer Room Network 2007-2008

The following programs from the list are available on all 16 workstations

- |  |   |
|--|---|
| ☺ Computer Classroom 1 5+                | ☺ British Isles Explorer                      |
| ☺ Computer Classroom 2 7+                | ☺ Office 2003 5+                              |
| ☺ DK Children's Encyclopedia 7+          | ☺ Thinking Things 1 5+                        |
| ☺ Microsoft Encarta 9+                   | ☺ Thinking Things 3 8+                        |
| ☺ Arthur's Computer Adventure 5+         | ☺ Sammy's Science House 6+                    |
| ☺ Ready for Literacy 1 6+                | ☺ Maxis Sims Town 7+                          |
| ☺ Ready for Literacy 2 7+                | ☺ Maxis Sims Safari 7+                        |
| ☺ Ready for Literacy 3 8+                | ☺ Maxis Sims Park 8+                          |
| ☺ Ready for Literacy 4 9+                | ☺ Where in the World is Carmen<br>Sandiego 9+ |
| ☺ Reading for Literacy 5 10+             | ☺ My World 4+                                 |
| ☺ Ready for Literacy 6 11+               | ☺ Clicker 4                                   |
| ☺ Blinky Bills Ghost Cave 5+             | ☺ Arthur's Computer Adventure 5+              |
| ☺ Reader Rabbit Kindergarten 4+          | ☺ Mole's Summer Vacation 7+                   |
| ☺ Winnie the Witch 6+                    | ☺ I Love Science 9+                           |
| ☺ Harry & the Haunted House 4+           | ☺ Big ABC 4+                                  |
| ☺ Just Grandma & Me 4+                   | ☺ Sound Activities (SACTS) 4+                 |
| ☺ Math's Made Easy 1 7+                  | ☺ Sound Games 4+                              |
| ☺ I Love Maths 8+                        | ☺ Paint Shop Pro 7+                           |
| ☺ Mad About Maths                        | ☺ Arthur's Camping Adventure 6+               |
| ☺ Reader Rabbits Maths 5+                | ☺ Rhyme and Analogy 5+                        |
| ☺ Math's Blaster 7+                      | ☺ Oxford Reading Tree Stage 1 and<br>1+       |
| ☺ Mighty Math's Carnival<br>Countdown 4+ | ☺ DK British Isles Explorer 7+                |
| ☺ Mighty Math's Number Heroes<br>7+      | ☺ I want to Read                              |
| ☺ Creative Writer 6+                     | ☺ Microsoft Publisher 2003 5+                 |

- *Pat Kennedy (post holder – ICT) compiled this plan*
- *This plan was first implemented from school year 2006*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
  
- *This plan was discussed at the staff meeting on October 22<sup>nd</sup> 2010 – element discussed: Comenius update*
- *This plan was discussed at our staff meeting on 16<sup>th</sup> January 2012 – update on status of internet*
- *This plan was discussed at our staff meeting on 26<sup>th</sup> November 2012 – update on status of laptops*
- *This policy was discussed at the staff meeting on 25<sup>th</sup> November 2013 – element discussed: Comenius update*
- *This plan was discussed by all staff during Croke Park Hours on January 27<sup>th</sup> 2014 – interactive whiteboard refresher demonstration*
- *This policy was discussed at the staff meeting on 3<sup>rd</sup> March 2014 – element discussed: Comenius update*
- *This policy was discussed at staff meeting on January 23<sup>rd</sup> 2017 – update on status of laptops, tablet and Erasmus*
- *This policy was discussed at the staff meeting on June 30<sup>th</sup> 2017 – Erasmus Plus trip participants selected*
- *This policy was discussed at the staff meeting on November 20<sup>th</sup> 2017 – Erasmus Christmas Project Plans*
- *This policy was discussed at the staff meeting on 11<sup>th</sup> June 2018 – passwords to be kept secure; planning to postpone purchase of new software until in new school*
- *This policy was discussed at our staff meeting on November 19<sup>th</sup> 2018 – applying to be accepted to a new Erasmus programme*
- *This plan was discussed by all staff during Croke Park Hours on February 4<sup>th</sup> 2019 –SSE in IT*
- *This plan was discussed at our staff meeting on March 19<sup>th</sup> 2019 –proposed plans for new school*
  
- *Date for review: This plan is reviewed by Post Holder and committee*





# Happy Ever After



## Comenius Project

The school has been in Comenius projects since 1996. Over the 12 years the school has worked with schools in England, Spain, Austria, Hungary, Poland, Italy and Germany. The focus of the present project is the use of modern technologies to learn more about each other.

### Objectives

The objectives of this project “Happy Ever After” are

- To increase a sense of European identity in the school
- To give a focus to study of the EU
- To share stories, legends and a sense of our own place with other European schools
- To give teachers the opportunity to experience the educational systems in Europe
- To improve ICT skills throughout the school
- To use our school web site as a communication tool between schools

## Activity calendar (not including mobility activities)

*Please summarise in the table below the planned Partnership activities for each of the institutions in the Partnership. Please present the activities for both school years 2007/08 and 2008/09 (if applicable). The eligibility period of activities starts on 1 October 2007 and goes on until 31 July 2008 or 2009, depending on the duration of your Partnership. You can add lines to the table if necessary.*

Approximate date (month/year)	Activity description (describe the nature of the activity planned)	Actors involved (identify the institution(s) and, if relevant, the function of the individual(s) involved in the activity, e.g. teaching staff, management staff, associated partners etc)
<b>Sep '07</b>	The "Luna's Travels through Europe" (Happy Ever After Book) scanned and made into an e-book. The book is posted on school and project websites. It is viewed by pupils in all countries and responded to by email. Evaluations are placed on web sites. Local newspapers to be contacted. Local libraries to be informed and copies placed in them.	Teachers and children in partner schools Librarians from the local libraries
<b>Oct '07</b>	Teachers plan detailed timetable on Skype and a plan is drawn up. Displays are updated for the start of Year 2 of the project. Project visit (coordinators) to <b>Ireland</b> to complete the detailed activity plan for this year and to make final decisions for the closing stages of the project (schools exchange books, pictures etc on Myths and Legends from their individual countries) . Books and pictures to be opened in Assembly	All teachers and children in the partner schools
<b>Nov '07</b>	Individual schools plan in detail, their projects, in response to the project meeting. Staff training in preparation for the Myths and Legends theme.	Teachers and children in all partner schools
<b>Dec '07</b>	Large (format) Christmas Card sent by all the participating schools designed, written and produced by the pupils. In addition, every school will record two famous Christmas songs and send them as audio files to the other schools. Every school will create a Christmas CD with 12 different songs from 5 partner countries. In all schools there will be Christmas events with pupils, parents and the local community where the cards and the songs will be presented.	Children, teachers, parents and community of all partner schools to be involved

	<b>School Councils to evaluate the term's work and write a report for all Headteachers</b>	
<b>Jan '08</b>	The theme 'Myths and Legends' introduced to the children through story telling, writing and drama. Shared website displays the ongoing work of the pupils and staff.	Children and staff in the partner schools.
<b>Feb '08</b>	Continue to develop the Myths and Legends theme. Pupils start painting, telling stories, writing and dramatising the myth/legend through the medium of art, story, drama and song.	Children and staff in the partner schools
<b>March '08</b>	Myths and legends work continues. Partner schools report on their projects to each other using video conferencing, where possible, or emails as an alternative. The video conferencing will take the form of short drama, poetry reading and song. Children will evaluate each other's work and give feedback. This will then be placed on the joint website. Project meeting in <b>United Kingdom</b> . Visiting teachers will work with the children in school(s) on Myths and Legends from their own country.	Children and staff in the partner schools.
<b>April '08</b>	Project on Myths and Legends compiled, written-up and video taped. The project will be completed as a book or a DVD with songs or drama and placed on the individual's web page in the Happy Ever After website. <b>School Councils to evaluate the term's work and report to Headteachers</b>	Children and staff in the partner schools.
<b>May '08</b>	Project Meeting in Germany to exchange Myths and Legends project work in readiness for each story book. Visiting teachers will work with the children in school(s) on Myths and Legends from their own country using the stories written by their pupils. The writing/gifts will be brought back to each partner school to be opened by the children in all the partner schools.	Children and staff in the partner schools.
<b>June '08</b>	A common story book based on Myths and Legends to be completed in each school. Web site updated. Emails sent in preparation for the summer break. Last video conference of the school year. <b>School Councils to evaluate the term's work and write a report for all Headteachers</b>	Children and staff in the partner schools.



<b>July '08</b>	Schools closed for summer	
<b>September '08</b>	Email contact renewed. First video conference of the new year (by staff and pupils of participating countries). Staff training in preparation for the next stage of the project which will be based on story telling skills. Web site refreshed with photographs and children's comments Children to start planning work on 'My Favourite Day'. This work will be based on children talking about their favourite day. They will interview each other and relatives. Video will be used, digital photography and podcasting.	Children and staff in the partner schools
<b>October '08</b>	As a result of the theme "My Favourite Day ..." children will present their work by acting and recording on DVDs or painting/photography. Regional symbols can be used to help display the work e.g. the UK books will be in the Yorkshire Rose shape, Ireland's will be in the shape of a shamrock and Germany's can be in the shape of the Lippische Rose. Project meeting (coordinators) in <b>Spain</b> . DVDs, CDs, books to be brought to the meeting. Coordinators to work together on the plans for the next stage of the project and to formulate plans for the next 3 years. Each school will receive a book made up of 'My Favourite Day' from around Europe.	Children and staff in the partner schools
<b>November '08</b>	Pupils respond to the books and display their evaluations in school. Work/comments start to be placed on the web site. Children start to prepare their Christmas work. Stories, rhymes and poems are acted-out on video and recorded onto a podcast (Audacity).	Children and staff in the partner schools
<b>December '08</b>	Work is finalised on the web site. Cards, books and podcasts are sent electronically and by snail mail. Gifts are opened in a special family assembly. Video Conferencing between schools to pass on their Christmas wishes. Local media to be invited to attend. <b>School Councils to evaluate the term's work and report to Headteachers.</b>	Children and staff in the partner schools Parents and local community to be involved
<b>January '09</b>	Refresh displays in schools, libraries and community centres. Staff training on the next stage of the project: "Tales from Europe". The pupils start to investigate about local and international tales using local libraries, professional story tellers, relatives and story telling websites Video conferencing or emailing between children of partner schools. Discussion on their work on 'tales' to see if there is a tale common to all countries.	Children and staff in the partner schools  Local libraries, local community, story tellers, parents to be actively involved.

<b>February '09</b>	Work on one or two common tales commences. During the work on the tales pupils stay in contact with their friends in the partner schools (email/video conference/snail mail) to evaluate their effort on the project and to discuss the common ground and differences between one and the same tale in different countries.	Children and staff in all partner schools
<b>March '09</b>	Each school produces their common tale by painting and writing to get a joint book of fairy tales. These books are then made into ebooks and placed on each school's website. Project visit to <b>Ireland</b> . The books will be distributed at the meeting. Schools start to act their story with a local emphasis.	Children and staff in all partner schools
<b>April '09</b>	The work continues on the videos, DVDs and podcasts. Work placed regularly on the website. By sending videos and by videoconferencing each school acts out their local interpretation of the common tale to all the other schools. To solve language problems the tales will be acted in the different languages of all the countries and be narrated in English. Schools will hold an evening of celebration to view the work from partner schools and to listen to children telling or acting their own dramas	Children and staff in all partner schools  Parents and local community to be involved
<b>May '09</b>	Pupils respond by snail mail, email and video conference on the dramas of the partner schools. Videos to be presented on the web site. Project visit to <b>Poland</b> (coordinators) – final visit. We will draw together our experiences and evaluate the project. The Reports from the School Councils are to be major part of the evaluation process.	Children and staff in all partner schools  Coordinators
<b>June '09</b>	Displays finalised in schools. <b>Joint European Day of celebration.</b> Live story teller video conferencing to all participating partner schools. Children telling each other stories. Parents reading out their work and joining in with the video conference. DVD made of the day Story book produced throughout the day and placed on the web site. Local media invited to attend. <b>School Councils to evaluate the project and write a full report for all partnership Headteachers.</b>	Children and staff in all partner schools  Parents and local community to be involved

