

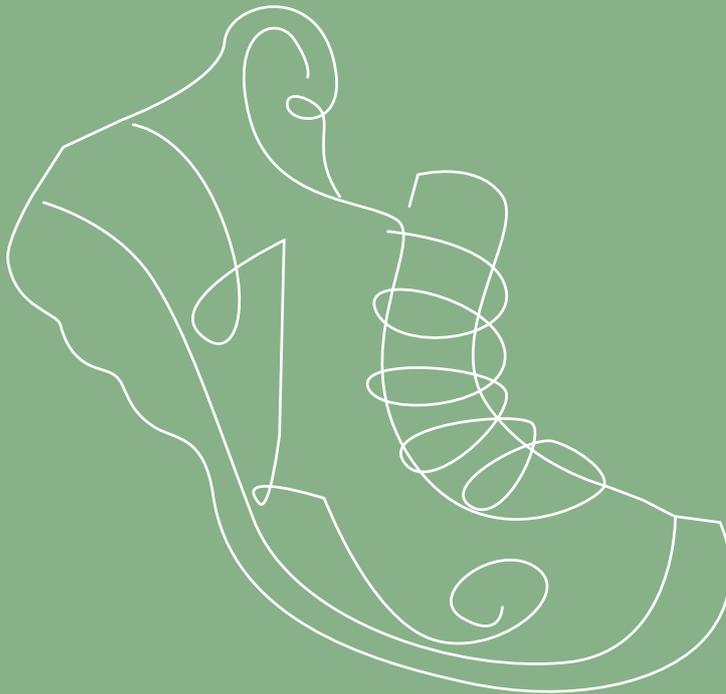
PRIMARY

Physical Education

Guidelines for Teachers of Students with

MODERATE

General Learning Disabilities



Contents

| | |
|------------------------------|----|
| Introduction | 3 |
| School planning | 8 |
| Classroom planning | 13 |
| Approaches and methodologies | 18 |
| Exemplars | 66 |
| Glossary | 87 |

Introduction

Physical education enables students with moderate general learning disabilities to experience, practise and enjoy many physical skills, which they can use during their school life and later in their adult life as a means of recreation and socialisation.

Flexibility must be exercised in planning a programme that meets the needs of each particular school, class and student.

Physical education develops the body's strength and physical well-being and provides opportunities through which students can improve fine and gross motor co-ordination, concentration and listening skills, self-esteem, self-confidence, games skills, creativity, and the ability to co-operate and communicate with others. It promotes the overall development of each student as a whole person. Each student is challenged at his/her personal level. It is also a very sociable subject, involving a high level of appreciation and acceptance of others.

Many of these students experience difficulties with basic co-ordination, balance, left and right orientation, rhythm, spatial and body awareness, listening and responding, language, concentration, and self-confidence. Activities suggested in the physical education guidelines provide opportunities to address these skills.

Because of the varied physical needs and abilities of many students with moderate general learning disabilities, considerable flexibility must be exercised in planning a programme that meets the needs of each particular school, class and student. Because of complex physical needs, some students may already have a comprehensive physiotherapy programme, and a team approach to the planning of physical education is often required.

Advice from other professionals may be needed to ensure the safety and well being of the student. At the same time, it is essential that every student is encouraged to gain access to the broadest possible curriculum in this area, as in all others. Each student should be enabled, to the full extent of his/her capacity and with as much help as is necessary, to experience physical activities safely and to explore a wide range of stimulating equipment. Regular opportunities to practise skills, along with access to a wide range of stimulating equipment and apparatus, will allow students to demonstrate progress and experience success. It is important that all students will have access to the broadest possible curriculum in physical education.

Individual schools and teachers, in both mainstream and special settings, will choose and modify activities and learning outcomes to suit the individual learning needs of their particular students. Some students can show great talent in this area and the teacher may need to access *Guidelines for Teachers of Students with Mild General Learning Disabilities*. For other students it may be useful to use material from *Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities* in order to facilitate participation and progress, and to allow students to demonstrate achievement and experience success.

It is important that all students will have access to the broadest possible curriculum in physical education.

Curriculum content

The *Primary School Curriculum, Physical Education*, is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics.

Athletics

The athletics strand examines the underlying movement associated with the activities of running, jumping and throwing. The emphasis is initially on exploring and examining these diverse skills at their most elemental form: sliding, crawling, reaching, and grasping.

Each skill is then appropriately adapted to challenge the potential of each student, while providing a sense of achievement. Each student can be enabled to engage in a number of athletic movement activities.

As he/she develops a greater sense of body awareness, objects of different shapes, sizes, textures, and weights are explored. Students are encouraged to apply skills in a variety of contexts. These enjoyable movement activities motivate him/her to engage in more formal activities later on. All tasks should provide all students with opportunities for achievement that matches their abilities.

Dance

Dance is a means of expression and communication and can be both relaxing and exhilarating, offering fun and enjoyment. Dance in education encourages the student to explore and appreciate movement and to become creative and expressive through performance. The process and exploration of movement is as important for the student as performance, as it develops aesthetic and artistic qualities. Dance develops a heightened sense of body parts, poise, space, shape, speed, energy, strength, and form in relation to himself/herself and others. Balance and co-ordination may be challenged while the student is stationary or moving. Enjoying working together and responding to the beat of the music is an important aim of the dance curriculum. Simple movements can be performed to given rhythmic phrases. Some students will enjoy dance at a sensory level, while others will come to understand that dance is a medium for the expression of ideas, thoughts and feelings.

Gymnastics

Gymnastics seeks to promote the control and management of body movements. The students explore and experiment with movement on a variety of appropriate surfaces and equipment. Some students will progress to sequencing body movements. It encourages the student to be creative, and to explore and to learn different ways of moving and staying still in response to various tasks. Students explore movement on the floor and on different pieces of equipment. Tasks requiring specific skills and techniques are set up to develop fitness, co-ordination, control and balance, strength, flexibility, and body alignment.

The activities outlined in the various bands are designed to engage each student at an appropriate level. The emphasis is on body actions such as jumping, turning, rolling, swinging, balancing, and stretching, and on the control and management of body movements in increasingly challenging situations. The qualities of strength, gentleness, firmness, and stability are introduced. Each task entails new challenges, while consolidating other skills and creating opportunities to develop a greater sense of identity and self-awareness. As the students progress through the programme they are encouraged to have more control over their movements and to exhibit more skill in the execution of their tasks.

Games

This curriculum strand aims to provide the student with an opportunity to participate in the underlying skills that give games their structure, and to practise the skills involved in team games. The key skills examined are sending, receiving and travelling. The games programme provides opportunities to use a selection of equipment of varying size, shape, texture, colour, and pace. Handling skills, hand-eye co-ordination, carrying, and striking are explored through a variety of selected activities. The skills acquired through games provide the student with different ways to play, and to enjoy interacting with others through co-operative or competitive activities. Games develop the student's physical fitness, balance, speed, agility, anticipation, spatial awareness, and appreciation of the ability of others. They develop an awareness of teamwork and team spirit.

Throughout the games programme students are provided with opportunities to work individually, in pairs, and as part of a group. With increased exposure to these activities students gain a greater understanding of how games are played, thus leading to a sense of achievement and satisfaction. Developing an understanding of games will enable students to appreciate and enjoy games as participants and spectators. Many schools, special and mainstream, participate in inter-school games leagues, for example football and basketball leagues, which allow students the opportunity to develop further a sense of team and school spirit and to socialise with a wider group.

Outdoor and adventure activities

Outdoor pursuits can cover a wide spectrum of activities, from the easily accessible pursuit of walking to more adventurous and, in many cases, less accessible activities such as horse riding. Schools are encouraged to select activities that are suited to their own particular circumstances and appropriate to the needs and abilities of the students. The pursuits detailed in these guidelines focus on activities that make the best use of the school environment and locality. Everyday activities such as walking in the environs of the school can be transformed into sensory adventures, while finding one's way to a familiar or unfamiliar place can become a challenging and stimulating orienteering activity. Outdoor and adventure activities aim to develop appreciation and enjoyment of, and a healthy attitude to, the great outdoors.

Many of these activities are team-orientated and facilitate the development of social skills. Some involve problem solving, coming to group decisions, developing leadership qualities, and taking calculated risks. These activities are mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities.

Aquatics

Aquatics contributes to the mobility, independence and self-determination of the student. It provides an element of freedom, risk and challenge, especially to students who use wheelchairs and those who would otherwise be unable to move freely. This strand is concerned with ways of introducing the student to water and with developing the student's confidence in and around the water, through participation in activities that promote exploration and experimentation. It emphasises personal hygiene and safety throughout the programme. Rotation, floatation, turbulence, and movement in the water are explored. The importance of play in the development of competence in the water is highlighted. Games, activities and music can be used as means of stimulation, learning, reinforcement, and enjoyment. Specific techniques, including stroke learning, are taught systematically. They improve the student's physical condition, improve self-discipline and confidence, and provide an opportunity to experience

risk and challenge. Students are encouraged to enjoy the benefits that aquatics has to offer, both when they are at school and throughout their lives.

Many students show great talent in this area, and success in Sports Days and competitions enhances their self-esteem. Aquatics provides an ideal opportunity to foster links with other schools and to organise joint activities. Opportunities for including students in water activities within the local community should also be explored.

A correct water temperature is essential, especially for students with exceptionally high muscle tone. Water safety is paramount throughout all aspects of the aquatics programme.

Particular challenges for students with moderate general learning disabilities

All students exhibit a wide range of abilities in this area. Some may be talented, some even gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning.

In planning for teaching this subject area, it is important to keep in mind key issues and learning difficulties that students may have.

General fitness

There is a huge variation in the levels of fitness of students with moderate general learning disabilities, as there is with all students. In implementing a physical education curriculum it is important to promote fitness and to encourage an awareness of the links between health, fitness and well-being through an active programme.

Listening and responding

Many students with moderate general learning disabilities have difficulties with language, comprehension and concentration. They may have difficulty following instruction, expressing themselves orally, or remaining on task for significant periods. Instructions should be kept to a minimum at any one time, and reinforced through verbal recall by a student or teacher, possibly with visual demonstration by another student. For those with concentration difficulties, activities need to be changed regularly when practicing specific skills.

Spatial and body awareness

Understanding and applying spatial and body awareness may present problems for students with moderate general learning disabilities. They may not be aware of the potential of their physique in response to some tasks, and its relationship to others in confined spaces. Awareness of, and respect for, these concepts are essential to ensure personal safety and to maximise performance within the class. It requires a high degree of understanding and skill to use these concepts well in all the strands of the curriculum. From an early age students should, through individual and small group activities, be made aware of these factors.

Crossing the midline of the body

The midline is an imaginary line down the centre of the body. Many of these students find exercises that involve crossing over the midline of the body (right or left) demanding. Many skills in the *Primary School Curriculum, Physical Education* require a considerable degree of competency and ease with this activity. Exercises that involve reaching and stretching across the body will be necessary to gain confidence and competence in this movement. Activities that involve trunk rotation are a good introduction to this skill.

Self-confidence and self-esteem

A number of students with moderate general learning disabilities may be aware of their problems and, over time, may develop a negative self-image. This may manifest itself in a number of different ways. Some may have behavioural problems, be immature, be uncooperative or irritable, or demand or attract the attention of other students or teachers regularly. Others may appear withdrawn, anxious or nervous, and may shy away from active participation. The task of the teacher is to manage and nurture student behaviour throughout the programme, and to set realistic and achievable targets for such students. Through careful planning and skilled teaching each student with a learning disability can enjoy and succeed in the *Primary School Curriculum, Physical Education*.

Social skills

It is important to consider the short term and long term goals for the student with moderate general learning disabilities. Many such students have difficulties forming friendships with other students. In implementing a balanced physical education programme the teacher should foster a positive attitude towards socialisation through physical activity. The physical education programme is another way in which communication can be enjoyed. The teacher should consider the balance between co-operative/non-competitive activities and competitive activities within the programme, as well as teaching individual sports and team sports. It is important for students to learn to appreciate and embrace diversity of ability and individual preference within a group. It is also important to create and encourage a positive environment and to provide students with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

School planning

The *Primary School Curriculum: Physical Education, Teacher Guidelines*, pages 16-31 gives detailed suggestions about curriculum and organisational planning for schools.

However, some additional aspects of planning may be needed to be considered when planning for students with moderate general learning disabilities.

It is important that each school has a plan for the implementation of an agreed programme for physical education for all students in the school. In doing so, it will be necessary to assess the strengths and needs of staff members in relation to physical education and to assess the facilities of the school in relation to the programme, in order to make short-term as well as long-term plans for the future. Within this plan, it may be possible to share and develop the knowledge and talents within the school staff and the local community. The school plan should make provisions for an evolving physical education programme that can be continually assessed and developed to meet the needs of its students.

The following outlines some additional points that need to be examined in planning physical education for this group of students.

8

Enabling access to the mainstream curriculum

In order to make the *Primary School Curriculum, Physical Education* accessible, the following ideas may be considered when planning inclusion for students with moderate general learning disabilities:

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

- Some students will need physical assistance to enable them to participate in physical activities.
- In addition, the consistent use of clear language for specific movements can help the student to anticipate and understand what is required, and can prepare him/her for taking over part or all of the movement.
- Physiotherapy targets may involve walking using a specialist walker, independent walking, standing independently or in a standing frame, sitting independently, standing from sitting or sitting from standing, rolling over, crawling, pushing, or strengthening the upper arms. Many of these targets can be incorporated into everyday activities and practised in lessons.
- Stretching muscles and gaining control of their movement can benefit all students. Physiotherapy stretches for some individual students with severe motor difficulties could be introduced as part of a general warm-up at the beginning of a lesson.

Planning teaching methods

Students with moderate general learning disabilities benefit from a variety of teaching methods and organisational arrangements. (See section on Approaches and Methodologies.) In developing a school policy in this area, the following should be considered:

- *safety of students*—For certain areas of the programme the direct teaching method may be the most appropriate one, for example learning to jump and land safely.
- *the organisational possibilities in the lesson to accommodate for individual and group needs*—A combination of individual, paired, small group, and whole class groupings should be used.
- *the competence of the school's teaching staff in the various strands*—The possibility of support from other expert staff members and/or outside expertise should be considered.

Different ways of working

In order to meet individual and group needs the physical education lesson can take different forms. For example

- integrated sessions plus adult help – working with peers on the same activities with an adult helper to support and facilitate
- parallel sessions – working alongside peers, but on different activities
- adapted sessions – working alongside peers doing the same activity adapted to meet their needs
- alternative sessions – in school working individually on a specific activity such as wheelchair practice, boules, or specific movement sessions away from peers.

Planning for continuity, progression of subject content, and student progress

As each student moves from year to year, a record of the progression of skills reached and activities experienced in each strand may be kept, so that the next teacher can be aware of the student's development. He/she can then continue with a progression of skills and activities suited to the student's age and ability level. A profile of the student's progress can then be maintained throughout the entire physical education programme.

Parental/guardian involvement

It is important that parents/guardians are informed of their child's progress and of any significant difficulties and strengths he/she may have in the physical education programme. The teacher may be in a position to notice and bring to the attention of the parents/guardians any particular physical needs that may require medical or specialised treatment.

It may also be desirable and appropriate to seek the support of parents/guardians in the efficient running of the school's Sports Day, outdoor educational trips, or a school's physical education display. Each school will need to plan how this collaboration may be actively maintained throughout the year.

Organisational planning

Safety issues

Planning for the safety of students while participating in the physical education programme is crucial. The following areas may be considered when planning for the safety of students with moderate general learning disabilities:

- *rules*: Students must be made aware of, and adhere to, the safety rules given by the teacher during the lesson, for example instructions to 'go' and 'stop', and ways of entering and leaving the play area. It will be important to accompany all verbal commands or requests with visual and physical demonstrations.
- *transport of equipment*: Students should be taught how to lift, transport and store equipment safely, and to co-operate in groups in doing so.
- *behavioural issues*: Some students will require a lot of support and supervision during class activities. A Special Needs Assistant can be an invaluable resource when one-to-one support is desirable.
- *physical support*: Some students may require physical support when practising certain skills, for example rolling or tumbling in gymnastics.
- *spatial awareness*: Some students need more space than others, and it may be necessary to limit the number of pupils involved in an activity at any one time. The workspace should be uncluttered, and potentially dangerous objects should be removed.
- *concentration*: In order to engage the students fully in active learning, and thus minimise the scope for accidents due to lack of concentration, activities should be changed regularly.
- *grouping*: Students can differ significantly in temperament, size, strength, and ability. It is important to consider these issues when forming groups for activities, especially competitive ones.

Use of expertise/support staff within the school

Maximum use should be made of the skills of staff members. It may also be possible to swap classes with other staff members for the planning and the teaching of some or all of the physical education strands. Planning for this may require a certain amount of flexibility, as it can often entail personal preferences and needs among the teaching staff.

Special Needs Assistants are a valuable resource in the delivery of the *Primary School Curriculum, Physical Education*. In mainstream schools they are assigned to an individual student whose condition requires one-to-one assistance, but in special schools and classes they will be required to work with a range of students. The Special Needs Assistant should be informed of the implications of the condition of the student for the physical education class. He/she should also be advised about relevant strategies in the implementation of the programme in order to help the student's progress.

Use of support services

In order to fully implement the physical education programme it will be necessary, in most schools, to plan for the use of support services. There will be a need to contact and seek the expertise of pool staff and experts in other aquatic disciplines for the implementation of the aquatics strand. There may be local amenities - sports centres, tracks or pitches - that could facilitate the school in the physical education programme. There may be local coaches who can come into schools and assist the teacher in part of the programme. Knowledge of the school's strengths and needs with regard to expertise and facilities, and knowledge of local support services available will help in the planning for a broad and balanced physical education programme.

Broad and balanced curriculum

As with other subject areas, teachers will be working on a number of strands in physical education at the same time. Decisions on the effective selection of strands will be based on the individual needs of these students. In addition, the content in many of the strands will have similar aspects and use may be made of common key teaching themes. Planning will ensure that these strands run consecutively and thus promote consolidation of learning. Each new learning experience should build, where possible, on previous learning.

Planning for continuity, progression of subject content, and student progress

It is essential to establish the experience of the class to date, with particular reference to the skills acquired and the work completed in the various strands.

Liaison with the previous class teacher and records of previous assessment should provide the information necessary to develop a programme that will meet the needs of each student. A common understanding of the language used in the recording of assessment will be necessary to ensure consistency throughout the school.

Integration of resources

It is important that the school plan makes the best use of physical and human resources within the school, as well as in the immediate community. In this way the students' learning opportunities are given the maximum possible support. Consideration should be given to the best possible use of indoor and outdoor space and appropriate equipment, in order to facilitate learning through an active programme. Optimum use should be made of any expertise or special interest among the teaching staff in any aspects of the physical education programme. There may be opportunities to use expertise and facilities in the community, for example local coaches, swimming pools, athletics tracks, sports halls, or pitches. It may be useful to list these community contacts and resources in the school plan.

Time

Timetabling is very important in school planning for physical education. All classes need to have sufficient access to the physical education facilities of the school, and the use of facilities outside the school, such as swimming pools and sports tracks, may need to be planned. Students with general learning disabilities can have a limited attention span and some students may not be physically able for a long session. These factors need to be considered when planning the length of sessions.

Use of equipment

Strategies for the storage, maintenance, allocation, and purchasing of new equipment will need to be discussed and formulated in the school plan. Provisions should be made for students with special needs in the physical education programme by modifying equipment. For example, larger targets and softer, brightly coloured, lighter and larger balls may be used in the games strand to accommodate the co-ordination and visual difficulties of some students. A list of equipment suppliers, both national and international, may be kept in the school plan. A calendar outlining when the different strands are addressed, and a timetable for the shared use of the physical education equipment, may also be put in the school plan.

The choice of equipment or layout of activities can alter the physical difficulty of a given task. Teachers might consider the following:

- *ball control*: Students may practise their striking skills by using a ball that is suspended with string from the roof or a pole, or that is resting on a stand (giant tee). Students with decreased ability to grip may use a mitt with a Velcro attachment to a bat or racquet handle. Developing the skills of sending a ball may be facilitated by the use of a bocce style ramp, or by creating a chute between two benches.
- *games*: The size of the target goal, the distance of the students from the target goal, or the height of a basket may be altered. A rope resting on the floor or the use of a badminton net at a low height will allow students to participate in net games.
- *running*: By using bollards to create three different lanes around the circumference of the gym, all students may participate in running and jogging activities at their own level, with the more able students running in the outer lane.
- *including all students*: Teachers should explore different ways of including all students, for example the use of a marked-out 'wing zone' for students using a wheelchair, which others may not enter, or allowing students to attempt a 'conversion' when either team scores, or adding extra points to the team's score for knocking all or X number of skittles.

Special Olympics

Special Olympics Incorporated (SOI) offers an excellent programme of sports training and athletic competition for all students over eight years of age who have a disability. Students may have opportunities to take part in Area, Regional or National events. Parents/guardians are encouraged to attend and become involved in these activities, and to share in their children's achievements. For some students who are unable to participate in official competitions, SOI also offers a Motor Activities Training Programme. This programme emphasises training and participation rather than competition and offers a wealth of ideas for teachers on breaking activities down into manageable steps.

Classroom planning

Many excellent ideas are to be found in the *Primary School Curriculum: Physical Education, Teacher Guidelines*, pages 35-39.

Possible additional planning issues would include the following.

Accessing the curriculum

The diversity of physical ability among students with moderate general learning disabilities at primary level can be often wide-ranging, from the gifted student to the student who is physically challenged. This diversity will also challenge the teacher in helping the student to develop skills and achieve learning outcomes. In accessing the mainstream curriculum and developing skills in physical education, the teacher should refer regularly to the *Primary School Curriculum, Physical Education*; and the school plan in order to ensure a balanced and broad approach to the subject. In order to implement the programme satisfactorily, the teacher will need knowledge and understanding of

- the strands, and the skills and concepts associated with them
- the stage of development of the students in each strand
- learning difficulties of the students
- strategies to assist the students in learning.

Identifying needs of students and planning targets

At the beginning of each strand it is necessary to identify the skills and learning needs of the students, in order to plan and set learning targets for a series of lessons. This may be done by observing the students displaying a range of skills and participating in activities related to the strand area. Skills in co-ordination, fine and gross motor skills, balance, spatial awareness, language, social integration, and concentration can be assessed. Reasonable targets, such as the type and level of skill and rate of progress, can be planned for and predicted. It is important to take into account the pace at which students work and the physical effort required to carry out particular activities.

Differentiation

The ability of students with moderate general learning disabilities in this subject area is diverse and wide-ranging. Many students show talent in certain areas, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning.

It is the task of the teacher to assess and plan for the learning needs of the different students and to provide all students with opportunities that are appropriate to their abilities, while at the same time challenging their potential. In doing so, knowledge of skill progressions and appropriate activity practices are important. Organisational and class management skills are also required when planning for physical activities. It may be helpful, at times, to seek the ideas and the advice of colleagues and other professionals when planning and making these preparations. Such advice and expertise is invaluable, and successful ideas and strategies made available could be recorded and used as a teaching resource throughout the school.

Progress reports

Progress reports, made by the previous teacher or teachers and kept with the school records, will be of great benefit. They may record the content and skills levels that have been addressed. Discussion with the previous teacher or teachers may help to establish learning difficulties and identify successful strategies. This information, together with the teacher's personal observation of the student, will help in planning strategies and methodologies that will address the strengths and needs of each student. As teaching takes place within the various strands, ongoing progress may be recorded to facilitate continuity and the appropriateness of curriculum content.

Support staff

Consideration should be given to the optimum use of Special Needs Assistants and/or any other ancillary staff in the class for the benefit of the student(s) and the teacher. They can provide valuable assistance in

- supporting individual or small group activities
- assisting in the movement of equipment
- helping in the organisation of the class
- assisting an individual or small group in the reinforcement of skills
- giving necessary encouragement to an individual or small group.

Ensuring the safety of students

Full medical approval for planned physical education activities may need to be obtained for some students. Consultation with other professionals, such as a physiotherapist or occupational therapist, may also be required, in order to enable optimum participation in the case of students with exceptionally high or low muscle tone or conditions which affect the heart and lungs. These students may need preparatory exercises before undertaking physical activity. It will be necessary to supervise these students carefully, with activity ceasing if changes in skin tone, such as pallor, flushing or excessive sweating, are noticed. Generally, however, short periods of regular exercise will be important for maintaining their overall well-being.

Atlanta-axial instability

Atlanta-axial instability is present in a small percentage of people with Down syndrome. This refers to a laxity of the ligaments or muscles supporting the first two cervical vertebrae in the neck. Forceful forwards or backwards bending of the neck may dislocate the upper cervical vertebrae, causing damage to the spinal cord. Parents/guardians of students with Down syndrome should be contacted to check on their child's status regarding this condition. It is important to limit certain movements or activities for students who

- have been diagnosed as having Atlanta-axial instability
- have not yet been assessed for this condition.

The parents/guardians should be requested to contact the family doctor or appropriate specialist to discuss assessment for this condition.

Activities, which are to be avoided, include

- certain gymnastic manoeuvres (forward rolls, backward rolls)
- diving into a swimming pool or using the dive start in swimming races
- the butterfly stroke in swimming
- the high jump
- soccer.

It is important to stress that individuals with Atlanto-axial instability can still safely pursue a wide range of physical activities.

Specialised equipment

Staff may need to be familiar with the correct use of specialised equipment, such as hoists or ambulance aids, in the case of students who are wheelchair users. Support from other professionals in the use of such equipment may be required and the regular maintenance of equipment should be organised.

It is important that all classroom staff are familiar with the correct use of specialised equipment, such as

- wheelchairs
- hoists
- walking aids
- postural aids
- orthotics.

Support from other professionals in the use of such equipment may be required. The regular maintenance of equipment also needs to be organised.

Deciding on suitable methods of teaching and learning

These students benefit from a variety of teaching methods and also have different learning styles.

(See section on Approaches and methodologies.)

Experiencing a variety of teaching methods will optimise learning and can enable students to direct and assist each other in the learning process. In planning for classroom teaching one must consider which aspects of the curriculum are best taught by one or more teaching methods. In some cases, for safety reasons, the direct teaching approach may be the most appropriate, for example when teaching students to dive. When teaching gymnastics a guided-discovery approach, a didactic approach, or a mixture of both could be used, depending on the skill to be acquired and the abilities of the students. In some situations peer tutoring can enhance the students' learning. Class arrangements can contribute to an active learning process; individual, paired, small group, and whole class settings can be used. Knowledge and understanding of the students, and of the skills to be addressed in the strands, will help to determine which teaching methods are used, which learning styles need to be accommodated, and which organisational possibilities are employed.

Practical solutions for classroom teaching

The teacher needs to consider:

- the suitable period of the week and the time of day
- the duration of lessons
- the strand and topic for tuition (Refer to the *Primary School Curriculum*, school plan, and year plan for P.E.)
- the suitability of outdoor/indoor facilities

■ safety priorities

- clear, adequate space
- clarity of, and adherence to, rules
- safe equipment placed in safe positions
- safe techniques to transport equipment
- suitable clothing (shin guards, runners, tracksuit, helmets, etc.)
- suitable warm-up activity
- suitable cool-down activity
- first aid kit and relevant procedures

■ equipment

- what and how many pieces are needed
- what modified equipment is necessary and for whom
- how the equipment is to be used (for example, individually, in pairs, in small groups, in larger groups, as part of the lesson, used simultaneously as a class or in rotation)

■ skills

- what skills are to be acquired and what levels are to be achieved (Refer to school records, the previous teacher, and personal observations.)
- which students need to practice particular/modified skills and concepts and which students need particular support with the acquisition of these skills
- how this support can best be given (by the teacher, by the Special Needs Assistant, by paired tutoring, or in small groups)
- how these skills will be acquired (type of drills/exercises/activities)
- how much time will be given to each skill in the lesson

■ organisation of groups according to

- similar ability
- mixed ability
- themes explored or skills taught

■ use of space for

- warming up
- particular individuals or groups
- particular themes and skills
- theme and skill activities/exercises
- individual work
- group work
- creativity
- cool down

■ the use of classroom assistant/support personnel to

- assist in organising the equipment
- assist in organising group work
- support a particular student or students
- reinforce particular skills
- give encouragement

■ appropriate strategies and techniques including

- an appropriate vigorous warm up
- engaging the students throughout the lesson in a moderate level of physical activity
- giving clear goals and clear instruction to students
- providing a variety of skills and concepts to practise
- deciding on an appropriate level of skill for each individual
- including individual support where required
- including a variety of activities, which are designed to hold the attention of the student or students
- encouraging each student to achieve his/her realistic level of performance
- providing constructive feedback to the students
- providing opportunities for creativity and diversity
- promoting the enjoyment of physical exercise through an appropriate range of co-operative and/or competitive activities
- including a suitable cooling-down exercise

■ evaluation of the lesson

- what part or parts of the lesson went well and why
- what part or parts of the lesson were not successful and why
- how the next lesson could be improved
- what needs to be taught and reinforced in the next lesson
- how this can best be organised.

Approaches and Methodologies

The Primary School Curriculum: Physical Education, Teachers Guidelines, refers to the benefits of a broad range of approaches and methodologies for the successful teaching of the physical education programme.

A variety of approaches is recommended to teach the strands and to accommodate the diverse learning needs of the students in each class, including

- a didactic approach
- guided discovery approaches
- integrated approaches.

In addition to the approaches listed above, students with moderate general learning disabilities, in some situations, can respond well to

- role modelling (looking and learning from good demonstrations)
- peer tutoring (supported learning by another suitable student).

The student can from time to time be the recipient or the giver in such activities. Students with moderate general learning disabilities also learn by

- looking
- listening
- recalling
- doing.

Tasks and activities may need to be changed regularly to accommodate differences in concentration and attention spans. The main teaching section of each lesson could be punctuated with a variety of different activities that involve learning skills or exploring different themes. In this way, students' participation can be maximised.

Class arrangements can greatly assist active learning. In many situations, small groups picked for specific activities, benefit the learning needs of these students, for example

- individual activity
- paired activity
- small group activity.

They assist the teacher to

- target the specific skills and themes that need to be practised and explored
- group students according to their abilities and learning objectives
- maximise the use of available space
- optimise active learning
- support individual as well as group learning
- evaluate progress.

In addition to teaching skills, improving knowledge, and encouraging the acquisition of various aspects of movement, it is important to promote self-esteem and a positive attitude towards full participation in a wide range of physical activities. The teacher needs to ensure that a balance is maintained between co-operative and competitive activities, in order to facilitate the learning and enjoyment of physical activities for these students.

Athletics

The student should be enabled to

walk, jog, run or push a wheelchair in a non-competitive setting.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Participate in the activity of non-competitive walking or jogging: <i>walk or jog to increase stamina, walk/jog with a partner, follow a leader, follow a tactile strip around the walls, have his/her wheelchair moved at walking and jogging pace to experience differences in speed.</i></p> <p>Develop awareness of boundaries: <i>when signal is given walk/jog/be wheeled with assistance between boundaries such as that created by two rows of high cones laid in parallel lines.</i></p> <p>Show some awareness of personal safety: <i>respond to the teacher's commands to stop or return to his/her place.</i></p> <p>Show some awareness of the safety of others: <i>look for space while moving, change directions to avoid others or obstacles.</i></p> <p>Follow a leader who is walking, jogging, running, or pushing a wheelchair around the room/hall: <i>stay inside the boundary provided/within marked boundaries.</i></p> | <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Walk, jog, run, or push a wheelchair around the hall for a short period of time: <i>spread out finding his/her own space in the activity area, on hearing the word 'go' move around the room avoiding contact with classmates.</i></p> <p>Walk/jog for increasing lengths of time and with decreasing assistance, follow a group when walking or jogging for stamina, with decreasing help move his/her wheelchair at appropriate speed.</p> <p>Show response to boundaries and keep within them with decreasing assistance: <i>look at a demonstration of the boundaries, follow the leader staying inside the boundary provided, keep moving with occasional prompting.</i></p> <p>Stand in a designated area (highlighted by a pair of coloured footprints), and, on hearing the word 'go'/seeing a green coloured flag, move at pace throughout the room, then return to the designated starting area on hearing/seeing a different signal.</p> | <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Independently walk/jog/wheel in a non-competitive setting: <i>for reasonable length of time to increase stamina, showing co-ordination and balance.</i></p> <p>Independently stay within marked boundaries: <i>watch to see other group members take their turns, independently move forward to take his/her own turn, wait for a signal and walk/jog/wheel between cones or another boundary and continue to the end.</i></p> <p>Lead a group, running, jogging or propelling a wheelchair around a hall/sports field/running track for a reasonable length of time: <i>start, stop and change direction in response to sounds, such as a whistle or verbal instructions, explore ways of using space, find and move into a clear space, avoid banging into others.</i></p> |

The student should be enabled to
acknowledge starting commands to participate in running activities.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|---|
| <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Become aware of auditory, visual or tactile signals: <i>listen to the whistle/look at the flag being waved.</i></p> <p>Show some understanding of visual/auditory/tactile signals: <i>respond by pointing or moving his/her body when signal is given, make an attempt to join a group as they walk/jog/wheel.</i></p> <p>Move and stop on command: <i>stop and go at the sound of a whistle/tambourine .</i></p> | <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Take up position behind a clear common starting point and show understanding of visual/auditory signals: <i>listen for the whistle, look at a flag being waved, wait for the signal.</i></p> <p>Initiate movement in any direction when a signal is given: <i>wait for a signal and walk/jog/wheel independently around the room.</i></p> <p>Show understanding of signals for change of pace: <i>anticipate the signal and react by changing the pace of movement.</i></p> | <p>Walking, jogging, running, or pushing a wheelchair over a distance</p> <p>Show understanding of appropriate verbal starting commands: <i>'take your mark' (move up to starting line), 'get set' (standing still, looking ahead), 'go' (leave the line to move as quickly as possible)—for students with hearing impairment it will be important to use appropriate, clear signals, for example move the arm to usher athletes forward to take their marks, raise the hand with palm forward to indicate 'set', and drop the arm from a high point to a lower point to indicate 'go.'</i></p> <p>Show understanding of signals during a team running/moving-at-pace activity with peers: <i>on hearing/seeing/feeling a signal run/wheel down along the lane to pass a baton to the next person waiting in line, wait in line to receive a baton from a team-mate.</i></p> |

The student should be enabled to
participate in activities to challenge moving at pace.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|--|
| <p>Sprinting</p> <p>Become aware of the changing pace of movement: <i>walk/wheel between the cones with assistance and upon hearing/seeing/feeling a signal have his/her attention drawn to moving faster.</i></p> <p>When signal is introduced be guided at pace between a lane of cones, carry a baton to the end, and give it to another team member.</p> <p>Recognise the difference when the pace of movement is changed: <i>attempt to move more quickly towards the end of the cones when the signal is heard.</i></p> | <p>Sprinting</p> <p>Show understanding of signals for change of pace: <i>anticipate the signal and react by increasing the pace of movement, listen for a 'go' signal and run/jog/wheelchair push towards a finishing point trying to reach it before a whistle/horn/flag signal is activated.</i></p> <p>Perform with help in a group running/moving at pace activity: <i>on a signal carry a baton as quickly as possible to a team-mate at the other end of the lane.</i></p> | <p>Sprinting</p> <p>Attempt to increase his/her own pace: <i>walk/wheelchair push to a finish point on hearing/seeing a starting signal and put a mark at the point he/she got to when the signal was activated, increase pace and then check this new mark with previous mark, keep check on progress each time until finish line is reached.</i></p> <p>Sprint distances of 10 to 20 m: <i>practise reaction sprints, the standing start.</i></p> |

The student should be enabled to
participate in a relay race.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---|
| <p>Relay</p> <p>Participate in a running/moving at pace activity with others: <i>when a signal is introduced be guided at pace between a lane of cones, carry a baton to the end, and give it to another team member.</i></p> | <p>Relay</p> <p>On a signal carry a baton as quickly as possible to a team-mate at the other end of the lane: <i>anticipate the signal and react by changing the pace of movement.</i></p> <p>Show ability to take turns: <i>watch to see other group members take their turn, move forward to take his/her own turn, wait for a signal and continue to the end.</i></p> <p>Participate in a pair relay using a beanbag.</p> <p>Participate in a team relay, in small groups, using various means of travelling: <i>running, hopping, skipping.</i></p> | <p>Relay</p> <p>Participate in team relays: <i>on a signal run to pass the baton to the next person waiting in line, wait in line to receive the baton from a team-mate.</i></p> <p>Participate in team relays, developing simple techniques: <i>passing with the right hand and receiving with the left hand, practising baton change-over.</i></p> |

The student should be enabled to

hurdle over a variety of obstacles at a controlled pace.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Hurdling</p> <p>Make some attempt to raise a leg on meeting an obstacle: <i>line up and walk to an obstacle, upon reaching obstacle look to get support and with support, attempt to lift the leg over the obstacle.</i></p> <p>Walk at a controlled pace towards a low-lying obstacle (a rope lying across two tins) and step over at the centre of the obstacle: <i>line up and walk to obstacle, upon reaching obstacle make some attempt to raise a leg/look to get support, and with support attempt to lift the leg over the obstacle.</i></p> <p>Walk with support to a low hurdle and have his/her leg guided over hurdle followed by the trailing leg.</p> <p>With support, step in and out of hoops placed on the floor.</p> | <p>Hurdling</p> <p>Follow a leader to step over a row of low-lying hurdles: <i>walk towards the hurdles and watch the leader lift each leg one at a time over the hurdle, step closer to the hurdle, and step over it without touching the top of the hurdle.</i></p> <p>Run over flat markers: <i>running over lines.</i></p> <p>Run over low hurdles, i.e. less than 20 cm high, spread throughout the activity area: <i>take his/her time to adjust steps on approaching each hurdle (hurdles which will bend if pressure is applied on top and provide no resistance to weight, for example two blocks of wood with a cane lying across).</i></p> | <p>Hurdling</p> <p>Independently follow a leader to step over a row of low-lying hurdles: <i>walk towards the hurdles and independently lift each leg one at a time over the hurdle, step over the hurdle without touching the top, approach and clear the hurdle at pace.</i></p> <p>Run over low hurdles evenly spaced, attempt to hurdle over the centre of the hurdle, and advance directly to the next hurdle without delay.</p> |

The student should be enabled to develop the skill of jumping.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|---|
| <p>jumping</p> <p>Experience the sensation of bouncing or being bounced on a trampoline/bouncy castle: <i>listen to the language of 'up' and 'down', 'high' and 'low' used with the movement.</i></p> <p>Crouch down low and then stretch up high while standing and holding onto a person/stable object: <i>respond physically to instructions regarding 'up' and 'down', 'high' and 'low'.</i></p> <p>Participate in stepping activities around the room: <i>help to place footprints/shapes/carpet pieces around the room, react to the sight of the pieces by stepping on to them, step from one to the other with decreasing assistance.</i></p> <p>Make attempts to stride: <i>with some prompting and visual demonstration attempt to stretch his/her legs to reach each point while moving on footprints/shapes/carpet pieces around the room. (The distance between them can be gradually increased.)</i></p> <p>Attend to the contrasting movements of taking short steps and then striding: <i>feel movement actions associated with interchanging between short steps and striding, be enabled to follow footprints, shapes, etc. placed at differing distances.</i></p> | <p>jumping</p> <p>Explore various ways of jumping—jumping for height or distance: <i>reach up to punch a balloon, chase bubbles floating in the air and jump to burst them, jump off the ground and out in front, jump on the spot (in a soft play area, into a ball pool) climb onto a small step and jump down.</i></p> <p>Independently follow footprints/shapes/carpet pieces: <i>place pieces on the floor for stepping, step from one point to another with accuracy, independently follow the direction of the pieces.</i></p> <p>Imitate a demonstration of stepping and striding by following the leader and attempting to change at the appropriate time.</p> <p>Independently follow a demonstration of striding: <i>look and listen to a demonstration, stretch out his/her legs to reach each point laid on the floor, follow progressively challenging pathways.</i></p> <p>Show creativity in mixing short steps and strides: <i>create his/her own pathways through footprints, shapes, etc. placed randomly on the floor, interchange between short steps and strides at random while moving throughout the room.</i></p> <p>Jump independently: <i>jump in puddles for fun, jump down from a high sitting position, actively seek to get up on small steps and jump down, listen to a verbal instruction and jump to land on a mat in an upright position.</i></p> | <p>jumping</p> <p>Explore various ways of taking off from the ground and landing: <i>take off from two feet to land on two feet, take off from one foot to land on two feet on a mat in an upright position.</i></p> <p>Practise moving around the room and on reaching particular points in the room perform a number of jumps: <i>a jump for height followed by a jump for distance.</i></p> <p>Practise skipping activities with and without ropes: <i>attempt to skip using a one foot leading skip and then changing to a jump skip, interchange forward skipping with sideways skipping at random, use a skipping rope to skip while stationary and while on the move.</i></p> |

Continued

The student should be enabled to
develop the skill of jumping.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---------|
| <p>jumping</p> <p>Develop an awareness of the sensation of jumping: <i>stand on a small step and be lifted down to land on his/her feet, participate in jumping in puddles for fun/jumping in a soft play area onto interesting textures.</i></p> | <p>jumping</p> <p>Respond physically to instructions to jump: <i>up/down/high/low.</i></p> <p>Explore skipping without a rope: <i>attempt to skip around the room moving into space and not making contact with others.</i></p> <p>Follow a leader to practise skipping (without a rope) both forwards and sideways.</p> <p>Initiate the swinging of a skipping rope so as to step over the rope as it comes down towards the feet.</p> | |

The student should be enabled to
explore the various ways of jumping.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Jumping</p> <p>Observe others/participate in jumping for distance: <i>with assistance experience the sensation of jumping for distance.</i></p> <p>Begin to develop the skills needed to be able to jump for distance: <i>approach (walk/run) and then take off and jump from designated mark such as a line of coloured tape on the floor. (An additional auditory clue could be added by making the floor mark noisy when stepped on or by a bell being rung at the take-off point.)</i></p> <p>Standing long jump: Practise pushing off two feet and landing on two feet in a different spot.</p> <p>Using a wheelchair, see how far he/she can travel with one rim push.</p> <p>Long jump: Walk towards a coloured line and, on reaching line, push off with one foot to land near a different coloured line on two feet.</p> <p>High jump: Move at pace along a runway toward an upright and crossbar: <i>Take off from one foot to reach over the low lying rope/bar and land on a resilient area.</i></p> | <p>Jumping</p> <p>Standing long jump: Push off from two feet, using a strong arm swing forwards and upwards.</p> <p>Long jump: Walk towards a coloured line and, on reaching line, push off with one foot to land near a different coloured line on two feet.</p> <p>High jump: Move at pace along a runway, attempting to move along the middle of the runway, and jump over the centre of a rope/bar.</p> | <p>Jumping</p> <p>Standing long jump: Practise the standing jump for distance and height.</p> <p>Show interest in challenging himself/herself.</p> <p>Develop a short approach run when taking off from one foot, taking three steps, and jumping for distance and height: <i>practise developing a strong arm swing, bring the arms back and on the forward upward swing feel the heels lifting off the ground and standing on tiptoes, look at his/her own action in a long mirror.</i></p> <p>Long jump: Moving at pace and, attempting to keep in a straight line, take off from one foot upon reaching a coloured line/strip of tape and jump towards another line or strip of tape in front of the body.</p> <p>High jump: Move towards a rope/bar and attempt to jump over it: <i>leading with a one foot take off, cross over the rope/bar in a prone position, and land on a resilient mat.</i></p> |

The student should be enabled to
experiment with appropriate objects and methods of throwing.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|---|
| <p>Throwing</p> <p>Develop awareness of gross motor throwing movements: <i>be enabled to stretch his/her arms above the head as much as is safely possible, twist his/her upper trunk, swing his/her arms.</i></p> <p>Develop awareness of the fine motor skills of grasping and releasing: <i>look at his/her fingers close and open around an object as it is picked up and released.</i></p> <p>Grasp, hold and release a range of objects: <i>have opportunities to handle beanbags and balls of different sizes, weights and textures, feel and look at a quoit/ tennis ball/Frisbee/boomerang.</i></p> <p>Be assisted in throwing objects away from the body and with some direction: <i>at a wall.</i></p> <p>Be assisted in throwing a variety of objects—beanbags and balls of different sizes, weights and textures—into a basket.</p> <p>Have opportunities to experience an under-arm throwing action: <i>with physical support feel the arm moving through an under-arm throwing action, be assisted in picking up a ball or beanbag and throwing it under-arm into the air/ at a target.</i></p> <p>Attend to and experience the movement of the arm in an over-arm throwing action: <i>bring (with appropriate support) his/her arm up and over the shoulder in line with the head, finish with the arm out in front of the body.</i></p> | <p>Throwing</p> <p>Indicate awareness of different sensations created by handling a number of throwing objects: <i>anticipate the weight and size of his/her familiar objects, show interest in handling new objects.</i></p> <p>Explore grasping and releasing a variety of objects suitable for throwing practice: <i>choose, hold and release into a container.</i></p> <p>Imitate a demonstration of a range of gross motor throwing activities: <i>with decreasing help stretch arms above his/her head, twist his/her upper body, lift his/her legs one at a time, swing his/her arms.</i></p> <p>Grasp and hold a ball or shot putt while trying to throw it in an over-arm movement at a target.</p> <p>Attempt to control the movement of his/her arm during an under-arm throwing action: <i>swing his/her arm back and forth and carry out a swinging action.</i></p> <p>Using a target find ways to throw various appropriate objects as closely to the target as possible: <i>beanbag, tennis ball, soft ball, medicine ball.</i></p> <p>Select a number of targets placed at various heights and distances and attempt to hit each object, paying attention to the way the ball is held and is being thrown.</p> | <p>Throwing</p> <p>Prepare for throwing: <i>stretch his/her hands high and hold, shake his/her legs and arms, twist his/her upper body, bend down to touch his/her toes with flexed knees.</i></p> <p>Select throwing objects, one at a time, from a variety of objects and experiment with ways of throwing them in an over-arm movement at a target/for distance.</p> <p>Practise using only the under-arm throw for all the targets and then the over-arm throw, discussing which throw is more successful for the particular type of target: <i>What way are you throwing the object? Does the size/weight of the ball make a difference to the way you need to throw it?</i></p> <p>Actively experiment with new throwing objects such as shot or discus.</p> <p>Take up a position on a runway and walk with the javelin held over the shoulder and, on reaching the throwing point, complete the throwing action and release the javelin at a target.</p> <p>Extend and refine the over-arm throwing action using a javelin: <i>move at pace along the runway and, on reaching the throwing point, put the foot down (plant) to stop the momentum of the body and release the javelin using an over-arm throw.</i></p> <p>Experiment, where possible, with new throwing objects such as a shot or a discus.</p> |

continued

The student should be enabled to
experiment with appropriate objects and methods of throwing.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Throwing</p> <p>Perform fine motor throwing movements with decreasing assistance: <i>reach for and grasp a beanbag/quoit, attempt to release an object into a container.</i></p> | <p>Throwing</p> <p>Attempt to control the movement of his/her arm during an over-arm throwing action: <i>try to lift the arm up and over the shoulder, attempt to throw an object out in front.</i></p> <p>Participate in games: - <i>'Read and throw'—a word is held up and students throw a beanbag on the floor on the correct word</i> <i>'Count and throw'—a card with a number of items on it is held up for the students to count and students throw a beanbag at a corresponding numeral card on the floor.</i></p> <p>Have opportunities to experiment with new throwing objects such as a frisbee/boomerang.</p> <p>Take up a standing position and using a foam javelin throw it from over the shoulder and out in front of the body towards targets at various heights.</p> | <p>Throwing</p> <p>Watch a demonstration and attempt to copy the movement independently: <i>watch his/her own attempts in a mirror independently.</i></p> <p>Watch his/her own attempts on a video playback and identify best shot/best effort, communicate about what he/she could have done better.</p> |

The student should be enabled to

develop an understanding of the basic rules of individual athletic events.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Understanding and appreciating the rules of athletics</p> <p>Have opportunities to play as part of a team during a group throwing activity: <i>be aware of others in the group, develop awareness of taking turns and cheering on team-mates, attend to the atmosphere of excitement in team throwing events.</i></p> <p>Show interest in others while participating in a team throwing event (throwing for distance, throwing to knock objects that make noise when knocked): <i>wait in line to take a turn, when his/her turn is finished hand the ball to the next person in line, react to the general atmosphere of excitement or disappointment at the team's performance.</i></p> <p>Follow simple instructions, although he/she may need the support of symbols or other prompts.</p> <p>Respond to simple commands: 'stop', 'go'.</p> <p>Recognise familiar pieces of equipment: <i>a ball or a hoop.</i></p> <p>Show awareness of cause and effect: <i>knocking down skittles.</i></p> | <p>Understanding and appreciating the rules of athletics</p> <p>Show understanding of some basic concepts: <i>taking big and little steps in movement activities or placing big and small balls in different baskets.</i></p> <p>Recognise and collect, on request, familiar pieces of equipment: <i>a mat to lie on or a hoop to jump into.</i></p> <p>Show understanding of being part of a team while playing throwing games: <i>go with the team to a certain point and line up to take turns, cheer on team members throughout the game, communicate excitement or disappointment, as appropriate.</i></p> <p>Show awareness of personal safety: <i>listen to the teacher's signals, attempt to keep between designated lane lines so as not to impede other athletes.</i></p> <p>Use equipment safely with direction from the teacher: <i>take turns on large equipment, carry and place mats, tidy his/her own beanbag away, know to look and check that no-one is standing in the area into which he/she throws an object.</i></p> <p>Show awareness of others while participating in a team throwing event: <i>wait in line to take a turn, when his/her turn is finished hand the ball or javelin to the next person in line, react to the general atmosphere of excitement or disappointment at the team's performance.</i></p> <p>Select equipment suited to the task.</p> | <p>Understanding and appreciating the rules of athletics</p> <p>Show understanding of some of the basic rules: <i>take off without crossing a marker in the long jump.</i></p> <p>Measure an achievement: <i>measure the distance/height of jumps, measure a partner's standing long jump.</i></p> <p>Show an awareness of personal safety: <i>practise safe landings, try to run in a straight line.</i></p> <p>Set personal challenges, with assistance.</p> <p>Understand how to mind his/her own equipment.</p> <p>Show understanding about being part of a team while playing throwing games: <i>go with the team to a certain point and line up to take turns, cheer on team members throughout the game, communicate excitement or disappointment as appropriate.</i></p> <p>Explore a range of roles: <i>starting a race by banging a drum or blowing a whistle, judging an activity by noting the longest throw.</i></p> |

The student should be enabled to
show some awareness of personal hygiene.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Wash his/her hands and face after exercise, with assistance.</p> <p>Participate in the removal of his/her heavy sweater/jumper before exercise.</p> | <p>Remove warm clothes before exercise with some verbal and physical prompting.</p> <p>Wash his/her hands and face after exercise with some physical and verbal prompting.</p> <p>Look at photographs of himself/herself doing different activities or use symbols to communicate how he/she feels: <i>hot, sticky, sweaty</i>.</p> | <p>Remove warm clothes before exercise.</p> <p>Independently wash his/her hands and face after exercise.</p> <p>Where available, take a shower after strenuous exercise.</p> <p>Communicate about how his/her body feels during an activity: <i>hot, sweaty, out of breath</i>.</p> |

Dance

The student should be enabled to

explore the movements of different parts of the body.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Exploration, creation and performance of dance</p> <p>Experience how different parts of the body can move: <i>imitate the teacher and shake fingers, wriggle toes, nod head, shake head, flex ankles, swing arms, blink eyes.</i> (Large mirrors may be used for observing his/her own body movements.)</p> <p>Participate in a variety of travelling actions: <i>have opportunities to experience sliding along a mat or floor, have his/her attention drawn to walking/running or marching in space.</i></p> <p>Begin to explore the ways in which the body can move in space: <i>step, slide, roll, march, skip, stride.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Show interest in attempting to follow demonstrated actions involving different parts of the body: <i>shake fingers, tap knees, clap hands, swing arms, begin to imitate the teacher's/another student's actions when in front of a mirror.</i></p> <p>Listen as the teacher names/points to a body part and explore various ways of moving that part of the body.</p> <p>Imitate a variety of travel actions: <i>imitate walking/striding/marching, following a leader's actions.</i></p> <p>Explore the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping), jumping, gesture, and stillness: <i>explore different ways of travelling by walking (small steps, wide steps, fast walks, tired walks, happy walks).</i></p> <p>Move different parts of his/her body to different instruments.</p> | <p>Exploration, creation and performance of dance</p> <p>Independently experiment in moving different parts of the body: <i>stretch arms above the head, shake fingers, clap hands, nod the head, march, step, experiment with body movement while looking in a large mirror.</i></p> <p>Use the stimulus 'bubbles': <i>students imagine that bubbles are popping on various body parts and they must burst them as soon as they appear (real bubbles can be used initially).</i></p> <p>Respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music: <i>have 'magic dust' sprinkled on the shoulder, leg, arm, or head, bring it to life and explore how it can move.</i></p> |

The student should be enabled to
explore and create movement at different levels.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|--|
| <p>Exploration, creation and performance of dance</p> <p>Experience movement actions at different levels: <i>rock or slide along a mat or floor, rise from the floor to balance across a physiotherapy ball, stretch up tall.</i></p> <p>With decreasing assistance, perform and begin to imitate activities involving movement at various levels.</p> <p>Participate in activities involving changing patterns of movement: <i>follow the group moving throughout the room in a curve pattern, follow a straight line chalked on the floor, follow zigzag patterns of movement.</i></p> <p>Develop awareness of the use of patterns of movement: <i>lie in a blanket and feel the sensation as it is pulled along the floor in a curved pattern, with assistance step/wheel along a coloured line following a zigzag pattern.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Imitate actions involving movement at different levels: <i>slide along a mat or floor, rise from the floor to stretch up tall.</i></p> <p>Have opportunities to alternate between levels using a variety of <i>body actions: be enabled to travel to a mat, lie stretched out on the mat and then rise to balance.</i></p> <p>Make a reasonable attempt to move between three levels, interchanging at random.</p> <p>Independently participate in activities involving changing patterns of movement: <i>follow a group moving throughout the room in a curved pattern, follow a straight line painted or chalked on the floor, create zigzag or flowing patterns of movement.</i></p> <p>Use different pathways and form different shapes in space: <i>travelling close to the floor following a zigzag pathway, avoiding obstacles and other people.</i></p> <p>Create, with decreasing assistance, different body shapes at different levels: <i>narrow, wide, long.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Show creativity in using different levels while moving: <i>pretend to be looking for someone hiding under a bed, slide or crawl around the room looking for someone, creep behind someone, jump up and shout to frighten someone.</i></p> <p>Introduce a stimulus, 'weather' for example, to explore the levels of movement—high, medium and low: <i>talk about the weather, look where the sun is, Can you feel the heat of the sun? Can you touch it? Watch the rain fall, feel it on your face. What is the fog? What do you know about snow? Watch and listen to the wind blowing, What does it do to the trees, leaves and flowers?</i></p> <p>Intermixing the levels at random: <i>snow falls to the ground (high to low), it builds up into the shape of a snowman (medium), sun comes out (high) and starts to melt the snowman (medium to low), snow turns into water and flows away (low).</i></p> <p><i>The sun is high in the sky-movements will involve reaching, leaping, stretching up on tiptoes, or stretching fingers to reach high if confined to a chair.</i></p> <p><i>The wind is blowing hard and the trees are swaying. Movement is at a high level.</i></p> <p><i>Fog is closing in and you must crouch down to find the way, or it is frosty outside and you are cold and shivering and hunching the shoulders. Movement is in the medium range.</i></p> |

Continued

| Phase 1 | Phase 2 | Phase 3 |
|---------|---------|--|
| | | <p>Exploration, creation and performance of dance</p> <p><i>Snow has fallen and is spreading along the ground covering everything. Movements are at a low level.</i></p> <p><i>(Offer students a range of stimuli—nature, a game of soccer, swimming, etc.)</i></p> |

The student should be enabled to
explore a range of dynamics in movement.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|--|
| <p>Exploration, creation and performance of dance</p> <p>Attend to the basic dynamics of movement in dance: <i>light versus strong, sudden versus sustained movement, be enabled to gently glide the arms through the air followed by punching the fists through the air, slowly walk or be wheeled around the room for a while then suddenly change direction.</i></p> <p>Show the beginnings of awareness of contrasting sounds in music: <i>show reaction by turning the head to look around for the sound, gesture or vocalise when there is a change in the music.</i></p> <p>Attend to the link between music and movement/indicate awareness of different types of music: <i>gently rock from side to side while sitting, when the tempo becomes strong stamp the feet on the ground/bang the fists on the lap/a table.</i></p> <p>Remember learned responses over increasing periods of time and begin to anticipate known events: <i>begin to move when the music starts.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Explore moving and/or using objects in a variety of ways in response to different types of music: <i>crawling, sliding, rolling, rocking, rowing with a partner, moving backwards/forwards/sideways, waving streamers/ribbons/material.</i></p> <p>Participate actively with the group while completing tasks involving light and strong movements and sudden and sustained movements: <i>tiptoe with the group around the room.</i></p> <p>Imitate contrasting movements including light and strong, sudden and sustained: <i>tiptoe across the floor as if in bare feet, stamp along the floor as if wearing big Wellington boots, walk over bubble wrap stamping the feet to burst the bubbles.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Using the theme 'animals' in movement students go outside to watch a bird fly/look at the cows in the field.</p> <p>Watch a nature programme to see how the hunting lion moves.</p> <p>Talk about how the students could use their bodies to move like the animals: <i>the slow sustained movement of the lion creeping up on its prey versus the sudden, strong pounce of the lion trying to catch its prey, the light, sustained floating actions of a bird in flight versus a bird cleaning itself in a birdbath.</i></p> <p>Move suddenly or smoothly using strong or light movements: <i>strong, heavy movements could be represented by foot stamping or punching the air, light, soft movements can involve tapping lightly with the finger or the toes, fast and slow movements can involve stretching out quickly then curling up slowly.</i></p> |

The student should be enabled to
 explore and communicate a range of moods or feelings through simple body movement.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Exploration, creation and performance of dance</p> <p>Show curiosity about the music being played: <i>move independently while the music plays, vocalise/ verbalise/use gestures/display facial expressions in response to music.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Be enabled to express emotions such as fear, excitement, happiness, anger: <i>crouching down and hiding, jumping up and down in the air, stamping the feet, punching the air.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Explore how poses, stances and movement express different emotions and characteristics: <i>anger, a cross face, fists clenched; relaxed (hand in pockets), frightened (hands over the ears), old age (bent over and slow movements), excitement (jumping up and down).</i></p> <p>Portray the mood of various folk dances: <i>happy, lively.</i></p> |

The student should be enabled to create and perform simple dances.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Exploration, creation and performance of dance</p> <p>Develop movement responses to a variety of stimuli: <i>songs, poems and pictures, stamp the feet to the sound of a drum, make light finger movements to the sound of a triangle.</i></p> <p>Be helped to freeze his/her position when the music stops.</p> <p>Be helped to follow and respond to simple instructions: <i>'stretch', 'bend', 'curl', 'stop'.</i></p> <p>Change his/her movements in response to sounds, instruments and music.</p> <p>With the teacher's guidance, perform an animal dance: <i>beginning in an animal shape, travelling through the jungle using curved and zigzag pathways, and concluding by hiding behind a tree.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Imitate the movements of other students or an adult: <i>mirroring activities.</i></p> <p>Create his/her own movements in response to music. Initiate movements: <i>standing tall, curling small, stretching out, wriggling about, staying still.</i></p> <p>Begin to develop work with a partner: <i>following a leader while imitating his/her movements.</i></p> <p>Experience movement to music in co-operation with a partner: <i>swaying/rowing/rocking together, moving forwards and backwards together, waving streamers or ribbons together.</i></p> <p>Be enabled to create the shapes and actions of toy characters in a story.</p> | <p>Exploration, creation and performance of dance</p> <p>Create and explore in response to selected stimuli, for example, in sport: <i>imagine dribbling/catching/kicking a ball, taking a penalty, reacting to the score (activity appropriate to the group).</i></p> <p>Practise controlling his/her own movements: <i>holding a shape or fixed position before moving on to the next.</i></p> <p>Be encouraged to use the space under and around himself/herself and others.</p> <p>Work with others to create arches and tunnels.</p> |

The student should be enabled to

perform simple movements to given rhythmic and melodic phrases.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Exploration, creation and performance of dance</p> <p>Move to action songs and rhymes: <i>one finger, one thumb, Hokey Pokey.</i></p> <p>Imitate the actions of an adult with the necessary physical and verbal prompting.</p> | <p>Exploration, creation and performance of dance</p> <p>Perform simple singing games and folk dances: <i>Skip to My Lou, Louby Lou.</i></p> <p>Respond freely to the music: <i>choosing to clap/march/skip/wave arms.</i></p> <p>With peers perform movements to favourite songs/rhymes/poems/videos.</p> | <p>Exploration, creation and performance of dance</p> <p>Independently follow instructions for appropriate movements.</p> <p>Begin to develop poise, balance and co-ordination while moving and stopping.</p> <p>Begin to show sensitivity in movement to music: <i>pausing at obvious changes, know where to begin a folk dance, change direction and type of action.</i></p> |

The student should be enabled to

create a short phrase of movement in dance showing awareness of the existence of the beginning, middle and end of a phrase of movement.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Exploration, creation and performance of dance</p> <p>Imitate movement phrases: <i>curling on a mat, standing up slowly and then stretching up tall in response to 'a shadow curled up small, I can make you grow up tall'.</i></p> | <p>Exploration, creation and performance of dance</p> <p>Identify the sections of a dance as beginning, middle and end: <i>the toy story dance:</i></p> <p><i>beginning—toys wake up</i></p> <p><i>middle—toys greet each other and dance</i></p> <p><i>end—toy maker/owner of the toys returns and the toys freeze.</i></p> <p>Be helped to select one or two familiar actions or movements to make a short sequence. Symbols and photographs may be used to help students remember or as a prompt for what to do next.</p> | <p>Exploration, creation and performance of dance</p> <p>Create a movement phrase to a song, rhyme, poem, or picture.</p> <p>Be helped to devise and remember sequences using symbol cards or verbal prompts.</p> <p>Perform dances showing a clear beginning, middle and end:</p> <p><i>Alice in Wonderland dance:</i></p> <p><i>beginning—falling down the tunnel</i></p> <p><i>middle—meeting the characters</i></p> <p><i>end—falling and waking up</i></p> <p>Perform a variety of selected Irish dances and folk dances: <i>demonstrate knowledge of the correct steps and the correct sequence of movements.</i></p> |

The student should be enabled to
communicate understanding of dance.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---|
| <p>Understanding and appreciation of dance</p> <p>Have opportunities to view dance on video/in a live performance: <i>mirror and attempt to copy movements from a dance video, communicate his/her favourite part of the dance, indicate by verbalising or gesturing if there were boys/girls in the dance, communicate about the actions and movements others make and what body parts they use.</i></p> <p>Have opportunities to observe traditional Irish dances and folk dances from other countries.</p> | <p>Understanding and appreciation of dance</p> <p>Have opportunities to view dance on video/in a live performance: <i>communicate how the dance began and finished, communicate how the dancers moved—fast, slow, softly, loudly.</i></p> <p>Develop awareness of the rhythms and style of Irish dances and dances from other cultures by observing dances live and on screen/by being enabled to participate in them.</p> <p>Independently participate in performing traditional Irish dances and folk dances from other countries: <i>make a reasonable attempt to move to the rhythm of various folk dances, pick out appropriate costumes for particular folk dances.</i></p> | <p>Understanding and appreciation of dance</p> <p>Have opportunities to view dance on video/in a live performance: <i>attempt to use some dance terminology to describe the performance.</i></p> <p>Break the dance down and make movements of particular body parts like the feet: <i>Did they move quickly? Did the feet come off the ground? Did the dancer take big and little steps?</i></p> <p>Participate with decreasing assistance in traditional dance activities.</p> <p>Explore costumes to suit a theme.</p> <p>Be helped to look at ways of improving his/her own performance: <i>watch a video replay and be helped to select the best performance and explain why it was good.</i></p> |

Gymnastics

The student should be enabled to

develop basic movement actions while exploring both personal and general space.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|---|
| <p>Movement</p> <p>Experience slow and gentle vestibular movement: <i>experience slow and gentle swaying, swinging, rocking, rolling, and spinning, show pleasure at gentle vestibular movement, continue movement with some help, begin to copy movement demonstrated.</i></p> <p>Participate in and experience basic movement actions: <i>balancing, rolling, stretching, turning, twisting, and transferring weight.</i></p> <p>Respond to demonstrations of basic movement actions: <i>roll with appropriate support on a mat, while being supported lie prone across a physio ball, attempt to stretch his/her hands out in front towards the ground to help support his/her weight, balance in a sitting position on a balance board attempting to stay upright.</i></p> <p>Participate in basic movement actions while exploring both personal and general space: <i>with assistance rock on a mat, roll forwards using a physiotherapy ball to support the body, while using general space move through the room (moving from one foot to another, stretching and turning to travel elsewhere).</i></p> | <p>Movement</p> <p>Engage independently in vestibular movement: <i>ask for movement to be carried out, ask to go on swings, use swings and independently increase the speed of vestibular movements.</i></p> <p>Roll on a mat, move along low-lying stepping blocks transferring weight from two feet to one foot to two feet.</p> <p>Imitate demonstrations of rolling/rocking on a mat/physiotherapy ball.</p> <p>Travel at different levels: <i>move by shuffling or wriggling from the sitting position, crawl on hands and knees, crawl on hands and feet.</i></p> <p>Using all the available space, follow a leader from one area of the room to another, transferring weight from one foot to another by stepping on coloured footprints on the floor.</p> <p>Make some attempt to follow a visual demonstration showing the use of pathways in movement: <i>move along a straight bench, follow a set of footprints laid on the floor in a curved shape, travel across a mat using a zigzag pathway.</i></p> | <p>Movement</p> <p>Independently explore movement in both personal and general space: <i>travel on a mat, move from one mat to another throughout the room along with a leader to perform a variety of movement actions such as stretching/turning/twisting/jumping.</i></p> <p>Independently follow a leader to complete a variety of movements at different levels: <i>push along a mat in a supine position, step through the rungs of a climbing frame, step from the floor onto a bench, stretch and then return to the floor.</i></p> <p>Continue to develop body awareness through further movement variations of direction, pathways, levels, shapes, speeds and effort: <i>travel on two hands and one foot, hold a stretched balance in that position and transfer his/her weight to travel on two feet and two hands following a zigzag pathway.</i></p> <p>Show curiosity about, and experiment with, direction in movement: <i>initiate a forward roll on a yoga ball, step/slide or stretch in as many directions as possible, slide prone along a bench, rise from a seated position to stretch up on tiptoes, climb the rungs of a ladder or a climbing frame.</i></p> |

Continued**The student should be enabled to**

develop basic movement actions while exploring both personal and general space.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|---|
| <p>Movement</p> <p>Increase body awareness through exploring direction in movement: <i>be enabled to move forwards/backwards/sideways/downwards/upwards, travel backwards by rocking or sliding along a bench, execute a pencil roll to move sideways from a walking position, lower his/her body onto a bench/physio ball.</i></p> <p>Show awareness of his/her own body and participate in basic movement actions while exploring both personal and general space (See Glossary.): <i>imitate body movements made by the teacher—flex and extend an arm or leg, reach out in different directions, stretch up tall/curl up small, make strong heavy movements by stamping the feet, make light, soft movements, make fast and slow movements, stretch out quickly and curl up slowly.</i></p> <p>Participate in exploring pathways: <i>with assistance travel across a bench on his/her seat in a straight pathway, travel on his/her feet around the room following a curved pathway highlighted by cones, move in a zigzag pathway across a mat.</i></p> <p>Transfer his/her body weight with assistance: <i>rock from side to side or from back to front, lean onto/over a therapy roll/ball, roll sideways onto a mat.</i></p> | <p>Movement</p> <p>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.</p> <p>Imitate body actions using levels: <i>perform with decreasing help and begin to imitate a pencil roll across a mat, step over a low bench, crawl under a table.</i></p> <p>Develop body awareness through variations of direction, pathways, levels, shapes, speeds, and effort: <i>travel slowly on two hands and one foot following a curved pathway, travel sideways on two hands and two feet keeping the body low, support his/her weight on one foot with the body in a stretched position and transfer the weight to two hands and one foot with the body in a curled position.</i></p> <p>Increase body awareness through the use of levels in movement: <i>roll with the body in a low position, slide across a bench with the body in a prone position, travel around general space on the feet.</i></p> <p>Given a decreasing level of assistance, respond to and attempt to imitate a variety of tasks using direction in movement.</p> | <p>Movement</p> <p>Experiment with different shapes in movement through the use of pathways: <i>walk the length of a bench, walk in and around a set of plotted cones, follow pathways/footprints, create pathways for other students to follow.</i></p> <p>Develop further the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing, and transferring weight, using a variety of body parts while exploring both personal and general space.</p> <p>Move with some control and co-ordination: <i>travel over and under a climbing frame, independently follow a leader to complete a variety of movements at different levels.</i></p> |

The student should be enabled to
link skills to produce a short sequence of movement.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Movement</p> <p>Using all available space, follow a leader from one area to another transferring his/her weight from one foot to another by stepping on coloured footprints on the floor.</p> <p>Experience linking two movement actions to create a short sequence: <i>with assistance rock on a mat and on finishing the rock start into a roll across the mat, move with prompting to another mat using two forms of travel.</i></p> <p>Link skills to produce a short sequence of movement: <i>move from one mat to another throughout the room, follow a leader and perform a variety of movement actions such as stretching, turning, twisting, jumping.</i></p> | <p>Movement</p> <p>Independently attempt to link two or more different movement skills to create a sequence on the floor.</p> <p>Continue the linking of movement skills on the floor and using apparatus: <i>balance on a bench, jump from the bench to a mat and travel across the mat by rolling.</i></p> <p>Begin to develop work with a partner: <i>follow a partner's sequence.</i></p> <p>Show control in take-off and flight.</p> | <p>Movement</p> <p>Select and link a range of movement actions to travel on the floor and on apparatus: <i>roll across a mat, move onto a bench, travel across it (hopping or sliding) and land to finish in a stretched shape.</i></p> <p>Show increased control in take-off and flight.</p> |

The student should be enabled to
begin to transfer work onto apparatus.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Movement</p> <p>Travel around, in and out of hoops.</p> <p>Walk/wheel along a line on the floor (chalk, painted, taped): <i>a rope, a flat plank, a wide bench.</i></p> <p>Travel, with support, the length of a bench: <i>walking, pulling himself/herself along with the arms, lying on his/her stomach, lying on his/her back.</i></p> <p>Step/move from the floor onto a bench, stretch, and then return to floor.</p> <p>Travel backwards and forwards by sliding along a bench: <i>in a sitting position/lying down.</i></p> | <p>Movement</p> <p>Travel along, across and around mats and benches: <i>imitate a pencil rolling across a mat.</i></p> <p>Practise rocking and rolling activities leading to a forward roll across a mat.</p> <p>Practise and perform the forward roll with control.</p> <p>Begin to practise and perform the backward roll from initial rocking and rolling activities.</p> | <p>Movement</p> <p>Develop the skill of balancing using mats and benches.</p> <p>Practise and perform forward and backward rolls with control.</p> <p>Climb the rungs of a ladder or climbing frame.</p> <p>With verbal prompting, as necessary, have opportunities to perform sequences with a partner: <i>leading/following/mirroring movements, moving from the floor to apparatus.</i></p> |

The student should be enabled to
show understanding and appreciation of gymnastics.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|--|
| <p>Understanding and appreciation of gymnastics</p> <p>Identify by naming or gesturing the parts of the body used in the movement activity.</p> <p>Develop awareness of others when using apparatus.</p> <p>Show appreciation when another student executes a good movement.</p> | <p>Understanding and appreciation of gymnastics</p> <p>Move safely from the floor to a mat and from a mat to the floor.</p> <p>Show understanding of how to absorb energy to avoid shock when landing: <i>keep the back straight, bend the knees.</i></p> | <p>Understanding and appreciation of gymnastics</p> <p>Develop the ability to lift, carry and place apparatus safely.</p> <p>Develop good body tension and posture through gymnastic positions and movements.</p> |

Games: Sending, receiving and travelling

The student should be enabled to develop ball-handling skills.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Ball-handling</p> <p>Have opportunities to touch and handle a variety of equipment of different shapes, weights and textures: <i>reach to touch, show interest in handling each object, react to their weight, feel them against different parts of the body, squeeze/rub/shake a table-tennis ball/tennis ball/baseball/basketball/beach ball/beanbag while changing it from hand to hand.</i></p> <p>Show curiosity about the movement of different balls: <i>independently explore each ball, choose one and push it away, push different types of balls and watch them roll (basketball, beach ball, bowling ball, table-tennis ball).</i></p> <p>Explore further ways to move the above objects: <i>slide on a table-top from side to side and back and forth, with a flat palm move the hand in a circular motion on top of a tennis ball/football/beach ball.</i></p> <p>Develop the skill of grasping and releasing an object with appropriate physical guidance and verbal reinforcement: <i>curve the hand around a small ball, quoit or beanbag, close the fingers, and open fingers to release.</i></p> <p>Initiate grasping and releasing activities: <i>pick up beanbags from a table and place them in a hoop on the floor, pick up a tennis ball and place it in a container.</i></p> | <p>Ball-handling</p> <p>Independently follow verbal and visual demonstrations of an under-arm throw using a beanbag, quoit or ball: <i>close the fingers around the object, swing his/her arm down by the side and out, finish out in front.</i></p> <p>Have an opportunity to practice an over-arm throwing action: <i>with appropriate assistance and physical support move the arm up and behind shoulder in line with head, finish with the arm out front.</i></p> <p>Make a good attempt to catch a thrown ball while sitting or standing.</p> <p>Try to catch balls of different sizes.</p> <p>Develop and practise further ball-handling skills:</p> <ul style="list-style-type: none"> ■ <i>rolling a small ball at a target</i> ■ <i>chest passing from a stationary position using a large ball</i> ■ <i>catching a ball by cradling (scooping)</i> ■ <i>bounce-passing from a stationary position using a large or small ball</i> ■ <i>throwing under-arm and over-arm at a large target</i> ■ <i>throwing over-arm to a partner using a small ball</i> ■ <i>receiving (catching) a pass at various heights.</i> | <p>Ball-handling</p> <p>Independently catch a thrown ball while sitting or standing.</p> <p>Further develop and extend ball-handling skills:</p> <ul style="list-style-type: none"> ■ <i>throwing and catching a large round or oval ball or a small ball while moving</i> ■ <i>throwing at or into a small target (a basket or a net)</i> ■ <i>bowling at a target such as a bat, skittles or a goal</i> ■ <i>gathering a large oval over round ball or a small ball off the ground while moving</i> ■ <i>passing a ball to a partner while stationary or moving</i> ■ <i>using a chest pass, overhead pass, bounce pass where appropriate</i> ■ <i>moving to receive a ball.</i> <p>Develop the skill of controlling and hitting a ball with a unihoc stick.</p> |

Continued

The student should be enabled to
develop ball-handling skills.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---------|
| <p>Ball-handling</p> <p>Experiment further with the various pieces of equipment: <i>find ways to move a ball, squeeze beanbags, roll the quoit or throw it like a discus.</i></p> <p>Have opportunities to participate in sending activities: <i>with appropriate verbal cues and physical assistance, roll a large ball to a partner, track a ball as it moves, anticipate the movement of the ball being moved, wait with open arms to receive the return pass (on the table, on the floor).</i></p> <p>With support roll a jingling ball along a table-top, roll a slow moving ball down a ramp at a large target, visually track the ball being rolled (using balls of different sizes, colours, textures, and weights).</p> <p>Have an opportunity to participate in sending activities alongside peers: <i>roll a ball at a large target, take turns in ramp bowling. (Assistive devices such as guttering may be used to control the direction and provide momentum.)</i></p> <p>With decreasing assistance, release a ball/beanbag at a target: <i>pick up a ball/beanbag, with appropriate guidance move his/her arm to perform an under-arm throw in both sitting and standing positions.</i></p> <p>With support, cup a ball in the hand and complete an over-arm throw: <i>take a ball and attempt to throw it at a target.</i></p> <p>With decreasing assistance, position his/her arms and hands correctly to receive a ball: <i>open the arms and hands to catch it.</i></p> | <p>Ball-handling</p> <p>Actively participate in a sending activity with another person and in a group: <i>wait in line to take a turn, pass the ball to a partner, cheer on team-mates.</i></p> | |

The student should be enabled to begin to develop kicking skills.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|--|
| <p>Kicking</p> <p>Observe the teacher and others kicking a ball around the room and show interest in the action of kicking: <i>with support, move his/her leg in a kicking action in sitting/lying/standing position, make contact with a ball (light, large, coloured).</i></p> <p>With decreasing help, make contact with a stationary ball at foot level, begin to imitate kicking action.</p> <p>Use a ball with sensory feedback in texture, sound and sight to participate in kicking games with peers: <i>attempt to kick a stationary ball on the ground or attached to a string, with appropriate support try to kick a ball to a partner and at a target, try to kick a ball to a partner or at a target.</i></p> <p>Participate in kicking activities with peers: <i>take turns kicking the ball at a large target (boundary created to control the direction of the ball).</i></p> <p>Indicate awareness of others in the group: <i>with some prompting stay in line to take turns to play kicking games.</i></p> | <p>Kicking</p> <p>Copy, repeat and explore simple kicking skills with basic control and co-ordination.</p> <p>Attempt to dribble the ball with his/her foot: <i>within defined boundaries that prevent the ball rolling away dribble the ball with his/her foot to a target zone.</i></p> <p>Develop further and practise kicking skills:</p> <ul style="list-style-type: none"> ■ <i>kicking a ball to a partner along the ground using the inside and the instep of the foot</i> ■ <i>controlling the ball with the foot by trapping or stopping it</i> ■ <i>kicking a ball to a partner or at a target along the ground using the inside, instep and outside of the foot</i> ■ <i>dribbling a ball with the foot and trapping or stopping it.</i> <p>Participate in kicking activities with others in the group: <i>stay in line and wait to take a turn while cheering on the person taking his/her turn, kick the ball to a target and return to the line for another chance.</i></p> | <p>Kicking</p> <p>Attempt to dribble the ball with his/her feet while moving it around a defined area.</p> <p>Attempt to dribble the ball with one foot around a simple arrangement of cones.</p> <p>Further develop and extend kicking skills:</p> <ul style="list-style-type: none"> ■ <i>kicking a round or oval ball from the hands</i> ■ <i>controlling a ball with the inside and instep of the foot</i> ■ <i>picking up a stationary or moving ball into the hands, using the foot</i> ■ <i>dribbling a ball around obstacles</i> ■ <i>passing and shooting the ball at a target</i> ■ <i>kicking a ball on the ground or through the air and moving into position to receive a pass</i> ■ <i>kicking a ball through the air over a short distance to reach a partner (a kick pass)</i> ■ <i>walking or jogging with a ball</i> ■ <i>taking a penalty kick</i> ■ <i>dribbling and changing the pathway taken by turning or twisting.</i> |

The student should be enabled to
develop and practise a range of carrying and striking skills.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Carrying and striking</p> <p>Carry or be helped to carry a beanbag on different parts of the body: <i>palm of the hand/back of the hand/head/shoulder/foot, move part of body to knock off the beanbag or try to move/wheel or be wheeled around the room.</i></p> <p>Experience holding a light racket/bat: <i>with necessary support, grasp the handle of the racket and hold it in the palm of the hand.</i></p> <p>Tolerate the weight of an object on a racket/bat: <i>hold, or be helped to hold, a bat with a beanbag on it while stationary and while moving.</i></p> <p>Show curiosity about a selection of rackets/bats: <i>attempt to swing each racket in turn (a wooden bat/a tennis racket/a badminton racket, a table tennis/cricket bat).</i></p> <p>Choose a ball/beanbag and a bat and attempt to walk/wheel (or be wheeled) around the room keeping the ball/beanbag on the bat.</p> <p>Experiment with striking a ball with a racket/bat: <i>attempt to hit a ball sitting on an upright stand, attempt to hit a ball attached to a string, attempt to strike a ball resting on a table and send it along the table.</i></p> | <p>Carrying and striking</p> <p>Develop and practise carrying and striking skills:</p> <ul style="list-style-type: none"> ■ <i>carrying a beanbag on different parts of the body with decreasing assistance for increasing lengths of time</i> ■ <i>carrying a beanbag on a small bat while moving slowly or quickly</i> ■ <i>tossing the beanbag on a small bat or the hand while stationary, using forehand or backhand</i> ■ <i>alternating tossing and carrying a beanbag on a small bat or the hand</i> ■ <i>bouncing a ball on a racquet while stationary</i> ■ <i>striking a softball along the ground with a bat and retrieving it</i> ■ <i>striking a softball against a wall using the hand or a bat.</i> | <p>Carrying and striking</p> <p>Develop and practise a range of carrying and striking skills:</p> <ul style="list-style-type: none"> ■ <i>striking a ball against a wall using the hand, allowing it to bounce once between each strike</i> ■ <i>bouncing a ball against the ground while stationary or moving slowly, using the hand or a small bat with a short handle</i> ■ <i>keeping the ball off the ground using body parts above the waist</i> ■ <i>dribbling or striking a ball for accuracy along the ground using a hurley or hockey stick</i> ■ <i>striking a ball through the air at a target using a hurley</i> ■ <i>dribbling a ball around obstacles using a hurley or hockey stick</i> ■ <i>fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw volley (passing/serving a ball).</i> |

The student should be enabled to create and develop games.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Creating and playing games</p> <p>Participate in creating and playing games in pairs and with a small group: <i>with assistance, take part in deciding what game to play, outline the rules involved, observing what is involved in being part of a team, attend to the atmosphere of excitement or disappointment in team events.</i></p> <p>Develop awareness of keeping a simple score: <i>with full help, place a mark beside team name/colour on a board, have a star pinned to his/her jumper when he/she scores, have a star stuck onto a card attached to the captain's wheelchair.</i></p> | <p>Creating and playing games</p> <p>Collaborate in simple games or partnered activities with other students.</p> <p>Create and develop games in pairs: <i>rolling a ball at a target, kicking a ball to a partner through a 'goal'.</i></p> <p>Assist in keeping a simple score: <i>with decreasing help, begin to keep a score of one mark for one point scored.</i></p> | <p>Creating and playing games</p> <p>Create and develop games in small groups: <i>Pig-in-the-middle passing games.</i></p> <p>Play small-sided (mini) versions of games:</p> <ul style="list-style-type: none"> ■ <i>bench ball (a modified game of basketball), performing skills with greater intent and control</i> ■ <i>3 v. 3, 4 v. 4 Gaelic football or soccer with modified rules</i> ■ <i>'pair tennis' (no net necessary).</i> <p>Create and develop games with a partner or with a small group: <i>participate independently with reasonable skill in activities, show a desire to play games and be part of a team.</i></p> <p>Seek to record points scored: <i>know when a point is scored, seek to record a point when a target is hit/a goal is scored. (Numerals could be used if appropriate.)</i></p> |

The student should be enabled to play simple playground games.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Understanding and appreciation of games</p> <p>Develop movement skills relevant to games: <i>running, jumping, chasing, skipping, rim pushing, changing direction.</i></p> <p>Sustain concentration for short periods.</p> <p>Apply simple rules to games: <i>wait in line to take a turn, pass the ball to a partner, cheer on team-mates.</i></p> <p>Have opportunities to observe traditional Irish games: <i>develop awareness by attending live events, watch events on television, have opportunities to participate with assistance in such games.</i></p> | <p>Understanding and appreciation of games</p> <p>Develop control in movement skills relevant to games: <i>changing speed, stopping and starting.</i></p> <p>Participate in shared activities with less support.</p> <p>Copy, remember, repeat, and explore simple actions with control and co-ordination.</p> <p>Sustain concentration for longer periods.</p> <p>Apply potential solutions systematically to problems: <i>reach out a foot or a hand to intercept a moving ball.</i></p> <p>Begin to be aware that certain situations or activities need specific types of responses.</p> <p>Apply simple rules to games: <i>having three opportunities to throw a ball at a target before a partner takes a turn.</i></p> <p>Develop his/her ability to appreciate and participate in traditional Irish games: <i>show interest in game when brought to a live event, show interest in watching games on television, participate with some help in traditional games.</i></p> | <p>Understanding and appreciation of games</p> <p>Vary skills, actions and begin to show some understanding of simple tactics.</p> <p>Communicate about differences between his/her own and others' performance and suggest improvements.</p> <p>Begin to gain some understanding of fitness and health: <i>understand the importance of taking part in activities that will increase his/her heart beat. (If appropriate, see Safety issues).</i></p> <p>Develop an understanding of the use of space: <i>moving into space away from an opponent and seeking a pass.</i></p> <p>Develop problem-solving and decision-making strategies: <i>watch the flight of a ball through the air before receiving it.</i></p> <p>Apply simple rules to small-sided games: <i>display basic teamwork, apply simple principles of defence and attack, know how to keep score.</i></p> <p>Seek to watch or participate in traditional Irish games: <i>ask to go to local hurling/football events, watch with appreciation on television, make a good attempt to participate in traditional games.</i></p> |

Outdoor and adventure activities

The student should be enabled to undertake short walks around a familiar area.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|--|
| <p>Walking</p> <p>Participate in short walks within and around the school grounds:</p> <ul style="list-style-type: none"> ■ discovery walks— <i>finding out the different types of areas existing in the immediate environment: playground/ canteen/assembly hall/car park/ gym</i> ■ quiet walks— <i>What can you see? How many sounds can you hear? What do you smell? What does it feel like?</i> <p>Participate in hide-and-seek walk: <i>a student hides and the rest of the group looks for him/her.</i></p> <p>React to the new sights and sounds using verbal and gestural expressions: <i>observe specific objects of interest when prompted, indicate familiar landmarks with help.</i></p> <p>With some prompting, stay with the walking group: <i>show awareness of being part of the group, hold hands with a peer, help the teacher to push a wheelchair, catch up with the group when called.</i></p> | <p>Walking</p> <p>Participate in a group walk, taking turns to lead the group during the walk: <i>look at the various landmarks and communicate about those which are familiar.</i></p> <p>Indicate awareness of new surroundings when walking/being wheeled outside the school: <i>extend the hands and vocalise, look around, listen and react to sounds, help to gather leaves and flowers.</i></p> <p>Stay with the group while out walking: <i>independently follow the direction of the group, stop to explore and then catch up with the group.</i></p> <p>Find an object in a confined area of the school site, given simple clues: <i>participate in a treasure hunt, participate in a hunt for Easter eggs in the class/school grounds.</i></p> | <p>Walking</p> <p>Show interest and actively participate in walking activities within and around the school: <i>move to the front of the group, move ahead of the group, point and vocalise to acknowledge and question what is seen, independently touch objects/react to sounds and sights during the quiet walks, in a hide-and-seek walk show awareness by looking in different places and gesturing or vocalising.</i></p> <p>Discuss the similarities and differences between various landmarks on the route and the type of surface being walked on: <i>tarmacadam, grass, clay, a wooden bridge, etc.</i></p> |

The student should be enabled to
undertake short walks outside of the familiar environment.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|--|
| <p>Walking</p> <p>Have experience of short walks outside the school: <i>participate in nature walks/picnic walks, show awareness of and curiosity about new surroundings by actively looking around and reacting to new sounds, smell flowers, pick leaves, watch animals, feed ducks, draw an adult's attention to new landmarks.</i></p> | <p>Walking</p> <p>Have opportunities to explore new routes: <i>participate in a walk to see new landmarks such as signposts, stone walls, gates, buildings.</i></p> <p>Undertake forest/park walks along the marked trails with appropriate tasks set for completion along the route: <i>make bark rubbings, collect leaves/flowers/stones.</i></p> <p>Show curiosity about new surroundings when walking/ wheeling (or being wheeled) outside the school: <i>actively explore the environment, roll in the grass, pick up twigs, shuffle through the leaves, point out things of interest, communicate likes and dislikes.</i></p> | <p>Walking</p> <p>Visit the local park, participate in town trails, and follow designated paths.</p> <p>Observe changing scenery while exploring new routes: <i>react to new sights and sounds, help to take photographs, display photographs on bulletin boards/class walls.</i></p> |

The student should be enabled to
develop an awareness of directional signs/symbols.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Orienteering</p> <p>Become aware of changing direction within the school environment: <i>have his/her attention drawn to changes of direction when moving around the school, listen and watch the teacher saying and pointing the direction (turn left/turn right/go straight on) while moving from classroom to classroom/canteen/gym and other places around the school, experience being pulled/pushed in a wheelchair in different directions.</i></p> <p>With decreasing assistance, follow the class group as the direction of travel changes.</p> <p>Go to features in the classroom identified by photographs or pictures.</p> <p>Become aware of visual or tactile directional signs in the classroom and around the school: <i>look at/feel directional signs such as a symbol of a hand with a finger pointing/ an arrow, look at signs that have photographs of key destinations and a hands/arrows pointing the way.</i></p> <p>Show interest in visual and tactile signs displayed around the school: <i>point to and touch directional signs, vocalise in response to the sight of signs, become excited on reaching each sign.</i></p> <p>Have opportunities to explore new routes: <i>participate in a walk to see new landmarks such as signposts/ stone walls/gates/buildings.</i></p> | <p>Orienteering</p> <p>Show understanding of changing directions: <i>with decreasing assistance, continue to follow the class group as the direction of travel changes, attempt to turn his/her body/wheelchair to go right/left as group moves in that direction.</i></p> <p>Follow an adult's instructions for a change of direction in familiar territory: <i>with decreasing help, follow gestural/verbal instructions on walks around school/playing directional games in the classroom and around the school, imitate gestures/the words of an adult for going right/left/straight ahead.</i></p> <p>Engage in activities for finding the way: <i>identify the front, back, left or right of the hall/room.</i></p> <p>Follow verbal/visual directions: <i>take three steps forward, one step backwards, two steps to the right.</i></p> <p>Play a 'Hot or cold' game to locate hidden objects in classroom/ playground: <i>follow directions (forward, backwards, left, right).</i></p> <p>Follow visual or tactile directional signs in the classroom and around the school: <i>with decreasing assistance, follow directional signs on the walls pointing the way to go, carry a photograph of his/her destination and follow signs shown on that photograph, vocalise in response to the sight of signs, become excited on reaching each sign.</i></p> | <p>Orienteering</p> <p>Communicate understanding about changing directions: <i>lead the way for the group, use gestures or words to indicate the way forward on familiar routes, undertake to decide when the group will take a right/left turn or go straight ahead in order to stay on the selected route, find his/her way independently to a familiar destination.</i></p> <p>Go with a group and find examples of selected symbols and signs while following a particular route.</p> <p>Select/make a number of directional signs/pictures and place them in appropriate locations around the school environment: <i>give suggestions about where to place signs (for example, place 'No running' signs on the walls of the school corridors), make decisions about what direction to point the hand or arrow.</i></p> <p>Independently follow visual or tactile directional signs: <i>look at or feel the directional sign and then point to or move in the correct direction, match his/her own photograph of a destination with a pictorial directional sign and actively seek to find the way.</i></p> <p>Observe changing scenery while exploring new routes: <i>react to new sights and sounds, help to take photographs, display photographs afterwards in his/her copybook and on the classroom walls.</i></p> |

Continued

The student should be enabled to
develop an awareness of directional signs/symbols.

| Phase 1 | Phase 2 | Phase 3 |
|---------|---|---|
| | <p>Orienteering</p> <p>Show curiosity on arrival at a different place: <i>visually explore, become animated enough to draw attention to different things.</i></p> <p>Acknowledge that this is a new place and communicate about it: <i>communicate about the place and indicate whether he/she likes or dislikes it.</i></p> | <p>Orienteering</p> <p>Develop awareness of signs outside the school environment: <i>observe and communicate about a variety of directional signs/symbols in both writing and pictorial form (stop, go, no diving, no running, arrow, traffic lights).</i></p> <p>Show awareness of signs outside the school environment: <i>with assistance follow signs for a local church/shopping centre/museum/library.</i></p> |

The student should be enabled to undertake adventure trails.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Outdoor challenges</p> <p>Participate with the necessary support in a short indoor orienteering course: <i>follow a ribbon connecting a starting point to a number of controls (photographs/pictures of features) and find different sensory toys to interact with before moving on to the next one, attempt to get to each control in sequence, communicate the fact that each one is found.</i></p> <p>Observe and respond to the introduction of orienteering: <i>with decreasing assistance, follow a leader along the ribbon to reach a control and attempt to interact with each control before moving on to the next one.</i></p> <p>Experience walking/being wheeled in a variety of terrains: <i>attend to the experience of walking /being wheeled uphill, downhill, in rough versus smooth terrain.</i></p> <p>Safely complete an obstacle course set out indoors in a safe environment: <i>stepping up/over/down, crawling, sliding, climbing, rolling, wheeling over a plank, slaloming between cones, reversing between benches.</i></p> | <p>Outdoor challenges</p> <p>Show curiosity on arrival at a different place: <i>visually explore, become animated enough to draw attention to different things.</i></p> <p>Show interest in undertaking physical challenges appropriate to his/her ability: <i>develop his/her ability to negotiate a variety of terrains, walk/wheel with increasing ease in a variety of terrains.</i></p> <p>Participate in an indoor orienteering course as part of a team: <i>wait with team members to take turns to find a control and bring it back to the team, wait for the student in front to go first, cheer on fellow team-mates.</i></p> <p>Follow a path that involves negotiating obstacles to reach a target object: <i>safely complete an obstacle course (constructed indoors or outdoors using large and small apparatus or natural features) by stepping, crawling, pulling, hanging, sliding through and under mazes or tunnels constructed with benches, mats, tyres, etc. in order to find a specific object at the end.</i></p> <p><i>(Variations to this might include arriving at the obstacle and turning over a card with pictures or symbols directing them how to move to the next obstacle.)</i></p> | <p>Outdoor challenges</p> <p>Have opportunities to participate in outdoor orienteering activities: <i>follow the clear route set out, negotiate obstacles, recognise controls from photographs, discuss options for moving from one control to the next, communicate when each one is found.</i></p> <p>Lead another student around an obstacle course: <i>verbally or using sign.</i></p> <p>Be enabled to participate in as wide a variety of adventure activities as possible: <i>have opportunities to try out challenging activities at outdoor centres or specially equipped gymnasiums.</i></p> <p>Seek to participate in physical challenges appropriate to his/her ability: <i>extend himself/herself physically when participating in all activities, independently walk/wheel on a variety of terrains, negotiate hills/rough terrain independently.</i></p> |

The student should be enabled to undertake co-operative activities.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|---|
| <p>Outdoor challenges</p> <p>Undertake simple co-operative (trust) activities: <i>follow a blind trail—the student closes his/her eyes and follows a simple short trail made with a cord (with one hand on the cord and led by a trusted adult).</i></p> | <p>Outdoor challenges</p> <p>Undertake co-operative activities:</p> <ul style="list-style-type: none"> ■ <i>follow a blind trail—one student is blind folded/keeps his/her eyes shut while another one leads giving simple instructions: ('lift foot, bend down, crawl').</i> ■ <i>participate in a game of 'stepping stones'—two students in each team stand in a hoop, both step into the hoop in front of them, then one bends down to pick up hoop behind and place it in front of the hoop they are standing in so that they can step into it, and thus move forward to the finishing point.</i> | <p>Outdoor challenges</p> <p>Undertake more challenging co-operative (trust) activities: <i>blindfolded, he/she follows a short trail made with cord, with one hand on the cord, passing over, under, through, and around obstacles.</i></p> |

The student should be enabled to develop awareness of the safety aspects of adventure activities.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Outdoor challenges</p> <p>Listen to instructions on safety and observe safety measures being demonstrated: <i>hold hands with an adult/helper/peer, wait for his/her turn.</i></p> | <p>Outdoor challenges</p> <p>Show awareness of the safety aspects of adventure activities: <i>respond to instructions on safety (stay away from forbidden areas, stay with the group, refrain from running or pushing).</i></p> | <p>Outdoor challenges</p> <p>Show understanding of the safety aspects of adventure activities undertaken.</p> <p>Independently follow familiar safety procedures: <i>anticipate and take appropriate measures to ensure his/her safety.</i></p> |

The student should be enabled to
produce the leg action involved in cycling.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---|
| <p>Cycling</p> <p>Be assisted to sit on an exercise bicycle, feet on pedals (using velcroed or shoe topped pedals to keep the feet on the pedals): <i>observe himself/herself in the mirror, attempt to produce the leg action involved in cycling.</i></p> | <p>Cycling</p> <p>Experiment with the leg bicycle action on a tricycle. (A tricycle on which the pedals move forward as the wheels move forward is preferable.)</p> | <p>Cycling</p> <p>Sit on a bicycle with/without stabilisers and cycle around an enclosed hall or gym area, following a route/path: <i>lines drawn on the floor, a pathway between cones.</i></p> |

The student should be enabled to
control the direction of a bicycle around a set course.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Cycling</p> <p>Be assisted to follow the direction of a path that runs between a set of cones: <i>going forward, turning and stopping.</i></p> | <p>Cycling</p> <p>Randomly cycle around an area, using a tricycle, negotiating obstacles to get to a particular point.</p> | <p>Cycling</p> <p>Cycle along a designated bicycle route within school grounds or around a park.</p> |

Aquatics

The student should be enabled to
enter and exit safely from the water.

| Phase 1 | Phase 2 | Phase 3 |
|--|---|---|
| <p>Entering and exiting the water</p> <p>Co-operate with a variety of appropriate pool entry methods: <i>sit/lie quietly while being hoisted, hold out his/her arms to be helped from a sitting position, walk down the steps/ladder/ramp while holding on to the handrail with an adult attending, be assisted to sit on the edge of the pool, roll onto the stomach and slide into the water with some help, enter with decreasing help in the Humpty Dumpty fall. (See Glossary.)</i></p> <p>Be assisted to exit the water safely using the above methods.</p> | <p>Entering and exiting the water</p> <p>Respond to requests to enter and exit the water by walking down the steps or ladder holding onto the handrail, by stepping in from the poolside, or by sitting, rolling and sliding in from the edge.</p> <p>Communicate his/her choice of exit and exit the pool safely with assistance: <i>climb out of the water, get out with support, use the steps.</i></p> | <p>Entering and exiting the water</p> <p>Independently follow instructions on safe entry into the water from the poolside: <i>walk down the steps holding on to the handrail, sit on the edge of the pool and shuffle down the ramp, sit and then roll and slide from the edge.</i></p> <p>Enter the water safely: <i>by sitting, turning and slipping into the water, by jumping into the water, by diving in (surface or plunge dive sitting, crouching, standing).</i></p> <p>Follow the instructions of the lifeguard/pool supervisor/teacher to exit the water: <i>on hearing the whistle or seeing the flag exit the water using the steps or by pulling himself/herself onto the pool edge.</i></p> |

The student should be enabled to

become comfortable with activities involving interaction with water.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|---|
| <p>Interacting with water</p> <p>Experience the sensation of water within the swimming pool environment: <i>sit, with support, on the pool edge and kick his/her feet and legs through the water, move towards the steps, sit on the first one and gradually moving further in as confidence builds. (Students who are extremely nervous could splash their hands and feet in a basin away from the edge of the pool and gradually move to the edge of the pool.)</i></p> <p>Tolerate interaction with water in the pool: <i>tolerate the use of a cup to scoop up some water and pour it over his/her shoulders/arms/hands, with help place a sponge in the water and then pick it up and squeeze it out.</i></p> <p>Imitate a kicking action sitting on the pool side: <i>watch the leader/instructor and attempt to kick his/her legs and feet through the water.</i></p> <p>Experience being in the water with an adult guiding his/her body movements: <i>splashing, being moved from side to side.</i></p> <p>Show interest in interacting with the water while in the pool: <i>with decreasing help, splash/move through the water while holding on to the side rail, swish his/her hands along the water surface, use a cup to scoop water up and pour it over his/her shoulders/arms/hands/head, squeeze water out of a sponge and use it to 'wash' himself/herself, attempt to blow bubbles.</i></p> <p>Be encouraged to listen and attend to instructions and wear appropriate swimming aids.</p> | <p>Interacting with water</p> <p>Show curiosity about the feeling of water against the body: <i>walk independently through the water, swing the arms around the body under the water, lift the arms in and out of the water, jump up and down in the water, lift his/her feet, look for an adult to pull him/her through the water, take long strides then small steps, step on only the coloured tiles on the bottom of the pool, move on tiptoes/with shoulders under and over the water.</i></p> <p>Experiment with kicking his/her legs through the water while sitting on the edge of the pool: <i>move his/her legs up and down in the water and from side to side, independently interchanging between actions.</i></p> <p>Experiment with objects that float and find ways of moving them around the pool without touching them: <i>blow at the object, make waves using the hands so as to move it.</i></p> <p>Step in and place the face in the water with comfort: <i>blow bubbles while his/her mouth is in the water.</i></p> <p>Show interest in moving parts of the body in the pool: <i>with prompting, swish his/her hands along the water surface, lift his/her arms in and out of the water, walk through the water while holding on to the side railing/holding an adult's hand.</i></p> <p>Explore ways of travelling with a partner: <i>holding hands and walking together or going round and round.</i></p> <p>Be helped to select appropriate swimming aids.</p> | <p>Interacting with water</p> <p>Independently select appropriate swimming aids. (See Safety.)</p> <p>Independently play in the water: <i>splash, scoop up the water and throw it out, move through the water, jump up and down.</i></p> <p>Be helped to feel safe in the water and encouraged to put his/her head/different parts of the body under the water.</p> <p>Look at and imitate the actions of a partner under the water, with or without goggles.</p> <p>Tuck his/her knees up into the body and spin like a ball using hands to activate the movement.</p> <p>Pick up lightweight objects from the bottom of the pool with the eyes open (with/without goggles).</p> <p>Communicate how he/she feels in the water and about the temperature of the water: <i>recognise when he/she is warm or cold.</i></p> |

The student should be enabled to
develop balance in the water.

| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Balancing in the water</p> <p>Participate in action songs to develop movement in the water: <i>listen to the words and attempt to imitate the actions of the movements to nursery rhymes such as moving around in a circle to 'Ring a ring a rosy' and lowering the body into the water for Humpty Dumpty's fall.</i></p> | <p>Balancing in the water</p> <p>Walk in shallow water: <i>to a rhythm, changing direction on a heavy beat, making patterns, negotiating a person or obstacle.</i></p> | <p>Balancing in the water</p> <p>Jump, side-step or run across the pool: <i>participate in relay races (jumping or side-stepping or running across the pool).</i></p> |

The student should be enabled to develop buoyancy and propulsion.

| Phase 1 | Phase 2 | Phase 3 |
|---|--|---|
| <p>Buoyancy and propulsion</p> <p>Observe that some objects float and others sink: <i>blow, nose or head objects (ball, toy, ducks) around floating objects.</i></p> <p>With appropriate buoyancy aids or the help of an adult, take his/her feet off the bottom of the pool and lie supine in the water.</p> <p>Experience the sensation of floating: <i>with appropriate buoyancy aids and physical support, lift his/her feet off the floor of the pool into a curled-up position, put his/her feet back down, lift the feet off the floor and lie supine in the water.</i></p> <p>Experience the sensation of movement while floating supine on the water: <i>with appropriate flotation devices and physical support, have his/her hands and feet moved through the water to propel his/her body.</i></p> | <p>Buoyancy and propulsion</p> <p>Develop awareness of the buoyant properties of water: <i>lie back into supine position (See Glossary.) with adult support under the trunk and/or a buoyancy aid around trunk, try to achieve a horizontal position ('look at the ceiling') with arms relaxed.</i></p> <p>Experiment with floating independently in the water while wearing appropriate buoyancy aids: <i>independently follow an adult's instructions on how to float, try to lift the legs off the floor and attempt to float on his/her back.</i></p> <p>Grasp and hold a swimming float and attempt to float on front.</p> <p>Attempt to float independently on his/her back or front: <i>make a 'star' formation with feet and legs.</i></p> <p>While floating in either a prone or supine position, change from an 'aeroplane' shape into a 'star' shape without putting his/her feet on the ground.</p> <p>With appropriate support, attempt to return to standing position from a supine position: <i>tuck the knees up to make a ball, lift the head up and forward and place the feet on the ground.</i></p> | <p>Buoyancy and propulsion</p> <p>Practise balance, rotation and recovery exercises with and without a float:</p> <ul style="list-style-type: none"> ■ <i>regaining a standing position from the prone or supine position</i> ■ <i>rolling over from the prone or supine position</i> ■ <i>floating, forming wide and narrow shapes in the prone or supine position</i> ■ <i>linking shapes to form sequences—from a standing position fall into a prone position, rotate into a supine position, and finish in a standing position</i> ■ <i>floating in a mushroom shape</i> ■ <i>turning through 360 degrees horizontally or vertically.</i> |

The student should be enabled to
explore use of arms and legs to travel in water.

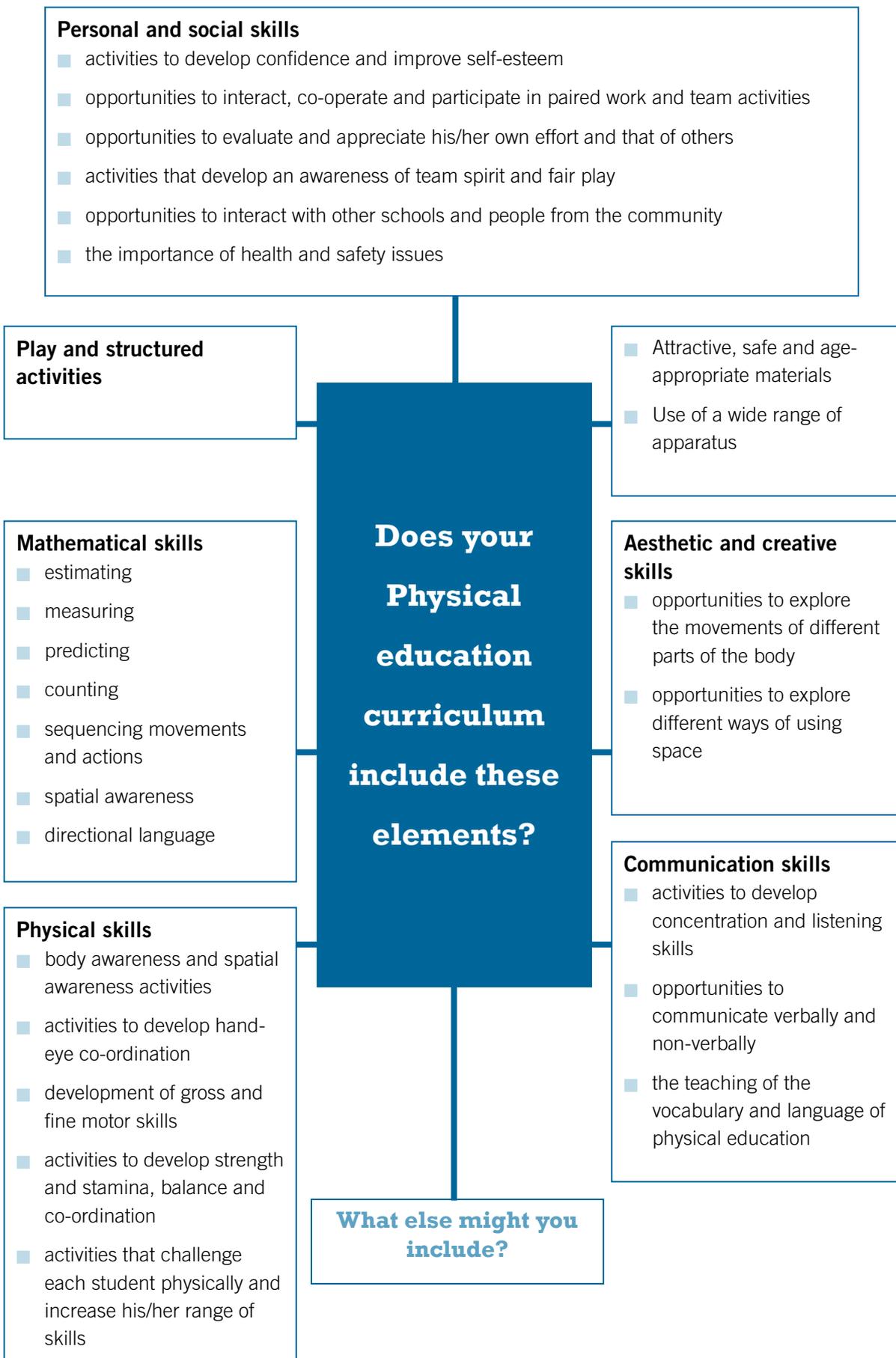
| Phase 1 | Phase 2 | Phase 3 |
|---|---|--|
| <p>Travelling in the water</p> <p>Have opportunities to participate in the following activities:</p> <ul style="list-style-type: none"> ■ <i>holding on to the handrail, lying in the supine or prone position, kicking the legs through the water</i> ■ <i>holding on to the handrail and kicking the legs like a frog</i> ■ <i>kicking legs up and down using a float</i> ■ <i>kicking the legs like a frog using a float.</i> | <p>Travelling in the water</p> <p>Show interest in moving through the water: <i>lie in the supine position and attempt to scull (See Glossary.) with hands, kick the feet as in the front crawl, in a prone position use a breast stroke action with a front crawl leg action.</i></p> <p>Play chasing games: <i>What Time Is It, Mr Shark? Crows and Cranes.</i></p> <p>Play the Simon Says game, in which activities are matched to abilities.</p> | <p>Travelling in the water</p> <p>Independently follow visual demonstrations and verbal instructions on sculling: <i>lie supine in the water, kick the feet and push the hands through the water, practise sculling in a prone or supine position (head first and feet first).</i></p> <p>Glide forward or backwards along the surface in a stretched position: <i>push off with the feet from the edge of the pool and glide as far as possible, then kick the legs or scull to cover more distance.</i></p> <p>Glide to the bottom of the pool.</p> <p>Develop a selection of swimming strokes: <i>front crawl, backstroke, breast stroke, butterfly.</i></p> |

The student should be enabled to
participate in pair and group play.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|--|
| <p>Water-Based Ball Games</p> <p>Show interest in playing with a ball in the water: <i>push around and follow a ball alone, show enjoyment/anticipation when sending and receiving a large colourful beach ball, gradually begin to send and receive large and small light balls to/from an adult.</i></p> <p>Participate in ball games in the water: <i>play with large and small light, colourful, textured balls in the water, experience sending and receiving a large beach ball to another student, play ball games with peers and attempt to catch a ball with both hands.</i></p> | <p>Water-Based Ball Games</p> <p>Play ball games with peers: <i>throwing and catching a ball, including using a one-arm throw.</i></p> <p>Initiate ball games in the water: <i>play with large and small light balls in the water, push around and follow a ball alone, play ball games with peers catching the ball with both hands.</i></p> <p>Participate in group games with an adult: <i>an adult blows liquid bubbles from the deck and students jump to burst the bubbles before they land on the water.</i></p> | <p>Water-Based Ball Games</p> <p>Explore different ways of sending the ball to a partner: <i>throw, blow, carry, punch.</i></p> <p>Participate in an 'over and under' game in which a ball is passed along a line over heads and under legs.</p> <p>Participate in a game of water push-ball or water volleyball.</p> |

The student should be enabled to show awareness of water safety.

| Phase 1 | Phase 2 | Phase 3 |
|--|--|---|
| <p>Water Safety</p> <p>Show understanding of basic hygiene procedures: <i>become aware of the need to shower, use the toilet before swimming, wear a swim hat.</i></p> <p>Respond to requests not to splash other students.</p> <p>Respond to requests to refrain from pushing others into or under the water.</p> <p>Develop understanding and awareness of who/how to ask for help.</p> | <p>Water Safety</p> <p>Follow instructions about hygiene: <i>walk through the foot spa, wear a swim hat, assist in keeping the pool and dressing rooms clean.</i></p> <p>Show understanding of the rules of the pool: <i>know not to run around the pool area.</i></p> <p>Listen and attend carefully to instructions.</p> <p>Know how and where to summon assistance if required.</p> <p>Communicate verbally/non-verbally how he/she feels in the water and about the temperature of the water: <i>recognise when he/she is warm or cold.</i></p> | <p>Water Safety</p> <p>Show understanding of the need to be clean in and around the pool: <i>tidy away his/her own clothes, independently wear flip flops to walk around the pool area, shower, walk through the foot spa, put a swim hat on before entering the water.</i></p> <p>Observe the rules of the pool and understand how to stay safe in the water: <i>practise safe entry to the water, know that he/she can't dive in the shallow end.</i></p> <p>Summon assistance in an emergency while maintaining his/her own safety: <i>draw attention to those who are not being safe in the pool.</i></p> <p>Have opportunities to practise treading water.</p> <p>Show recognition of some of the hazards of water: <i>depth, pollution, hypothermia.</i></p> |



Exemplars

The following pages outline some ideas for developing themes and units of work in physical education for students with moderate general learning disabilities. The exemplars of work included are outlines from which teachers can develop a more comprehensive programme.

Exemplar Lessons

In some instances only minor additions may be necessary to make the lessons suitable for individual classroom environments. Alternatively, the needs of a particular school environment may dictate considerable adaptation before implementation in individual classes. Factors such as the developmental stage and previous experiences of students, the availability of resources (human and material), the nature of the learner, and the local environment will need to be considered.

| No. | Exemplar title | Page |
|-----|----------------------------------|------|
| 1. | Athletics | 67 |
| 2. | Aquatics | 70 |
| 3. | Gymnastics | 75 |
| 4. | Dance | 77 |
| 5. | Outdoor and adventure activities | 80 |
| 6. | Games | 84 |

Exemplar 1: **PE****Title:** Athletics**Strand Unit:** Throwing

| Learning outcomes | Resources | Safety Notes |
|--|--|---|
| <ul style="list-style-type: none"> The student will be introduced to the rules on safety in throwing. The student will experiment with the over-arm and under-arm throwing action. | <ul style="list-style-type: none"> indoor facility with a high roof throwing implements – tennis balls, beanbags, soft balls, bowls, quoits, shots measuring tape long rope with painted coloured segments of equal distance cones whistle/bell/flag | <p>It will be important to ensure that</p> <ul style="list-style-type: none"> there is an appropriate ratio of staff to students there is a designated ‘safe area’ for those who are not throwing throwing must only occur from the throw line students collect thrown implements only under the instruction of the teacher the teacher uses key terms, for example ‘collect’, and visual signals where necessary students are invited to throw when ready but always ensuring that the throwing area is clear. |

67**Introduction****Warm-up**

- moving throughout an area by walking, jogging, or wheeling his/her own chair
- movement into space is with head up, looking where he/she is going and avoiding coming into contact with other students
- general body exercises, with a greater focus on those body parts which will be most challenged
- discussing how students feel after the warm-up—warm, tired, want to take off jumpers, sticky (Compare how the student felt before warm-up took place.)

Exemplar 1: **PE****Development****Throwing activity**

Observe first, teach later. This observation time will provide the teacher with an opportunity to observe individual student skills.

Each student selects his/her own ball or beanbag. This will allow the students to choose their preferred hand.

With minimal interventions, allow students to throw the ball into the throwing area. It must be decided in advance how many students can throw at any one time.

Introduce key questions to get students thinking about what they are doing.

Where did the ball go?**How far did the ball go?**

The teacher/an adult asks the student to try and throw further. This may elicit a change of body position or style of throw, or student may take a run up before the throw.

Did it go further?

Yes or No?

If the answer is yes, encourage the student to show you how they throw.

If no, consider a different throw.

How are they throwing the ball?

Light grasp with ball resting in the palm of the hand

Are they throwing out and up or out and down? (Encourage out and up for the over-arm throw.)

Are they rotating their trunks as they throw?

What way are they standing?

Square to the target or side on?

Encourage a side on stance to the target. For those in a wheelchair, turn it at an angle so that the student will have room to lean back over the handle rather than into the back of the chair.

Direct teaching could take place after the student is given an opportunity to explore.

Now the entire group is given a clear visual demonstration of the over-arm throw action.

Hold the ball in the fingers, bring the arm up and behind the shoulder, step into the throw with the leading foot and release the ball in front of the shoulder. Follow through with the whole arm with fingers pointing after the ball.

If necessary, break group up into smaller units for throwing, so as to cater for teacher observation and guidance.

Exemplar 1: **PE****Conclusion****Team Throw**

Each member of a team takes turns to throw a ball.

The distance of each throw is added together to give a team score and the team with the highest score chooses the next game.

Zone Target

There are three areas marked out. Each area is a further distance from the one in front.

Each zone is allocated points.

If a ball lands on Zone 1 the team gets one point and so on.

Place the numbers 1, 2, 3 in the respective zones. Use ropes/hoops if outdoors, and put a piece of paper in the zones if indoors.

After each member of the team has thrown, the points are added up.

Example: 1 ball in Zone 1 (1x1) = 1 point

3 balls in Zone 2 (3x2) = 6 points

1 ball in Zone 3 (1x3) = 3 points

Team Score 10 points

Exemplar 2: PE

Title: Aquatics

This lesson is based on Exemplar 18, An Aquatics lesson, Primary School Curriculum: Physical Education, page 96.

Level: mixed-ability group

In this lesson students are learning to enjoy being in the water and to become more confident. They are learning how to keep afloat, move in the water, and breathe when swimming. All students will use swimming aids and support, but in time some students will manage without these.

Group 1: Students who are beginners, some who are fearful in the water

Group 2: Students who are beginning to show confidence in the water and a willingness to learn to swim strokes

Group 3: Students who are beginning to demonstrate correct arm and leg movements

Ideas here could be adapted and expanded on by special schools to meet the needs of their students or by mainstream class teachers who have students with moderate general learning disabilities in their classes.

Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities: Physical Education, outlines an aquatics lesson, which may be useful in extending activities for some students.

Exemplar 2: **PE**

| The student should be enabled to | Resources | Safety Notes |
|---|--|--|
| <ul style="list-style-type: none"> • develop confidence in the water (Group 1) • develop breath control and buoyancy, and begin to use arm and leg movements (Group 2) • practise specific strokes, and use different arm and leg movements (Group 3) • develop awareness of the need to be safe in and around the pool area (Groups 1, 2 and 3) • develop the ability to listen and respond to instructions (Groups 1, 2 and 3) • use actions and words to describe what he/she and others do in the pool (Groups 1, 2 and 3). | <ul style="list-style-type: none"> • a selection of buoyancy aids/ foam floats/swimming caps/ goggles • water toys (any intriguing floating objects) • balls (small and large) • cups/sponges/buckets • weighted hoops/objects • ropes to divide the pool and keep students in the correct depth • a whistle • floating markers • laminated picture cards to support instructions | <p>It will be important to ensure that</p> <ul style="list-style-type: none"> • buoyancy aids fit properly and are inflated • the water temperature is appropriate and the pool has been checked for health and safety • the space around the pool is free from clutter • there is an adequate staff/ student ratio. (This will involve assigning teachers, Special Needs Assistants, parents/ guardians/volunteers to individual students or groups). • students know the safety rules for swimming in, and being near, the pool • all students are accounted for at the beginning and end of each lesson in the pool and on entering/leaving the changing area • students do not enter the pool area unless a lifeguard is on duty • medical permission and permission from parents/ guardians has been received • a class-based session on hygiene practices when using the pool (clothing, use of the footbath, shower, toilet, etc.) and safety rules at the pool has taken place. (Continuous reference to and reminders of these rules will need to be made before, during and after each lesson.) |

Exemplar 2: PE

Entry into the water will depend on student ability and might include any/all of the following:

| | |
|----------------------------|--|
| Hoist entry | Persons who are familiar with the equipment should operate hoists. |
| Steps | Ensure there is a handrail alongside the steps. |
| Sit, roll and slide | The student sits on edge of pool, leans to one side by putting a hand down on the deck, rolls over on to the stomach, and then slides into the water at the shallow end. |
| Humpty Dumpty entry | The student sits on the edge of the pool and falls into the arms of an awaiting adult. |

Language Development

During the lesson, students will have opportunities to listen to or observe visual images/signs for a range of words and phrases such as

- walk, hop, skip, jump, pour, squeeze, splash
- up, down, turn around
- push/pull with your arms
- kick your legs
- lie on your front/back
- parts of the body
- breathe/blow bubbles
- in/on/under the water
- armbands/floats

Students will respond by action, verbalising, or signing their responses.

Preparation

Students are encouraged to undress themselves to the best of their ability and enabled to store their clothing properly. Some students will remove shoes and socks only. Other students will be able to remove their own clothing and put on their own togs and buoyancy aids.

Exemplar 2: **PE****Introduction****Warm-up activities:**

Students play simple games in separate areas of the pool.

Group 1: They sit on the side of the pool and kick their legs, and progress to sitting on the steps. Gradually, with assistance and prompting, they may work their way down. An activity such as collecting floating toys may encourage the students to move away from the edge. Students use cups or sponges and respond to requests to pour water over the stomach, back, shoulders, etc. Some students might begin to show a willingness to pour water/squeeze a sponge over the backs of their heads.

Group 2: Students enter the water carefully, as taught, using one of the aforementioned methods and respond to instructions to move along the wall, walking, jumping, hopping, with support as necessary. Each student tries to move a floating object, such as a small plastic ball or floating saucer, across the pool without touching it (blowing, splashing, and pushing the water with their hands). They participate, with physical and verbal assistance in relay games, for example an 'over and under' relay. (The ball is passed over the head and under the legs of a line of students.)

Group 3: Students, individually, in pairs, or small groups, move around and across the pool, responding to requests to move quietly, quickly, backwards, forwards, sideways. Students play relay games such as chin ball. (Each swimmer pushes a small ball with the chin across the pool to another team member while walking on the bottom and holding the hands behind the back or swimming using legs only.) Some students take turns to submerge and collect objects from the pool floor. Other students play 'follow the leader' or see how long they can stay still when lying on their front or back. Some students may be asked to keep their heads in the water to make the task harder, or out of the water to make it easier.

73

Development**Group 1**

Further water play activities—splish-splash (A bucket is placed floating in the middle of the circle of students who attempt to sink it by splashing it full of water/using cups to fill it as fast as possible.)

Group 2

Practising buoyancy and propulsion exercises—floating with/without assistance in a stretched shape, and in prone and supine positions: Students push off the side of the pool and glide a distance. They practise arm and leg movements—holding onto a float/bar at the side of the pool and kicking like a frog. Students could take turns to hold onto one end of a tube foam float and be pulled through the water (lying prone or supine) and practise the correct kicking technique.

Group 3

Practising arm and leg propulsion exercises that develop a stroke, for example the front crawl: Students participate in relay races across the pool, using legs only/arms only. They also might take part in time and distance challenges, swimming towards floating markers in the water.

Exemplar 2: PE

Concluding Activities

Ball games

Towards the end of the lesson a big, light, colourful ball might be introduced to the class. All students can participate, with verbal and physical prompting, in trying to throw, catch and keep the ball in the air.

Relay race

Groups 2 and 3 merge and are divided into two teams. Each member of the team carries a float by walking/swimming, with the necessary assistance, from one side of the pool to the other. The first team, with all team members and floats, to reach the opposite side wins. Group 1 students might be involved in receiving/gathering the floats, although it is probably advisable for them to exit the pool area first and begin dressing, as they may not be as physically active as students in the other groups.

Students exit the pool safely and are encouraged, under adult supervision, to shower and dress to the best of their ability.

Important Considerations

- Limit instructions and keep the students active, so that they do not get cold.
- Make the pool environment look interesting for beginner swimmers by adding floating and sinking objects, sponge toys, plastic bottles, etc. Where possible, the use of a small blocked-off area rather than a large, open pool space will seem a little less overwhelming.
- Make sure the students have an opportunity to watch, copy and describe what others do. Back in the classroom, give the students opportunities to talk about what they have done.
- Give the students enough time to explore and practise their skills and ideas.
- Give the students specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise.
- Use large, clearly outlined, visual cue cards or pictures to gain the attention of students with limited hearing or concentration, as the swimming pool can be a very noisy, distracting environment.

Exemplar 3: **PE****Title:** Gymnastics

| The student should be enabled to | Resources | Safety Notes |
|---|---|--|
| <ul style="list-style-type: none"> • explore a variety of ways of travelling using hands and feet, and varying direction, level and speed • experience the sensation of rolling • link skills to produce a short sequence of movement. | <ul style="list-style-type: none"> • a suitable indoor facility • mats • hoops | <p>It will be important to ensure that students</p> <ul style="list-style-type: none"> • participate in their bare feet or with pomp style footwear—not runners or stocking feet • are encouraged to travel lightly in all travel movements. |

Warm-Up Activities

- Marching/jogging on the spot—On hearing or seeing a signal, students move/wheel around the room. Non-ambulant students might start on a mat, flex feet and knees, and stretch hands up behind the head. Legs are straightened, brought together, and then opened into a V shape. Students then turn over onto side, curl up tight, and hold.
- Travelling through the room using a variety of small and large steps—The use of coloured lines or footprint shapes spaced close together and far apart will help reinforce that there is a difference between the two types of steps.
- Travelling at pace around the room—On a signal the student stops, touches the ground or wall with one hand and then with two hands, and then continues to move around the room.
- Standing with feet slightly apart, or sitting in the wheelchair, the students swings both arms in a circle backwards. Arms should circle close to the ears and the body with head erect.
- Standing with feet astride the student rotates his/her hips.
- Sitting on the floor and stretching out legs and arms as wide as is comfortable students flex and stretch the ankles, and then rotate the ankles.

Exemplar 3: PE

Development of Lesson

Floor work

Students practise travelling around the room using feet only. They are initially encouraged to select their own way of travelling—walking, hopping, skipping, wheeling. They then find a different way to travel on their feet or in their wheelchairs.

The teacher should now take the opportunity to demonstrate other forms of travel that were not performed, and allow the students to experiment with these. Challenge the students to link together two or three different ways of travelling on foot.

Students explore travelling using hands and feet, moving with feet close to the hands, far away from the hands, and to the side of the hands.

While travelling using feet only or hands and feet, students, on hearing a signal, attempt to make a change of direction. Some students will need support and this could be in the form of directional arrows on the floor and walls, or coloured lines on the floor, which they can follow. Other students will require physical assistance and prompting.

Apparatus work

Students travel to a hoop using hands and feet, jump in and out of the hoop, and travel away using a different combination of hands and feet. Some students will need to be prompted/reminded to use a different combination.

Students attempt to copy a roll demonstrated by the teacher, rolling across the mat in different ways—sideways, stretched out, tucked up.

Students travel to a mat using feet only, roll sideways (stretched or tucked) across the mat, and travel, using hands and feet, to a hoop.

76

Cool Down

The students

- slowly and lightly jog/run/wheel quickly and then change to walking
- breathe deeply while walking
- walk/wheel around the room, circling the arms slowly forwards and backwards
- stand on tiptoe and stretch the leg muscles
- stretch arms up and over the head while walking or from a wheelchair
- while walking, circle the arms forwards and backwards again
- stretch the chest by clasping the hands behind the back
- lie, be assisted to lie if appropriate, on a mat and relax.

Exemplar 4: PE

Title: Dance

This exemplar is an adaptation of Exemplar 9, from the *Primary School Curriculum, Physical Education Teacher guidelines*, page 68.

In this unit students explore basic body actions, for example jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by the stimulus of imaginary magic dust. Many of the actions and skills that students use in the dance lesson will also be used in gymnastic activities. For example, work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastics.

| The student should be enabled to | Resources | Safety Notes |
|--|--|---|
| <ul style="list-style-type: none"> • copy and explore basic body actions demonstrated by the teacher • experience a variety of ways of moving • combine movements using different parts of the body • follow simple instructions, for example respond to a 'freeze' command • move showing some sense of dynamic, expressive and rhythmic qualities in their own dance • watch and communicate about the movements of other students • remember and repeat short dance phrases • move with increasing control. | <ul style="list-style-type: none"> • a cassette or CD player • a video/digital camera and playback equipment • percussion instruments • an electronic keyboard and drum-kit • a variety of stimuli (starting points for dance), <i>for example words, stories, poems, pictures, objects, videos, music, bubbles, a magic wand, gold glitter</i> • a parachute, some balloons, some hoops, a tambourine | <p>It will be important to ensure that</p> <ul style="list-style-type: none"> • students are wearing appropriate footwear and clothing • the space is safe and clear to work in • students understand the importance of others' space when moving around • students warm up and cool down properly. |

Exemplar 4: PE

Language Development

In this unit students will have an opportunity to listen to, or observe, visual images/signs for a range of words and phrases such as:

- words to describe travel and stillness, for example *gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue*
- words to describe direction, for example *forwards, backwards, sideways*
- words to describe space, for example *near, far, in and out, on the spot, own*
- beginning, middle, end
- words to describe moods and feelings (expressive qualities), for example *happy, sad*
- words to describe the nature of movement (dynamic qualities), for example *fast, strong, gentle*.

Introduction

The teacher and students sit in a circle and discuss the rules of the lesson, for example listen, look and think. Students have attention drawn to their own particular space, which can be marked with a mat or some coloured footprints or by a hoola hoop.

In the circle, the teacher leads the students through a simple warm-up, focussing on swinging, stretching the arms, legs and torso, walking and jumping on the spot. Attention is drawn to parts of the body, with assistance as required—tapping shoulders, slapping knees, stamping feet, and patting the head. Students are encouraged to move, walking or wheeling, around the room, listening to the gentle shaking of a tambourine, holding stillness when the sound stops. The activity can be repeated listening to pieces of slow, fast, lively, dramatic music.

78

Development

Light movement

Teacher blows up balloons and encourages students to look at them floating. Each student is now given a balloon with a piece of string attached. Students are guided in walking or wheeling around the room quietly and slowly, lightly pulling the balloon through the air.

Teacher then introduces bubbles, drawing the students' attention to what the bubbles are doing (floating quietly) by speaking softly and quietly. When a bubble lands on a part of the teacher's body he/she reacts by moving it (swinging/shaking). Individual students are encouraged, with verbal and prompting, to do likewise.

The teacher asks the students to stand in their own space and, using the stimulus of magic dust (because all the bubbles are gone now) landing on different parts of the body, the teacher and students explore the way in which they can move the head, shoulders, back, arms, elbows, fingers, etc.

Exploration now focuses on moving a part of the body and 'freezing' when the teacher blows the dust away. Look at the different shapes created. If available, a digital camera will record the shapes for discussion back in the classroom later on in the week. Print-outs will serve to remind students before the next dance lesson.

Teacher asks students to follow the magic dust around the room, catching it close to the floor, above their heads, or on different parts of the body. Look at the different shapes created and the different levels used. The participation of a willing Special Needs Assistant will provide a great role model for all students.

Exemplar 4: PE

Conclusion

Bring out a colourful parachute. All students lift the parachute together and then let it float back down to the ground without letting go. They then shake the parachute gently like a soft breeze, then suddenly harder like a big storm. End by lifting the parachute high and let it float away.

Relaxation: Each student returns to his/her own space, lies on the floor, and relaxes arms, legs and torso listening to calming music. Students verbalise or use symbols to show how they feel – cool, calm, hot, sticky.

Important Considerations

- Most lessons should start with short warm-up activities that help the students remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Give the students enough time to try out and practise their ideas and movements. They should also have time to talk about what they have done.
- For some students paired work/support from the Special Needs Assistant will help them think of different movements.
- If the concept of magic dust is too abstract for some students, a concrete object like a magic wand might be substituted.
- Make sure the students have an opportunity to watch others, talk about what they see, and copy movements. This could include watching videos of professional dance.
- Give the students specific guidance on what they are doing and how to do it, as well as general feedback and praise.
- Using electronic keyboards and drum-kits can be a good way to store different rhythmic patterns for the children to respond to.
- Use both visual and sound cues where possible.
- Use a variety of sounds—percussion, pop music, music from other cultures.
- Use a variety of stimuli to practise and extend the idea—balloons, ribbons, material, bubbles, scarves, and hoops.

Exemplar 5: PE

Title: Outdoor and adventure activities

Based on **Primary School Curriculum, Physical education: Exemplar 17**, pages 91-93, a unit of work in outdoor and adventure activities, which outlines a series of five lessons for first or second class

This unit of work outlines a range of activities incorporating the strand units walking, preliminary orienteering, and outdoor challenges. Students have opportunities to participate in simple orientation activities using maps, pictures, diagrams, and symbols, and learn to use simple maps and follow simple trails. They also take part in a range of trust and communication activities, and in some adventure games. They work on their own and in small groups and try to solve physical problems and challenges.

| The student should be enabled to | Resources | Safety Notes |
|---|---|--|
| <ul style="list-style-type: none"> • recognise symbols and pictures and relate them to objects in their familiar environment • travel successfully to and from objects and locations in the classroom/school grounds • follow simple marked trails in familiar environments and, with help, identify where they are on the trails • recognise symbols and pictures and relate them to a diagram/ map • use simple plans and diagrams to help them follow a short trail and go from one place to another • learn to work in pairs and co-operatively in small groups • try to solve physical challenges • use a range of skills to lift and carry equipment • respond to instructions and rules • show an awareness of how to keep safe • follow simple instructions successfully • begin to work and behave safely • communicate about the task. | <ul style="list-style-type: none"> • different environments familiar and unfamiliar • a simple diagram or map of the school/classroom area • a range of PE equipment to be used as obstacles or in problem-solving activities, • beanbags, cones, ropes, string, benches, bats, sticks, gym mats, hoops, • tunnels • pencils, colouring pencils, and checklists • blindfolds | <p>It is important to check that</p> <ul style="list-style-type: none"> • the space for activities is safe • school health and safety guidelines are being followed and students are reminded of the safety rules when outdoors • planning is put into the pairing of students, if the activity permits, and supervising/ shadowing adults are assigned to specific students • students are wearing appropriate clothing and footwear • students are clear about the tasks and rules of each activity • students warm up and cool down properly • there are sufficient adults to supervise some of the activities. The teacher might consider inviting support from additional personnel (for example, parents/guardians/volunteers) to help with group work or any activity that involves travelling from the school site. |

Exemplar 5: PE

Language Development

Language is based on identifying, by pointing, signing or naming, some of the main features in the school grounds or features encountered during discovery walks, for example the school gate, goal posts, a big tree. Discussion will be centred round the specific language of location, for example right and left as well as the use of prepositions, such as in front of, beside, behind, etc. For some students the language of placement will be used, for example 'First we went to the big tree, then we went to the shed, and then we went to the playground'. Discussion will arise informally as well as formally as the students take part in the various activities.

Introduction

Prior to this unit of work, it is helpful if the students have carried out sorting tasks and matching games with objects in the classroom, for example picking objects out of a bag and finding an identical object in the classroom, and undertaken discovery walks within and around the school grounds.

Students might also have had opportunities to draw around familiar objects and be assisted to recognise these shapes when they are placed among others on a classroom or hall floor. They will also have had their attention drawn to visual and tactile directional signs in the classroom and around the school and have been introduced to some directional language.

81

Warm-Up Activities

Depending on the age and ability range of the student group and the activity that follows, one or more of the following warm up activities may be used:

- Stretch specific parts of the body – arms, hands, shoulders, wrists, legs, ankles, appropriate to each student's physical or medical condition.
- Students move around the room, following a coloured line or footprints on the floor. Footprints are placed closely together and further apart to encourage students to take both small and big steps. Students, teachers and Special Needs Assistants make a human train, the leader moving in different directions, turning right, left, curving, and coming to a stop.
- From a common starting point, the class walks, jogs, runs, wheels to and returns from various locations in the school grounds.
- Younger students could participate in an Easter egg hunt or a treasure hunt in the classroom, playground or school field.
- Play a 'Hot or cold' game to locate hidden objects in classroom/playground, following directions from teacher (forwards, backwards, left, right).

Exemplar 5: PE

Development of Lesson

The class could be divided into groups and each group assigned a different task, or the following activities could be carried out as class activities.

Orienteering activities

- A 'snake walk': Students follow a route marked on the ground using beanbags or footsteps, which takes them around a number of obstacles in the school hall/playground.
- Students follow a trail marked by arrows, or a long piece of string that goes round the classroom or hall. When they find an object, picture or symbol on the trail they match these to the pictures on their checklist. This activity can also be carried out in the playground or in a field. The task can be made more difficult by asking students to complete it within a set time, or made less challenging by shortening the trail or enabling students to work in pairs or small groups. The activity can be further differentiated by including some objects or pictures that are not on the checklist, or by following a trail where each clue or control has a picture or symbol or word that describes the next one.
- In the classroom, allow students the opportunity to observe and handle a large-scale simple map/diagram of the school grounds with key, prominent features (pictures, tactile symbols, or photos). Students are assisted in identifying the features and different shapes on the map while in the classroom, for example trees, playground, gates. Bring the students around the school to identify the features, referring each time to the symbol on the map.
- 'Scavenger hunts': Students participate in a hunt in familiar/unfamiliar environments and use all their senses to find a range of objects, for example something soft, hard, white, brown, cold, hard, dry, big, small, prickly.
- 'Obstacle courses': Students follow a path that involves negotiating obstacles to reach a target object. The obstacle course could be constructed indoors or outdoors using large or small apparatus. Students must step, crawl, pull, and slide through and under mazes or tunnels constructed with benches, mats and tyres. Variations of this might include arriving at the obstacle and turning over a card with pictures or symbols directing them how to move to the next obstacle. They learn to participate as part of a team, waiting with team members to take turns to find a control, cheering on fellow team-mates, etc.

Outdoor challenges

'Complete a blind trail'

Ask the students to close their eyes and then point to where they think specific places or features are. Teach them to listen to a voice and other noises in the room. Let them observe the teacher, blindfolded, navigate a space with the assistance of the Special Needs Assistant. Then one student leads his/her partner who is wearing a blindfold around a safe area using voice and fingertip contact only. When the students have had a chance to swap roles the teacher might then introduce a few small obstacles for them to negotiate by going under, through or over. This activity may be adapted by allowing some students to follow a simple short trail made with a cord (with one hand on the cord and led by a trusted adult). Some students may not wish to be blindfolded and can keep their eyes closed instead. Others may undertake more challenging co-operative activities and follow a short trail made with cord, with one hand on the cord, passing over, under, through, and around obstacles.

'Team challenges'

Negotiating an obstacle course, students must carry a teddy bear and a beaker of water to the end of the course without letting either drop or touch the ground. Members are allowed to help each other in whatever way is necessary to complete the course, for example by passing the cup to someone as he/she crawls under the table or rolls on the mat. This activity is less challenging if the groups are asked to negotiate 'stepping stones' only.

Exemplar 5: **PE**

Important Considerations

- Make sure students have opportunities to watch each other working and have opportunities to solve problems more than once.
- Allow students to work in different groups and with different partners while ensuring the grouping is appropriate to his/her ability and the activity.
- Increase or decrease the number of obstacles or tasks depending on ability.
- Spread the task over two or more lessons.
- Use closed questions to facilitate discussion.

Exemplar 6: **PE****Title:** Games**Strand Unit:** Sending, receiving and travelling

This lesson is an adaptation of the ideas in Exemplar 7, *Guidelines for Teachers of Students with Mild General Learning Disabilities*, page 32. Teachers might look to the *Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities* for additional ideas to challenge and extend their students.

| The student should be enabled to | Resources | Safety Notes |
|--|--|---|
| <ul style="list-style-type: none"> catch a beanbag/ ball with two hands that has been thrown by a partner at close range pass a beanbag/ball by hand along the ground to another student trap a beanbag/ball with his/her hands that has been passed by another student throw a beanbag/ball at an appropriate height to a partner who is at close range work collaboratively in pairs and in groups during a group activity. | <ul style="list-style-type: none"> beanbags of different sizes, weights, colours and textures a variety of balls of different weights, sizes, textures, and colours: table-tennis ball, tennis ball, football, basketball, beach ball, quoits, medicine ball (See Glossary.) skittles a ramp (commercial or home made) | <p>It is important to check that</p> <ul style="list-style-type: none"> the space for activities is safe school health and safety guidelines are being followed planning is put into the pairing of students and the assigning of supervising/shadowing adults to specific students students are wearing appropriate clothing and footwear students are clear about the tasks and rules of each activity students warm up and cool down properly. |

Warm-Up Activities

Stretching activities—stretching specific parts of the body, such as arms, hands, shoulders, wrists, legs, ankles, appropriate to each student's physical or medical condition.

Exemplar 6: PE

Individual Activities

Students have opportunities to handle a range of balls and beanbags—holding them tight, squeezing them, pressing them against their faces, throwing them in the air, attempting to sit on the bigger balls.

Students respond to instructions to pass the beanbag from hand to hand, through the legs, around the back/neck/waist/legs, over the shoulder to the hand behind the back, passing under the knees while sitting.

Travelling

Students hold a beanbag/ball and move/wheel around a defined area. When requested, they make the beanbag/ball touch a named body part. They try to balance the bag on the palm, the back of the hand, the back of the neck, the shoulder, head, forehead, thigh, top of the foot, chest.

Students walk forward/backwards/sideways, and sit down and stand up while balancing the beanbag. Some students will hop three or four times without losing the bag.

Students then have opportunities to move around a defined area, keeping a beanbag/ball under control using different parts of the body to push the beanbag/ball, for example the elbow, heel. In response to instructions they vary directions and pathways.

Students repeat the activity using feet/hands, alternating right/left, or continuously using the same foot/hand.

Sending and receiving on his/her own

Standing, drop a large ball and with two hands stop it from moving. This involves bending down. Students bend the knees and put both hands underneath the ball to catch it, using the body to engulf the ball in a 'hug' catch.

They then try to hold the ball in two hands and bounce the ball as hard as they can, to make it go up higher than their heads. They then progress to trying to catch it by bouncing it with two hands and catching it with two. Balls of different sizes and textures can be used.

Pair activities

Throughout these activities students are reminded to make sure their partner is ready to receive before sending the beanbag, to keep looking at the beanbag, and to have their hands ready to receive.

Sitting astride, students push a beanbag/roll a large ball to a partner with fingers facing upwards. The straight legs act as a goal.

Exemplar 6: PE

Net-Game

The aim of the game is to throw beanbags into an opponent's hoop to score points. The game is played one against one. A court is set up with a line dividing two players. A hoop is positioned on either side of the line, 1-2m from the line. (See Diagram.) Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once students have learnt how to defend their hoop, a second hoop is added.

O

B

A

O

Using bigger hoops and moving the hoops nearer the line will make the task easier. Throwing the beanbags at cones or markers instead of into hoops will make the game harder.

86

Conclusion

A Group or Class Target game such as skittles

The class or group is divided into teams. Two benches may be used to act as the boundaries of the rolling lane. A ramp enables participation for students who find it difficult to roll and direct a ball.

Important considerations:

- For some students big, bright, slow-moving, and noisy balls will be useful in developing these early sending and receiving skills.
- It is important to use beanbags and quoits at first, followed by fairly large, light balls. Gradually decrease the size as the student becomes more proficient. Remember that small foam balls are very difficult to throw and catch. Good hand/finger reaction is needed since they are so light.

Glossary

| | |
|-------------------------------|---|
| approach run | the running action before a long jump is attempted, to ensure a good take-off when jumping |
| buoyancy | capacity for floating lightly on water |
| bounce pass | X passes the ball to Y, allowing it to bounce once on its way. |
| chest pass | X holds the ball at chest level and passes the ball through the air to Y. |
| dynamics | the energy of movement |
| foam javelin | a lightweight javelin with a dependable flight pattern, safe for class use |
| folk dance | the dance associated with a particular country, often part of a traditional celebration |
| levels | high, medium, low |
| medicine ball | a weighted ball covered with suede/leather |
| orienteering | making one's way around a designated course |
| overhead pass | X holds the ball above the head and passes it to arrive at chest height to Y. |
| pathways | the pathways made by movements in the air or on the floor |
| pool entry | <p>hoist A piece of equipment that the student will sit in/lie on so that he/she can be lowered into and lifted out of the water</p> <p>sit, roll and slide Sitting on the edge of the pool, rolling onto the stomach, and sliding into the water</p> <p>Humpty-Dumpty The student sits on the edge of the pool and falls into the arms of the teacher/assistant who is already in the pool.</p> |
| prone | to lie face down |
| propulsion | swimming actions that drive the body forward |
| quoit | a rubber ring |
| reaction sprints | sprinting from various starting positions, for example a sitting position, lying on face or back, or standing with back to starting line (The emphasis is on reacting quickly to the command 'go'.) |
| sculling | a swimming skill by which the body can be propelled, balanced and controlled in the water |
| space | Personal space is that which is within one's reach; general space is termed open space. |
| supine | to lie on one's back |
| transference of weight | moving the weight from one part of the body to another |
| travel | to move from A to B (Walk/run/skip/roll/gallop/slide using feet, hands and whole body actions. Wheel/be wheeled in a wheelchair.) |