

P.E. POLICY



TITLE OF POLICY

P.E. (Physical Education)

INTRODUCTION

The following were consulted in drawing up this policy:

- Teachers
- Board of Management

RATIONALE

We decided to focus on P.E. in order

- to benefit teaching and learning of P.E. in our school
- to conform to the principles outlined in the Primary School Curriculum
- to coordinate the good work already being done in the school
- to inform teachers when preparing long term and short term plans.
- to inform new teachers / temporary teachers of the approaches and methodologies used in our school
- To provide a coherent approach to the teaching of P.E. across the whole school

RELATIONSHIP TO SCHOOL'S MISSION

Our mission statement

1. Scoil na mBuachaillí, Cloich na Coillte has a Catholic Ethos, promotes Irish language and culture, is caring-centred and respects different colours, creeds and intellect.
2. Every pupil is encouraged to achieve his full potential – socially, personally and intellectually – in a happy, secure learning environment.
3. The discipline in our school encourages and fosters respect and self-esteem among the pupils.
4. We endeavour to develop supportive and open communication among pupils, teachers, parents, Board of Management and the community.
5. We aim to have a staff that will continue to be committed, progressive and crea-

Teachers
 Pupils
 Parents
 Post holders/plan co-ordinator
 BoM/DES/Others.

Ms. Sinéad O'Regan has responsibility for co-ordinating the review.

(b) Timeframe

The plan will be reviewed at staff meetings or at inservice planning days.

RATIFICATION AND COMMUNICATION

Ratification by Board of Management.

Reviewed April 2009

Useful website addresses

PCSP	www.pcsp.ie
SDPS	www.sdps.ie
NCCA	www.ncca.ie
NCTE	www.ncte.ie/internetsafety
DES	www.education.ie
INTO	www.into.ie
IPPN	www.ippn.ie
NPC Primary	www.npc.ie

tive.

- Our policy has an understanding of the characteristic spirit of the school and reflects the school's ethos.

AIMS

We endorse the aims of the Primary School Curriculum for P.E.

(Refer to aims and objectives for PE, Curriculum pp.10 –12).

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

POLICY CONTENT

The P.E. Plan will be addressed under the following headings:

Curriculum planning

- Strands and strand units
- Approaches and Methodologies
- Assessment and record keeping
- Multi-class teaching
- Children with different needs

- Equality of participation and access
- Linkage and integration

Organisational planning

- Timetable
- Code of Ethics
- After school activities
- PE Equipment and ICT
- Health and Safety
- Individual teachers' planning and reporting
- Staff development
- Parental involvement
- Community links

CURRICULUM PLANNING

1. Strands and strand Units

Teachers are familiar with the strands/strand units/content objectives for their class level(s) - these can be found in the Curriculum handbook

Refer to Curriculum

- Infant classes pp. 16-23
- First and Second classes pp. 24-34
- Third and Fourth classes pp. 38-46
- Fifth and Sixth classes pp. 48-59
- Aquatics: Junior Infants-Sixth pp.62-64

A RANGE OF ACTIVITIES FOR ALL STRANDS FOR EACH CLASS:

Has the plan achieved its aims?

Means of assessing the outcomes of the plan include

- Teacher/parent/ feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report

This plan / policy promotes the key considerations when implementing a programme of Physical Education:

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

IMPLEMENTATION

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by the staff, pupils, Board of Management and parents of Scoil na mBuachaillí.

Ms. Sinéad O'Regan will co-ordinate and evaluate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

(b) Timeframe

The plan will be implemented in September 2008.

REVIEW

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the P.E. curriculum.

(a) Roles and Responsibilities

The plan will be reviewed by the following:

14. Staff development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with PE.
- Ms. O'Regan (Post of Responsibility Holder) will take responsibility for monitoring developments, research new methodologies, arrange for demonstrations, create opportunities to try out materials/instruments and assess whether or not they should be purchased.
- Information about in-service courses, school visits, are communicated to all.
- All teachers are encouraged to attend in-service courses and there is an opportunity at staff meetings to share the expertise acquired at these courses.
- Colleagues, who may need assistance, given help or advice on the preparation and implementation of the PE curriculum are encouraged to speak to Ms. O'Regan (Post of Responsibility Holder) or the Principal.

15. Parental involvement

Refer to Primary School Curriculum; Your child's learning, Guidelines for Parents (NCCA); The What, Why and How of children's learning in primary school, NCCA DVD (2006)

Parents can support their child in fostering an interest in PE - by encouraging their son to become involved in the activities held in the school throughout the year, bring their child to local / national sporting events, watch programmes on the television with their child or listen to programmes on the radio etc etc

16. Community links

- Are there members of organisations/individuals in the community that might support the school's PE programme?
James O'Donovan (GAA)
Chris Connor (Soccer)
Eugene Murnane (Rugby)

SUCCESS CRITERIA

How will we know that the plan has been implemented?

- Teachers' preparation will be based on this plan.
- Procedures outlined in this plan consistently followed.

JUNIOR INFANTS

Strand: Athletics

Strand Unit: Running

Walking, jogging or running over distance -

- walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds (*running with a partner, moving into space, following a leader*)

Sprinting

- sprint distances of 10 to 20m
- practise the standing start

Relays

- Participate in a pair relay using a beanbag - *running hopping, skipping.*

Hurdling

- run over flat markers

Strand Unit: Jumping

Practise skipping activities with and without ropes

Strand Unit: Throwing

Experiment with appropriate objects and methods of throwing, aiming for height and distance - *practising the under-arm throw aiming a beanbag into a hoop.*

Strand Unit: Understanding and appreciation of athletics

Develop an understanding of the basic rules of the individual athletic events - *standing start for sprinting, running in a straight line or a lane without impeding others*

Strand: Dance

Strand Unit: Exploration, creation and performance of dance

- Explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness - *sprinkling 'magic dust' on shoulder, leg, arm or head, bringing it to life and exploring how it can move, exploring different ways of travelling by walking: small steps, wide steps, fast walks, tired walks, happy walks*

- Explore and create movement at different levels, using different pathways and forming different shapes in space - *travelling close to the floor following a zigzag pathway*
- Explore an appropriate range of dynamics in movement - *moving suddenly or smoothly using strong or light movements*
- explore and communicate through simple body movement a range of moods or feelings - *expressing fear, excitement, happiness portraying the moods of various folk dances*
- respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music - *through exploring the theme of animals, using the stimulus of songs, create the shapes, actions and pathways of the animals*
- begin to develop work with a partner - *following a leader while imitating his/her movements*
- perform simple movements to given rhythmic and melodic phrases - *moving to rhymes and action songs, e.g. Hop, skip and jump; Hokey Pokey; One Finger, One Thumb*
- develop poise, balance and co-ordination while moving and stopping

Strand Unit: Understanding and appreciation of dance

- talk about dance phrases - *naming body parts, discussing appropriate movements to action songs*
- interpret a mood or emotion observed in movement - *when exploring a circus theme, identifying the happy gestures or movements of the funny clown and the sad gestures or movements of the crying clown.*

Strand: Dance

Strand Unit: Movement

- 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
- practise rocking and rolling activities leading to the forward roll
- develop body awareness through variations of direction, pathways, levels, shape, speed and effort - *travelling slowly on two hands and one foot following a curved*
- link skills to produce a short sequence of movement *linking two basic movement actions*
- begin to develop work with a partner - *following a partner*
- absorb energy to avoid shock when landing - *keeping the back straight, bending the knees*

Strand Unit: Understanding and appreciation of gymnastics

- Opus Pro XE
- Hyperstudio
- Microsoft Word and Creative Writer
- Plus many content rich software - please refer to inventory for information on this.
- The Internet can be used to access websites. Children's work e.g. Opus Pro projects can be downloaded from the website, and other children's work and photographs are available to one and all on www.snbclonakilty.com
- We use IT / Internet to enhance sport in our school. All games / leagues in soccer and basketball are available online to all. Swissperfect (IT programme) is used to ensure that games are fair and ability appropriate wherever possible.
- We have an Acceptable Usage Policy to ensure safe Internet usage.

11. Health and safety

(Refer to school's Health & Safety Policy)

- What health and safety issues pertain to PE activities,
 - e.g. warm-up at the start of all physical activity,
 - practising in confined spaces,
 - dance
 - use of equipment, accidents,
 - supervision on visits out of the school,
 - activities involving the whole school yard,
 - procedures for dealing with accidents etc
 - Cool down
- Do any members of staff have first aid training: yes, Sinéad O'Regan, Post of Responsibility holder.
- Staff members have been made aware that certain children have specific medical conditions - in our confidential letter, given to all staff.

12. Individual teachers' planning and reporting

- Individual teachers will refer to the school policy when preparing their long and short-term plans.
- Teachers will plan using a variety of approaches - e.g. using the strands and strand units, using a thematic approach etc.
- The Cuntas Míósúil will be used to review and develop the whole school plan/individual preparation for following years. This will be organised by Ms. O'Regan (Special Duties Teacher for PE)

All - Ireland Orienteering Championships
Soccer Competitions on a daily basis during the breaks *The Noreen Minihan Cup and Ger Harte Senior Competition | before school (10 to 9 competition) | FAI 6 a side competition*
GAA - Sciath na Scol
The John Hayes 7 a side Football Competition
Basketball after school / before school
Chess - chess lessons from October to Easter after school, inter school competitions in West Cork and Cork city
Tag Rugby competitions

- The school organises a Sports Day each year.
- The extra-curricular programme that involves competitive activities should always reflect the aims and objectives of the PE curriculum.

11. PE Equipment and ICT

PE Equipment

- The equipment is appropriate for the PE curriculum.
- The equipment is stored safely and available to all teachers. The resources for PE are centrally stored - Resource Library books, CD ROMs, DVDS etc, though some teachers have equipment in their own classrooms.
- There is an inventory of resources, equipment and instruments available to all teachers for history. This is updated on a yearly basis by all members of staff. Each teacher has a copy in their classroom.
- Ms. Sinéad O'Regan (Post of Responsibility Holder) is responsible for the maintenance and update of PE equipment. However all staff may request equipment at any time.

ICT

(Refer to p. 101 Teacher Guidelines)

- ICT will play a major role in the PE plan: for example - the use of CD ROMs, Videos, DVDs, Apple iMac, Opus Pro XE (Multimedia Authoring Software) and Hyperstudio.
- Posters for up and coming events will be created using IT.
- Recording of events will be done by Digital Camera and Digital Video Camera.
- What appropriate software is currently available in the school?

- talk about movement and ask and answer questions about it - *identifying body parts used in movement, contrasting travelling movements that are fast with slow travelling movements*

Strand: Games

Strand Unit: Sending, receiving and travelling

Ball handling

- begin to develop ball-handling skills - *rolling a ball to a partner or at a large target throwing a beanbag or ball under - arm into the air, throwing under-arm and over-arm at a large target catching by cradling (scooping)*

Kicking

- begin to develop kicking skills - *kicking a ball to a partner along the ground using the inside and the instep of the foot*

Carrying and striking

- begin to develop carrying and striking skills - *carrying a beanbag on different body parts (e.g. palm of hand, back of hand, head), carrying a beanbag on a small bat while moving slowly or quickly*

Strand Unit: Creating and playing games

- create and develop games in pairs - *rolling a ball at a target kicking a ball to a partner through a 'goal'*
- play simple playground games *cat and mouse, keep the basket full, fox and geese, hot ball.*

Strand Unit: Understanding and appreciation of games

- talk about and develop movement skills relevant to games - *running, jumping, chasing and skipping*
- apply simple rules to games - *having three opportunities to throw a ball at a target before a partner takes a turn.*

Strand: Outdoor and adventure activities

Strand Unit: Walking

- undertake short walks within or adjacent to the school grounds
- find an object in a confined area of the school site, given simple clues - *participating in a treasure hunt.*

Strand Unit: Orienteering

- identify areas of the hall, playing-field or school site - *engaging in activities to encourage the child to begin 'to find the way', i.e. identify the front, back, left or right of the hall, following directions, e.g. forward, backwards, left, right*

Strand Unit: Outdoor challenges

- undertake simple co-operative (trust) activities - *following a blind trail: the child, blindfolded, follows a simple short trail made with cord (with one hand on the cord and led by a partner).*

Strand Unit: Understanding and appreciation of outdoor and adventure activities

- begin to develop an appreciation of and respect for the environment - *caring for living things in the locality disposing of litter appropriately.*

SENIOR INFANTS

Strand: Athletics

Strand unit: Running

Walking, jogging or running over distance -

- walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds (*running with a partner, moving into space, following a leader*)

Sprinting

- sprint distances of 10 to 20 m
- practise the standing start

Relays

participate in a pair relay using a beanbag
participate in team relays, in small groups, using various means of travelling
running, hopping, skipping

Hurdling

run over flat markers
running over lines
run over flat markers evenly spaced

- e.g. For Rang 6 - the class is split i.e. half go swimming and half go surfing (for a four week period). This may change over time - depending on circumstances.
- 9 yard games during small/big break.

Discretionary curriculum time 'affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas' – PE being one of the curricular areas. (2 hours for Ranganna 1 - 6 | 1 hour for Junior and Senior Infants)

- Active School Week/Month will be considered in our yearly calendar. However it should be noted that there is organised activities before / during breaks / during school / after school throughout the year.

9. Code of Ethics

(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines.

Also refer to SPHE plan; Code of Ethics, Good Practice for Children's Sport)

- Occasionally outside coaches are used to support the class teacher in the implementation of some of the PE curriculum strands in the school namely:
James O'Donovan (GAA)
Chris Connor (Soccer)
Eugene Murnane (Rugby)
Clonakilty Park Leisure Centre swimming coaches
Surf School Coaches
- Teachers must always be present when outside coaches are working with the children.
- Teachers actively support the coach by teaching with him/her so that children will gain maximum benefit from the PE class.

10. After School Activities

- The school provides further opportunities within an extra-curricular programme as follows: (This also includes inter school competitions)

Gymnastics and dance, athletics and games e.g. Warm-up

Integration:

- What activities integrate PE with other subjects?
Gaeilge, Maths (symmetry, counting), Geography (orienteeing - time, speed, length), Drama (dance), SPHE (swimming - hygiene), Science (float, sink, energy) etc?

Language:

- How can the school create opportunities for pupils to discuss and talk about their PE lessons?
Positive comment
- How do we enable children to develop a vocabulary for discussing and critiquing PE activities?
Modelling by teacher

ORGANISATIONAL PLANNING

8. Timetable

The time is allocated at each level for PE is as follows:

Junior Infants / Senior Infants: 1 hour

Rang 1 / Rang 2: 1 hour

Rang 3 / Rang 4: 1 hour

Rang 5 / Rang 6: 1 hour

- The option of splitting the one hour allocation into **two** half-hour periods as this provides the children with an opportunity to be active on two occasions in the week may be considered.
- There is a blocked time for specific strands e.g. a six to eight-week programme of visits to a local swimming pool to develop the pool-based aspects of the Aquatics Strand.

Strand unit: Jumping

The child should be enabled to

- practise skipping activities with and without ropes
- experiment with various ways of jumping
jumping for height or distance and exploring various ways of taking off and landing.

Strand unit: Throwing

The child should be enabled to

- experiment with appropriate objects and methods of throwing, aiming for height and distance
practising the under-arm throw aiming a beanbag into a hoop.

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop an understanding of the basic rules of the individual athletic events
standing start for sprinting running in a straight line or a lane without impeding others.

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness
sprinkling 'magic dust' on shoulder, leg, arm or head, bringing it to life and exploring how it can move
exploring different ways of travelling by walking: small steps, wide steps, fast walks, tired walks, happy walks
- explore and create movement at different levels, using different pathways and forming different shapes in space
travelling close to the floor following a zigzag pathway
- explore an appropriate range of dynamics in movement
moving suddenly or smoothly using strong or light movements
- explore and communicate through simple body movement a range of moods or feelings
expressing fear, excitement, happiness portraying the moods of various folk

dances

- create and perform simple dances with teacher's guidance
an animal dance: beginning in an animal shape, travelling through the jungle using curved and zigzag pathways and concluding by hiding behind a tree
- begin to develop work with a partner
following a leader while imitating his/her movements
- perform simple movements to given rhythmic and melodic phrases
moving to rhymes and action songs, e.g. Hop, skip and jump; Hokey Pokey; One Finger, One Thumb
- perform simple singing games and folk dances
Skip to My Lou, Looby Lou

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- talk about dance phrases
naming body parts and describing movements they can do
describing the pathway taken in a follow-the leader activity
contrasting the movements of a cow with the movements of a duck (Old MacDonald)
discussing appropriate movements to action songs
- interpret a mood or emotion observed in movement
when exploring a circus theme, identifying the happy gestures or movements of the funny clown and the sad gestures or movements of the crying clown.

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- 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
- practise rocking and rolling activities leading to the forward roll
- develop body awareness through variations of direction, pathways, levels, shape, speed and effort
travelling slowly on two hands and one foot following a curved pathway
travelling sideways on two hands and two feet keeping the body low
supporting weight on one foot with the body in a stretched position and transferring weight to two hands and one foot with the body in a curled position
- link skills to produce a short sequence of movement

- How are children with exceptional ability/talent for PE encouraged and supported?
Participation in Inter-school competitions - Sciath na Scol, Orienteering, Tag Rugby, Basketball Competitions, FAI Soccer Competitions
- How do we encourage inactive/shy/self-conscious children to participate in PE activities?
Activities will be made fun. Children will be motivated to "beat their own record". Skill development to boost confidence. Non competitive games during class time, less emphasis on competition.
- Activities are adapted and modified so that all children can participate meaningfully in the PE Lesson. If necessary the child's SNA will play a wider role/responsibility during some PE activities to enable the child to fully participate in the lessons.

6. Equality of Participation and Access

(Refer to school's Equality Policy)

- Are there gender issues that need to be considered in relation to the teaching of PE?
The only issue with regard to Gender Issues is in relation to SNAs and changing rooms.
- The PE class may used as an opportunity to integrate the culture of all pupils? *e.g. Travellers, international pupils, etc.*
- Identify provision required, as and where necessary, for inclusion of the following
 - Children experiencing any form of disadvantage: *all children will be enabled to participate in all activities. Cost will never be a deterrent to participation.*
- Soft Balls may always be used to encourage participation by all children. Soft | Visual Impaired | Multi sensory equipment kept in separate section of P.E. equipment room.

7. Linkage and Integration

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

Linkage:

- What linkage can take place within physical education? – *many playground games can be planned as part of an athletics or games unit e.g.*

3. Assessment and Record Keeping

Refer to school's Assessment & Record Keeping Policies; Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

When do teachers assess?

Assessment is on an ongoing basis, throughout the year.

What do teachers assess?

- willingness to participate in activities,
- to 'perform', interest, enthusiasm/attitudes of children,
- skill level,
- willingness to cooperate...

Identify assessment tools used to gather information about a child's progress - this will be done informally.

- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and projects (*consider use of ICT, pictures, paintings, drawings, photographs of children's work*)
- Curriculum profiles

This information is used to form part of class and school planning.

Records

What records are kept? - Summer reports | Cúntas Míosúil

Where are the records kept? - in the child's file and in the Cúntas Míosúil file.

How do teachers share information with children/parents?

- Information is shared as follows:
- Parent/Teacher Meetings - *Feedback during a parent-teacher meeting on the child's achievements – skill development combined with willingness to cooperate...*
- Summer Report
- Parents can view children's work on display in the school - corridor/classroom or on the internet, on the school website.

5. Children with Different Needs

(Children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities; those with exceptional ability - Refer to Teacher Guidelines pp. 19 - 38)

- *linking two basic movement actions*
- begin to develop work with a partner following a partner
- begin to transfer work onto apparatus travelling around, in and out of hoops travelling along, across and around mats and benches balancing using mats, benches and bar box
- absorb energy to avoid shock when landing keeping the back straight, bending the knees
- develop good body tension and posture through gymnastic positions and movements.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- talk about movement and ask and answer questions about it identifying body parts used in movement identifying qualities of a balance (*wide, narrow, curled, stretched*) contrasting travelling movements that are fast with slow travelling movements

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

Ball handling

- begin to develop ball-handling skills rolling a ball to a partner or at a large target throwing a beanbag or ball under-arm into the air throwing under-arm and over-arm at a large target catching by cradling (scooping)

Kicking

- begin to develop kicking skills kicking a ball to a partner along the ground using the inside and the instep of the foot controlling a ball with the foot by trapping or stopping it dribbling a ball with the foot and trapping or stopping it

Carrying and striking

- begin to develop carrying and striking skills carrying a beanbag on different body parts (*e.g. palm of hand, back of hand, head*) carrying a beanbag on a small bat while moving slowly or quickly

tossing the beanbag on a small bat or the hand while stationary, using forehand or backhand

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games in pairs
rolling a ball at a target
kicking a ball to a partner through a 'goal'
- play simple playground games
cat and mouse, keep the basket full, fox and geese, hot ball.

Strand unit: Understanding and appreciation of games

The child should be enabled to

- talk about and develop movement skills relevant to games
running, jumping, chasing and skipping
- develop problem-solving and decision making strategies
watching the flight of a ball through the air before receiving it
inventing sequences of activities using a bat and ball, including low and high bounces, bouncing on the bat or off the ground
- apply simple rules to games
having three opportunities to throw a ball at a target before a partner takes a turn.

Strand: Outdoor and adventure activities

Strand unit: Walking

The child should be enabled to

- undertake short walks within or adjacent to the school grounds
- find an object in a confined area of the school site, given simple clues
participating in a treasure hunt.

Strand unit: Orienteering

The child should be enabled to

- identify areas of the hall, playing-field or school site
engaging in activities to encourage the child to begin 'to find the way', i.e. identify the front, back, left or right of the hall

CURRICULUM PLANNING - continued

1. Strands and strand Units

- Children have access to five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.
- Aquatics will be implemented as follows: Rang 1 - Rang 6 will have access to aquatics lessons in Clonakilty Leisure Centre each year (for approximately seven sessions). *Refer to pp. 94-95 of the Teacher Guidelines for Approaches to Aquatics.*
- Discussion of activities, Video/DVD/CD-ROM material featuring activities; Portfolios of information about sports in the form of posters/photographs/newspaper cutting are some of the opportunities that will be used to develop an understanding and appreciation of each strand unit.
- How do teachers ensure that there is continuity and progression from class to class?
 - *Record of content covered at each level which will briefly detail the level of engagement with each strand as per policy.*
 - *Record of achievement of children as they progress through the class levels - in the summer report | parent/teacher meetings.*

2. Approaches and Methodologies

(Refer to pp. 42-101 Teacher Guidelines)

- We use a combination of the following approaches:
 - Direct teaching approach p. 43
 - Guided discovery approach pp. 43-44
 - Integration pp. 45-49
 - Do we use methods that encourage maximum participation by the child through group work?
 - Individual, pair, group and team play p. 51
 - Station teaching pp. 51-53
 - Using a play area divided into grids p. 54
- Post of Responsibility Holder, Ms. Sinéad O'Regan has responsibility for this project.

river with help from a partner (stepping-stones)

Strand unit: Water-based activities

The child should be enabled to

- experience an introductory session in basic canoeing or sailing *using a local pool or adventure centre.*
- *Surfing on Inchydoney Beach*

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- develop positive attitudes towards caring for the environment
caring for living things
disposing of litter appropriately
appreciating the need to protect the environment
- plan, observe, describe and discuss activities outdoors
planning to collect controls in a group orienteering activity
discussing how other individuals or groups completed their challenges
- discuss the safety aspects of activities undertaken
identifying appropriate safety measures when engaged in activities outside the school site.

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?
- Life saving / water safety

Strand Unit: Entry, exit from the water

- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

Strand Unit: Stroke Development

- Front crawl, backstroke, breast stroke, butterfly

following directions, e.g. forward, backwards, left, right
going to features identified by photographs or pictures, finding the symbol
(control) at that feature and recording it simply.

Strand unit: Outdoor challenges

The child should be enabled to

- undertake adventure trails
stepping across markers, then across raised markers to cross an imaginary stream, i.e. stepping-stones
- undertake simple co-operative (trust) activities
following a blind trail: the child, blindfolded, follows a simple short trail made with cord (with one hand on the cord and led by a partner).

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- begin to develop an appreciation of and respect for the environment
caring for living things in the locality disposing of litter appropriately.

RANG I

Strand: Athletics

Strand unit: Running

The child should be enabled to

Walking, jogging or running over distance

- walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes *making letters, numbers and patterns on the ground while running*

Sprinting

- sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint
- practise reaction sprints
- practise the standing start

Relays

- participate in a pair relay using a beanbag, developing simple technique *passing with right hand and receiving with left hand*

- participate in team relays or shuttle relays in small groups, using various means of travelling *hopping, bouncing, skipping*

Strand unit: Jumping

The child should be enabled to

- practise skipping activities with and without ropes
- explore the various ways of jumping *taking off from one foot and landing on two feet*
- practise the standing jump for distance and height
- develop a short approach run when taking off from one foot *taking three steps and jumping for distance and height.*

Strand unit: Throwing

The child should be enabled to

- experiment with appropriate objects and methods of throwing, aiming for height and distance *practising the under-arm throw, over-arm throw.*

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop an understanding of pace *contrasting the pace of two children, one sprinting, the other running for one minute*
- describe and discuss movement and ask and answer questions about it *discussing the effect of an approach run on the distance jumped*
- develop an understanding of some of the basic rules of athletics *taking off without crossing a marker in the long jump*
- measure an achievement *measuring a partner's standing long jump.*

Strand: Dance

Strand unit: Exploration, creation and performance of dance

- explore and communicate through simple body movement a range of moods or feelings *expressing confusion, joy, anger*
- continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music *when exploring the theme of fantasy using the stimulus of a toy story, create the shapes and actions of the toy characters*
- develop work with a partner *following and imitating a partner: follow-the leader moving in unison (both dancers perform the movement at the same time) meeting and parting*

Strand: Outdoor and adventure activities

Strand unit: Walking, cycling and camping activities

The child should be enabled to

- undertake forest walks *exploring forest and hill walks with appropriate tasks to be undertaken along the route (e.g. using a compass at the first junction, note the direction walked when on the right-hand path)*
- develop a range of cycling skills *understand and apply cycling safety skills undertake a journey by bicycle where appropriate*
- prepare for camping *examining the design and construction of shelters from natural or improvised materials using camping stoves pitching a tent*

Strand unit: Orienteering

The child should be enabled to

- find controls on the school site, using a map or plan *undertaking a journey where some of the objects marked on the plan are the same (e.g. three benches or three trees, distinguished only by their orientation or position on the site)*
- undertake a memory star orienteering course *checking a map at base, working out how to find the control, then leaving the map behind while visiting the control*
- undertake point-to-point orienteering *visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?)*
- undertake score orienteering *working in groups within a time limit, visiting all the controls; the various controls are given different 'score' values.*
- All - Ireland Orienteering Schools Championships - participate in competitions is open to all boys in Rang 5 | Rang 6

Strand unit: Outdoor challenges

The child should be enabled to

- undertake an adventure trail *using an obstacle course made more challenging by being asked to carry a plastic cup of water from start to finish or by being led blindfolded by a partner*
- undertake co-operative (trust) activities *using raised obstacles of varying heights and sizes to cross an imaginary*

practising the dig technique (volleyball)
serving under-arm with a ball or shuttle
cockstriking a ball with a racquet without letting it bounce, i.e. volleybouncing or balancing a ball on a hurley while moving, i.e. 'solo' run
striking a moving ball with a hurley
jab-lifting a ball with a hurley
stopping, controlling and striking a ball using a hockey stick
striking a ball at a target using a hockey stick.

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games with a partner or with a small group
bowling, striking, kicking, throwing and catching games
- play small-sided (mini) versions of games
1 v. 1 games of handball
3 v. 3 games of mini-volleyball
5 v. 5 mini-rounders or 6 v. 6 cricket (kwik cricket)
4 v. 4 leprechaun or tip rugby
mini-basketball or mini-netball
7 v. 7 mini-soccer, Gaelic football, hurling or mini-hockey
- play playground games
wheel relay, hunt the beanbag.

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and improve control in movement skills relevant to games
running, jumping, changing speed, stopping and starting, turning
- develop an understanding of the use of space in mini-games
moving forward and avoiding 'crowding' when in possession or attacking a goal or basket
- develop an understanding of the tactics and strategies for use in mini-games
applying principles of defence and attack including contact and dispossession (tackling) skills, evading and marking an opponent
displaying basic teamwork in mini-games
- adapt rules for use in mini-games and keep scores of games
- develop the ability to officiate at games
- avail of opportunities in the community to participate in games
- begin to acquire an understanding of training to prepare for performance in games
- become aware of games events and players locally, nationally and internationally.

- perform a range of simple steps and movements to given rhythmic and melodic phrases
performing combinations of walking, skipping and running sequences
- perform a variety of selected Irish dances and folk dances
introducing the side step and promenade step of Irish dances and combining these steps to make simple sequences accompanied by appropriate music performing the Cuckoo Dance, Come to Me
- develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music
pausing at the end of phrase, as in Irish dance music.

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- interpret a mood or emotion observed in movement
identifying how the feeling of fear is communicated through analysing facial expression, gestures and body actions.

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space
- practise and perform the forward roll with control
- begin to practise and perform the backward roll from initial rocking and rolling activities
- continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort
travelling on two hands and one foot, holding a stretched balance in that position and transferring weight to travel on two feet and two hands following a zigzag pathway
- transfer floor work onto apparatus
- continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus
balancing on a bench,
jumping from the bench to a mat and travelling across the mat by rolling following a partner's sequence
- show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing
taking off with knees bent and landing with bent knees and the back straight

- develop good body tension and posture through gymnastic positions and movements.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- observe and describe movement and ask and answer questions about it *identifying ways of travelling across a bench and transferring movement onto the floor*
- develop the ability to lift, carry and place apparatus correctly
- develop awareness of others when using apparatus.

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced

Ball handling

- develop and practise ball-handling skills
rolling or throwing a small ball at a target chest-passing from a stationary position using a large ball bounce-passing from a stationary position using a small or large ball throwing over-arm to a partner using a small ball receiving (catching) a pass at various heights

Kicking

- develop and practise kicking skills
kicking a ball to a partner or at a target along the ground using the inside, instep and outside of the foot kicking a round or oval ball from the hands taking a step and kicking a round or oval ball from the hands controlling a ball with the inside and instep of the foot

Carrying and striking

- develop and practise carrying and striking skills
striking a ball against a wall using the hand, allowing it to bounce once between each strike bouncing a ball against the ground while stationary or moving slowly, using the hand or a small bat with a short handle repeating the above at varying heights keeping the ball off the ground using body parts above the waist dribbling or striking a ball for accuracy along the ground using a hurley or hockey stick striking a ball through the air at a target using a hurley.

Strand unit: Creating and playing games

The child should be enabled to

- observe, describe and ask and answer questions about movement
observing balances that are curled, stretched, twisted, symmetrical or asymmetrical observing speed of movements (accelerating, decelerating) considering appropriate music to link sequences of movement describing the movements used in another group's sequence
- develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely
- develop awareness of others when using apparatus
- become aware of local organisations and clubs that promote gymnastics
- become aware of local, national and international gymnasts and gymnastic events.

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced
- Ball handling
- develop further and extend ball-handling skills
passing a round or oval ball to a partner while stationary or moving using a chest pass, overhead pass, bouncepass, spin pass, pop pass or sweep pass where appropriate moving to receive a ball
- Kicking
- develop further and extend kicking skills
kicking a ball on the ground or through the air under pressure from an oncoming player chipping a ball to a partner walking or jogging and toe-tapping (solo) with a ball taking a penalty kickdrop- kicking a ball stepping and drop-kicking a ball controlling a ball in the air with inside of the foot volleying a ball with the foot taking steps and kicking the ball from the hands, i.e. punt-kick dribbling and changing the pathway taken by turning or twisting shooting at a small target
- Carrying and striking
- develop further and extend carrying and striking skills
volley-passing a ball (volleyball) volley-serving a ball (volleyball)

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings)
examining the use of movement to communicate meaning and mood
commenting on the originality of the dance
identifying the compositional techniques used
identifying the structure and form of a dance
examining the use of props or costumes selecting music or other forms of accompaniment
examining the origins of folk dance and the role that dance plays in different cultures and traditions
- identify the techniques used in a dance and the form of the dance
identifying moments when unison and canon occur
identifying sections of a dance in binary form
- interpret a mood or emotion seen in dance
- become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- select and link a range of gymnastic actions to travel on the floor and on apparatus
jumping from a bar-box and rolling across a mat
jumping from a bench, turning to face the bench and rolling backwards
- practise and perform a range of skills
forward and backward rolls, headstand, handstand, cartwheel
- produce and perform more complex sequences with a partner on the floor and using apparatus
leading and following movements
mirroring movements
contrasting movements
balancing and counterbalancing
supporting and assisting a partner in some gymnastic movements
- produce group sequences
- show controlled take-off, flight and landing
- improve quality in body performance, notably in extension, body tension and clarity of body shape.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- create and develop games in pairs or small groups *pig-in-the-middle passing games*
- play small-sided (mini) versions of games
bench ball (a modified game of basketball)
3 v. 3 Gaelic football or soccer with modified rules
'pair tennis'—no net necessary mini-rounders: using a simple bat, involving four players
- play playground games *chasing games, stuck-in-the-mud, frozen beanbag.*

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and develop control in movement skills relevant to games
running, jumping, changing speed, stopping and starting
- develop problem-solving and decision making strategies
inventing simple sequences: bouncing a ball three times off the ground and three times on a bat
inventing a simple game with a partner using a target, bats and a ball
displaying basic support play in 2 v. 1 and 3 v. 1 situations
- develop an understanding of the use of space
moving into space to receive a ball in 2 v. 1 situations
- apply simple rules to small-sided games.

Strand: Outdoor and adventure activities

Strand unit: Walking

The child should be enabled to

- undertake short walks, outside the school site where possible
- **find an object on the school site, given simple clues *treasure hunt*.**

Strand unit: Orienteering

The child should be enabled to

- identify areas of the hall, playing-field or school site
engaging in activities to encourage the child to begin 'to find the way', i.e. identify the front, back, left or right of the hall following directions, e.g. take three steps forward, one step backwards, three steps to the right and seven steps to the left going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply
- **find objects or areas by following a simple plan (set of drawings)**
following a 'snake walk' (i.e. a route marked on a drawing of the floor area) that involves negotiating obstacles to reach a target object leading another child around a course; the second child records the route on an unmarked plan.

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- develop an appreciation of and respect for the environment explored *disposing of litter appropriately*
- discuss the safety aspects of activities undertaken *identifying safe means of undertaking sections of an adventure trail.*

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?
- Life saving / water safety

Strand Unit: Entry, exit from the water

- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

RANG 2

Strand: Athletics

Strand unit: Running

The child should be enabled to

Walking, jogging or running over distance

- walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes
making letters, numbers and patterns on the ground while running

Sprinting

- sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint
- practise reaction sprints
- practise the standing start

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- create and perform a more complex range of movements
demonstrating originality and a greater variety of body actions, shapes, levels, directions and pathways when moving
enhancing movement phrases with an appropriate range of dynamics
experimenting with creating movement with a partner and in small groups
- communicate through movement a range of moods or feelings
working with a partner, explore the use of body shape and eye contact to convey friendship or isolation
- create, practise and perform longer and more complex dances with clear dance forms
narrative: unfolding a story or idea (March to Kinsale)
AB (where A represents the first section and B a second, contrasting section but both have a 'common thread'): binary form
ABA (as above but returning to A): ternary form
- choose and respond with increasing sensitivity to a broader range of stimuli
aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)
- develop work with a group
following and imitating
meeting and parting
copying and contrasting
- explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance
- learn and perform a range of steps and movements to rhythms and musical phrases
- perform a variety of selected Irish and folk dances that use frequent changes of formation
two-hand reel, Haymaker's Jig, Rakes of Mallow, Staicín Eorna, a local set dance (La Vinca) Italian folk dance, French peasant dance
- perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary)
- show increased poise, balance, control and co-ordination while moving and stopping
- perform dances showing concentration and awareness of others.

five or seven strides and jumping for distance

- practise jumping for height over an obstacle (50–60 cm high approximately), developing a short approach run *using basic technique (scissors technique).*

Strand unit: Throwing

The child should be enabled to

- develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin
- develop a short, fast approach run before releasing the throwing implement *taking three, five or seven strides and releasing the implement*
- develop the shot put or throw from a standing position, using a medium-sized ball or primary shot
- develop a standing putting technique with turn
- develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques.

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop a better understanding of speed, strength, control and co-ordination *practising varying pace over a 'distance' run performing a controlled release of throwing implements to improve accuracy and distance of throw*
- describe and discuss movement and ask and answer questions about it *discussing the effect of lengthening the approach run before throwing or jumping*
- develop an understanding of the rules of athletics and apply them in suitable competitive situations *implementing a 'throwing line', beyond which the child may not step when releasing the throwing implement*
- measure an achievement *measuring a standing throw and a throw taken using an approach run and comparing the difference*
- discuss personal performance and performance of a partner in athletic activities *advising a partner on ways of throwing longer, sprinting faster, jumping higher*
- know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities
- begin to acquire an understanding of training to prepare for performance in selected track and field events
- become aware of athletic events and athletes locally, nationally and internationally.

Relays

- participate in a pair relay using a beanbag, developing simple technique *passing with right hand and receiving with left hand*
- participate in team relays or shuttle relays in small groups, using various means of travelling *hopping, bouncing, skipping*

Strand unit: Jumping

The child should be enabled to

- practise skipping activities with and without ropes
- explore the various ways of jumping *taking off from one foot and landing on two feet*
- practise the standing jump for distance and height
- develop a short approach run when taking off from one foot *taking three steps and jumping for distance and height.*

Strand unit: Throwing

The child should be enabled to

- experiment with appropriate objects and methods of throwing, aiming for height and distance *practising the under-arm throw, over-arm throw.*

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop an understanding of pace *contrasting the pace of two children, one sprinting, the other running for one minute*
- describe and discuss movement and ask and answer questions about it *discussing the effect of an approach run on the distance jumped*
- develop an understanding of some of the basic rules of athletics *taking off without crossing a marker in the long jump*
- measure an achievement *measuring a partner's standing long jump.*

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- explore and develop a greater range of movements of body parts and body actions, to include turning *placing an imaginary ping-pong ball on the shoulder,*

bouncing it and throwing it up in the air, then catching it on the back, hip, sole of the foot or wrist exploring turning movements:

using different body parts (head, hand, shoulder) to lead the turn, low and high turns, fast and slow turns

- explore further different levels, pathways and shape in space and begin to explore directions
creating three body shapes at different levels and facing different directions
- explore a range of dynamics in movement
moving with tension and without tension: Jack Frost and the melting snow-man
- explore and communicate through simple body movement a range of moods or feelings
expressing confusion, joy, anger
- continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music
when exploring the theme of fantasy using the stimulus of a toy story, create the shapes and actions of the toy characters
- develop work with a partner
following and imitating a partner: follow-the leader moving in unison (both dancers perform the movement at the same time) meeting and parting
- perform a range of simple steps and movements to given rhythmic and melodic phrases
performing combinations of walking, skipping and running sequences
- perform a variety of selected Irish dances and folk dances
introducing the side step and promenade step of Irish dances and combining these steps to make simple sequences accompanied by appropriate music performing the Cuckoo Dance, Come to Me
- develop increased poise, balance and coordination while moving and stopping
- develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music
pausing at the end of phrase, as in Irish dance music.

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- interpret a mood or emotion observed in movement
identifying how the feeling of fear is communicated through analysing facial expression, gestures and body actions.

Strand: Gymnastics

Strand unit: Movement

RANG 6

Strand: Athletics

Strand unit: Running

The child should be enabled to

Jogging or running over distance

- jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes
running with a partner or group and crossing low obstacles, varying the pace of the run

Sprinting

- sprint distances of 50–70 m, developing good acceleration and finishing technique
- practise reaction sprints
- practise the standing start
- practise shuttle sprints (repeat sprints) over a distance of 30 m

Relays

- practise baton change-over technique while moving in teams of four
- participate in a relay in a straight line using a baton, with four children per team
- participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately
- participate in team relays in small groups
shuttle relays, circle (Parlauf) relays

Hurdling

- run a distance of 40–60 m over evenly spaced hurdles (40–50 cm high approximately)
- practise the technique of hurdling
developing efficient use of the lead leg and trail leg running three strides between each hurdle
- run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately).

Strand unit: Jumping

The child should be enabled to

- explore skipping activities individually and as part of a group, with or without a rope
- explore the various ways of jumping, to include taking off from one foot and landing on two feet
- practise the standing jump for distance
- develop a short approach run when taking off from one foot *taking three,*

using a local pool or adventure centre.

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- develop positive attitudes towards caring for the environment
caring for living things
disposing of litter appropriately
appreciating the need to protect the environment
- plan, observe, describe and discuss activities outdoors
planning to collect controls in a group orienteering activity
discussing how other individuals or groups completed their challenges
- discuss the safety aspects of activities undertaken
identifying appropriate safety measures when engaged in activities outside the school site.

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?
- Life saving / water safety

Strand Unit: Entry, exit from the water

- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

The child should be enabled to

- develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- observe and describe movement and ask and answer questions about it
- develop the ability to lift, carry and place apparatus correctly
- develop awareness of others when using apparatus.

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced

Ball handling

- develop and practise ball-handling skills
rolling or throwing a small ball at a target
chest-passing from a stationary position
using a large ball bounce-passing from a stationary position using a small or large ball
throwing over-arm to a partner using a small ball
receiving (catching) a pass at various heights

Kicking

- develop and practise kicking skills
kicking a ball to a partner or at a target along the ground using the inside, instep and outside of the foot
kicking a round or oval ball from the hands taking a step and kicking a round or oval ball from the hands
controlling a ball with the inside and instep of the foot

Carrying and striking

- develop and practise carrying and striking skills
striking a ball against a wall using the hand,
- *allowing it to bounce once between each strike*
bouncing a ball against the ground while stationary or moving slowly,
- *using the hand or a small bat with a short handle repeating the above at varying heights keeping the ball off the ground*
- *using body parts above the waist dribbling or striking a ball for accuracy along the ground using a hurley or hockey stick striking a ball through the air at a target using a hurley.*

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games in pairs or small groups
- *pig-in-the-middle passing games*
- play small-sided (mini) versions of games
- *bench ball (a modified game of basketball) 3 v. 3 Gaelic football or soccer with modified rules 'pair tennis'—no net necessary mini-rounders: using a simple bat, involving four players*
- play playground games
- *chasing games, stuck-in-the-mud, frozen beanbag.*

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and develop control in movement skills relevant to games *running, jumping, changing speed, stopping and starting*
- develop problem-solving and decision making strategies
- *inventing simple sequences: bouncing a ball three times off the ground and three times on a bat*
- *inventing a simple game with a partner using a target, bats and a ball displaying basic support play in 2 v. 1 and 3 v. 1 situations*
- develop an understanding of the use of space
- *moving into space to receive a ball in 2 v. 1 situations*
- apply simple rules to small-sided games.

Strand: Outdoor and adventure activities

Strand unit: Walking

The child should be enabled to

- undertake short walks, outside the school site where possible
- **find an object on the school site, given simple clues *treasure hunt*.**

Strand unit: Orienteering

The child should be enabled to

- identify areas of the hall, playing-field or school site *engaging in activities to encourage the child to begin 'to find the way', i.e. identify the front, back, left or right of the hall following directions, e.g. take three steps forward, one step backwards, three steps to the right and seven steps to the left going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply*
- find objects or areas by following a simple plan (set of drawings) *following a 'snake walk' (i.e. a route marked on a drawing of the floor area) that involves negotiating obstacles to reach a target object*

- develop a range of cycling skills *understand and apply cycling safety skills undertake a journey by bicycle where appropriate*
- prepare for camping *examining the design and construction of shelters from natural or improvised materials using camping stoves pitching a tent*

Strand unit: Orienteering

The child should be enabled to

- find controls on the school site, using a map or plan *undertaking a journey where some of the objects marked on the plan are the same (e.g. three benches or three trees, distinguished only by their orientation or position on the site)*
- undertake a memory star orienteering course *checking a map at base, working out how to find the control, then leaving the map behind while visiting the control*
- undertake point-to-point orienteering *visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?)*
- undertake score orienteering *working in groups within a time limit, visiting all the controls; the various controls are given different 'score' values.*
- Primary School All - Ireland Championships - access to the competitions for all boys in Rang 5 and Rang 6.

Strand unit: Outdoor challenges

The child should be enabled to

- undertake an adventure trail *using an obstacle course made more challenging by being asked to carry a plastic cup of water from start to finish or by being led blindfolded by a partner*
- undertake co-operative (trust) activities *using raised obstacles of varying heights and sizes to cross an imaginary river with help from a partner (stepping-stones)*

Strand unit: Water-based activities

The child should be enabled to

- experience an introductory session in basic canoeing or sailing or surfing

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games with a partner or with a small group
bowling, striking, kicking, throwing and catching games
- play small-sided (mini) versions of games
1 v. 1 games of handball
3 v. 3 games of mini-volleyball
5 v. 5 mini-rounders or 6 v. 6 cricket (kwik cricket)
4 v. 4 leprechaun or tip rugby
mini-basketball or mini-netball
7 v. 7 mini-soccer, Gaelic football, hurling or mini-hockey
- play playground games
wheel relay, hunt the beanbag.

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and improve control in movement skills relevant to games
running, jumping, changing speed, stopping and starting, turning
- develop an understanding of the use of space in mini-games
moving forward and avoiding 'crowding' when in possession or attacking a goal or basket
- develop an understanding of the tactics and strategies for use in mini-games
applying principles of defence and attack including contact and dispossession (tackling) skills, evading and marking an opponent
displaying basic teamwork in mini-games
- adapt rules for use in mini-games and keep scores of games
- develop the ability to officiate at games
- avail of opportunities in the community to participate in games
- begin to acquire an understanding of training to prepare for performance in games
- become aware of games events and players locally, nationally and internationally.

Strand: Outdoor and adventure activities

Strand unit: Walking, cycling and camping activities

The child should be enabled to

- undertake forest walks
exploring forest and hill walks with appropriate tasks to be undertaken along the route (e.g. using a compass at the first junction, note the direction walked when on the right-hand path)

leading another child around a course; the second child records the route on an unmarked plan.

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?
- Life saving / water safety

Strand Unit: Entry, exit from the water

- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

RANG 3

Strand: Athletics

Strand unit: Running

The child should be enabled to

Walking, jogging or running over distance

- walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes
running with a friend or group

Sprinting

- sprint distances of 30 to 60 m, developing good acceleration and finishing technique
- practise reaction sprints
- practise the standing start

Relays

- participate in a pair relay using a beanbag, developing simple technique *passing with right hand and receiving with left hand*
- practise baton change-over technique while stationary, with a partner, developing into practice with a team of four
- practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four
- practise the standard relay (i.e. four children per team, using a baton) in a straight line
- participate in team relays or shuttle relays in small groups, using various means of travelling
running, skipping, hopping, bouncing

Strand unit: Jumping

The child should be enabled to

- explore skipping activities individually and as part of a group, with or without a rope
- explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet
- practise the standing jump for distance
- develop a short approach run when taking off from one foot
taking three or five strides and jumping for distance
- practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run
experimenting with alternate legs for take-off and using basic technique (scissors technique).

Strand unit: Throwing

The child should be enabled to

- develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin
- develop a short approach run (e.g. three strides) before releasing the throwing implement
- begin to throw (put) a medium-sized ball or primary shot from a standing position

Strand unit: Understanding and appreciation of athletics

rectly and safely

- develop awareness of others when using apparatus
- become aware of local organisations and clubs that promote gymnastics
- become aware of local, national and international gymnasts and gymnastic events.

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced
- Ball handling
- develop further and extend ball-handling skills
passing a round or oval ball to a partner while stationary or moving using a chest pass, overhead pass, bouncepass, spin pass, pop pass or sweep pass where appropriate
moving to receive a ball
- Kicking
- develop further and extend kicking skills
kicking a ball on the ground or through the air under pressure from an on-coming player
chipping a ball to a partner
walking or jogging and toe-tapping (solo) with a ball
taking a penalty
kickdrop- kicking a ballstepping and drop-kicking a ball
controlling a ball in the air with inside of the foot
volleying a ball with the foot
taking steps and kicking the ball from the hands, i.e. punt-kick
dribbling and changing the pathway taken by turning or twisting
shooting at a small target
- Carrying and striking
- develop further and extend carrying and striking skills
volley-passing a ball (volleyball)
volley-serving a ball (volleyball)
practising the dig technique (volleyball)
serving under-arm with a ball or shuttle cock
striking a ball with a racquet without letting it bounce, i.e. Volley
bouncing or balancing a ball on a hurley while moving, i.e. 'solo' run
striking a moving ball with a hurley
jab-lifting a ball with a hurley
stopping, controlling and striking a ball using a hockey stick
striking a ball at a target using a hockey stick.

identifying the structure and form of a dance
examining the use of props or costumes selecting music or other forms of accompaniment
examining the origins of folk dance and the role that dance plays in different cultures and traditions

- identify the techniques used in a dance and the form of the dance
identifying moments when unison and canon occur
identifying sections of a dance in binary form
- interpret a mood or emotion seen in dance
- become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- select and link a range of gymnastic actions to travel on the floor and on apparatus
jumping from a bar-box and rolling across a mat
jumping from a bench, turning to face the bench and rolling backwards
- practise and perform a range of skills
forward and backward rolls, headstand, handstand, cartwheel
- produce and perform more complex sequences with a partner on the floor and using apparatus
leading and following movements
mirroring movements
contrasting movements
balancing and counterbalancing
supporting and assisting a partner in some gymnastic movements
- produce group sequences
- improve quality in body performance, notably in extension, body tension and clarity of body shape.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- observe, describe and ask and answer questions about movement
observing balances that are curled, stretched, twisted, symmetrical or asymmetrical
observing speed of movements (accelerating, decelerating)
considering appropriate music to link sequences of movement
describing the movements used in another group's sequence
- develop the ability to lift, carry, set up, dismantle and store apparatus cor-

The child should be enabled to

- analyse personal performance and performance of a partner in athletic activities
observing good technique when hurdling.

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- explore more complex movements of body parts and body actions, to include weight transference
combining movements of different parts of the body to create sequences of body parts moving one after the other:
shoulders followed by hips, followed by wrists, followed by head exploring different ways of crossing a space, e.g. when the body is being blown about by wind and body weight is shifting from one body part to another:
hands to feet, one foot to the other, bottom to back to side
- continue to explore an increased range of dynamics in movement
exploring the theme of robots, contrasting the controlled, rigid action of a robot moving directly through space and the abandoned, flexible action of the robot out of control weaving through space
- explore and communicate through body movements a range of moods and feelings *expressing joy, anger, sorrow*
- create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison (all dancers move at the same time) and introducing canon (dancer A performs a movement, dancer B follows) *when creating a dance about a storm, showing sharp, strong, direct movement performed in unison with others and repeated in canon individually to express build-up of thunder and lightning*
- develop work with a partner and begin to work in small groups
following and imitating a partner meeting and parting copying and contrasting
- perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement
walking, running and jumping sequences coordinated with a range of arm, head and upper body movement
- perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g
Harvest Time Jig, Ionsai na hInse Shoemaker's Dance, German Clap

Dance, Hazel Nut Dance

- perform to music, showing a sensitivity to rhythm changes and phrasing *pausing appropriately, anticipating the next phrase*
- show increased poise, balance, control and co-ordination while moving and stopping.

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- observe, describe and discuss own dance and dance of others
viewing professional dancers live or through video recordings where possible
discussing the shape and action of a body travelling in a linear pathway to communicate aggression; discussing the shape and action of a body travelling in a curved pathway to communicate light-heartedness
commenting on body control and facial expression of a dancer
comparing and contrasting the movements of folk dances from two different countries
- identify the beginning, middle and end of a dance and moments when unison or canon occur
- interpret a mood or emotion seen in dance
dragging feet, downcast head implying sad, miserable feeling
bouncing steps, arms swinging implying happy, joyful mood.

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort *jumping from one foot to two feet following a zigzag pathway, transferring weight onto hands and lowering the body into a forward roll*
- select and link a range of movement actions to travel on the floor and on apparatus
rolling across a mat, moving onto a piece of apparatus (bench or pole of climbing frame), travelling across it (hopping or sliding) and landing to finish in a stretched shape
- practise and perform forward and backward rolls with control

advising a partner on ways of throwing longer, sprinting faster, jumping higher

- know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities
- begin to acquire an understanding of training to prepare for performance in selected track and field events
- become aware of athletic events and athletes locally, nationally and internationally.

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- create and perform a more complex range of movements
demonstrating originality and a greater variety of body actions, shapes, levels, directions and pathways when moving
enhancing movement phrases with an appropriate range of dynamics
experimenting with creating movement with a partner and in small groups
- communicate through movement a range of moods or feelings
working with a partner, explore the use of body shape and eye contact to convey friendship or isolation
- create, practise and perform longer and more complex dances with clear dance forms
narrative: unfolding a story or idea (March to Kinsale)
AB (where A represents the first section and B a second, contrasting section but both have a 'common thread'): binary form
ABA (as above but returning to A): ternary form
- learn and perform a range of steps and movements to rhythms and musical phrases
- perform a variety of selected Irish and folk dances that use frequent changes of formation
- perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary)

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings)
examining the use of movement to communicate meaning and mood
commenting on the originality of the dance
identifying the compositional techniques used

Strand unit: Jumping

The child should be enabled to

- explore skipping activities individually and as part of a group, with or without a rope
- explore the various ways of jumping, to include taking off from one foot and landing on two feet
- practise the standing jump for distance
- develop a short approach run when taking off from one foot *taking three, five or seven strides and jumping for distance*
- practise jumping for height over an obstacle (50–60 cm high approximately), developing a short approach run *using basic technique (scissors technique).*

Strand unit: Throwing

The child should be enabled to

- develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin
- develop a short, fast approach run before releasing the throwing implement *taking three, five or seven strides and releasing the implement*
- develop the shot put or throw from a standing position, using a medium-sized ball or primary shot
- develop a standing putting technique with turn
- develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques.

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop a better understanding of speed, strength, control and co-ordination *practising varying pace over a 'distance' run performing a controlled release of throwing implements to improve accuracy and distance of throw*
- describe and discuss movement and ask and answer questions about it *discussing the effect of lengthening the approach run before throwing or jumping*
- develop an understanding of the rules of athletics and apply them in suitable competitive situations *implementing a 'throwing line', beyond which the child may not step when releasing the throwing implement*
- measure an achievement *measuring a standing throw and a throw taken using an approach run and comparing the difference*
- discuss personal performance and performance of a partner in athletic activities

- begin to practise headstand and/or handstand
- show increased control in take-off, flight and landing
- produce and perform sequences with a partner on the floor and using apparatus *producing a sequence using a springing movement and a rolling movement leading and following movements, moving from the floor to apparatus mirroring movements: where a child mirrors the actions of a partner*
- develop good body tension and posture through gymnastic positions and movements.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- observe and describe movement and ask and answer questions about it *evaluating and providing feedback on a partner's individual sequence evaluating a sequence performed by other children*
- develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely
- develop awareness of others when using apparatus.

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced

Ball handling

- develop and practise a range of ballhandling skills *throwing and catching a large round or oval ball or a small ball while moving throwing at or into a small target (e.g. a basket, a net) bowling at a target (e.g. a bat, skittles, a goal) gathering a large oval or round ball or a small ball off the ground while moving*

Kicking

- develop and practise a range of kicking skills *picking up a stationary or moving ball into the hands, using the foot dribbling a ball around obstacles passing and shooting the ball at a target*

kicking a ball on the ground or through the air and moving into position to receive a pass
kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass

Carrying and striking

- develop and practise a range of carrying and striking skills
from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground
repeating the above while moving
striking a ball over-arm against a wall using the hand
dribbling a ball around obstacles using a hurley or hockey stick
fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw
striking a ball using a racquet or bat to a partner, who strikes it back with the ball bouncing once between each strike.

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games with a partner or with a small group
striking, kicking, throwing and catching games
- play small-sided (mini) versions of games
5 v. 5 games of hockey or hurling with modified rules
4 v. 4 mini-rounders
pair tennis or badminton using a net
handball games
mini-basketball,
mini-netball
5 v. 5 mini-soccer, Gaelic football
- play playground games *prison ball, chasing games, tunnel ball.*

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and improve control in movement skills relevant to games
running, jumping, changing speed, stopping and starting
- develop an increased understanding of use of space
moving to an open space away from an opponent and seeking a pass

- Life saving / water safety
- Strand Unit: Entry, exit from the water**
- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

RANG 5

Strand: Athletics

Strand unit: Running

The child should be enabled to

Jogging or running over distance

- jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes
running with a partner or group and crossing low obstacles,
varying the pace of the run

Sprinting

- sprint distances of 50–70 m, developing good acceleration and finishing technique
- practise reaction sprints
- practise the standing start
- practise shuttle sprints (repeat sprints) over a distance of 30 m

Relays

- practise baton change-over technique while moving in teams of four
- participate in a relay in a straight line using a baton, with four children per team
- participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately
- participate in team relays in small groups
shuttle relays, circle (Parlauf) relays

Hurdling

- run a distance of 40–60 m over evenly spaced hurdles (40–50 cm high approximately)
- practise the technique of hurdling
developing efficient use of the lead leg and trail leg running three strides between each hurdle
- run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately).

finding controls by recognising and finding familiar features from photographs

- undertake a star orienteering activity
finding one control marked on a map, recording a symbol found at this control and returning to base before setting out to find the next control.

Strand unit: Outdoor challenges

The child should be enabled to

- undertake an adventure trail
using an obstacle course (constructed indoors or outdoors) where the obstacles are placed so that children get from start to finish touching the ground only in marked allowed areas, with the help of other children
using marked forest trails and completing appropriate challenges at points indicated
- undertake simple co-operative (trust) activities
standing on a plank with a group of children and re-arranging the group in alphabetical order without touching the ground (shuffle pack activity).

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- develop positive attitudes towards caring for the environment
caring for living things disposing of litter appropriately
- plan, observe, describe and discuss activities outdoors
planning courses for adventure activities
discussing different options available for moving from one control to the next when orienteering.

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?

- develop problem-solving and decision making strategies, and an understanding of the tactics and strategies for use in modified games situations
displaying basic support play in 2 v. 1 and 3 v. 1 situations
applying simple principles of defence and attack, including the development of basic contact and dispossession (tackling) skills
displaying basic teamwork in mini-games
- adapt rules to modify games and keep scores.

Strand: Outdoor and adventure activities

Strand unit: Walking

The child should be enabled to

- undertake forest walks | sea front walks
guiding children along marked forest trails with appropriate tasks set for completion along the route (e.g. taking a bark rubbing at a suitable point).

Strand unit: Orienteering

The child should be enabled to

- identify symbols for familiar features on a map of a familiar area
leading children around a route marked on a map and showing them how symbols are used to depict familiar features, i.e. a 'map walk'
undertaking a journey following a chosen route and drawing it on a plan
choosing a route and leading a partner, who draws the route taken on a plan
finding controls by recognising and finding familiar features from photographs
- undertake a star orienteering activity
finding one control marked on a map, recording a symbol found at this control and returning to base before setting out to find the next control.

Strand unit: Outdoor challenges

The child should be enabled to

- undertake simple co-operative (trust) activities
standing on a plank with a group of children and re-arranging the group in alphabetical order without touching the ground (shuffle pack activity).

Strand unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- develop positive attitudes towards caring for the environment
caring for living things disposing of litter appropriately
- plan, observe, describe and discuss activities outdoors
planning courses for adventure activities discussing different options available for moving from one control to the next when orienteering.
- Aquatics

Strand: Aquatics

Strand Unit: Hygiene

- Using footbath, shower, toilet etc

Strand Unit: Water Safety

- Rules of pool
- Recognise hazards of water
- Dealing with hazards - what to do?
- Life saving / water safety

Strand Unit: Entry, exit from the water

- Appropriate ways to enter / exit the water

Strand Unit: Buoyancy and propulsion

- Walking, jumping, running in water/pool
- Floating, sinking, glide forwards/backwards

RANG 4

Strand: Athletics

Strand unit: Running

The child should be enabled to

Walking, jogging or running over distance

Strand unit: Creating and playing games

The child should be enabled to

- create and develop games with a partner or with a small group
striking, kicking, throwing and catching games
- play small-sided (mini) versions of games
5 v. 5 games of hockey or hurling with modified rules 4 v. 4 mini-rounders pair tennis or badminton using a net handball games mini-basketball, mini-netball
5 v. 5 mini-soccer, Gaelic football
- play playground games
prison ball, chasing games, tunnel ball.

Strand unit: Understanding and appreciation of games

The child should be enabled to

- discuss and improve control in movement skills relevant to games
running, jumping, changing speed, stopping and starting
- develop an increased understanding of use of space
moving to an open space away from an opponent and seeking a pass
- develop problem-solving and decision making strategies, and an understanding of the tactics and strategies for use in modified games situations
displaying basic support play in 2 v. 1 and 3 v. 1 situations
applying simple principles of defence and attack, including the development of basic contact and dispossession (tackling) skills
displaying basic teamwork in mini-games
- adapt rules to modify games and keep scores.

Strand: Outdoor and adventure activities

Strand unit: Orienteering

The child should be enabled to

- identify symbols for familiar features on a map of a familiar area
leading children around a route marked on a map and showing them how symbols are used to depict familiar features, i.e. a 'map walk'
undertaking a journey following a chosen route and drawing it on a plan choosing a route and leading a partner, who draws the route taken on a plan

Strand: Games

Strand unit: Sending, receiving and travelling

The child should be enabled to

- practise skills previously experienced

Ball handling

- develop and practise a range of ballhandling skills
throwing and catching a large round or oval ball or a small ball while moving
throwing at or into a small target (e.g. a basket, a net)
bowling at a target (e.g. a bat, skittles, a goal)
gathering a large oval or round ball or a small ball off the ground while moving

Kicking

- develop and practise a range of kicking skills
picking up a stationary or moving ball into the hands, using the foot
dribbling a ball around obstacles
passing and shooting the ball at a target kicking a ball on the ground or through the air and moving into position to receive a pass
kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass

Carrying and striking

- develop and practise a range of carrying and striking skills
from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground
repeating the above while moving
striking a ball over-arm against a wall using the hand
dribbling a ball around obstacles using a hurley or hockey stick
fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw
striking a ball using a racquet or bat to a partner, who returns it using an under-arm throw
striking a ball using a racquet or bat to a partner, who strikes it back with the ball bouncing once between each strike.

- walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes
running with a friend or group

Relays

- practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four
- practise the standard relay (i.e. four children per team, using a baton) in a straight line

Hurdling

- run a distance of 20 to 40 m over evenly spaced hurdles (30–40 cm high approximately)
- practise the technique of hurdling *developing the lead leg and running three strides between hurdles.*

Strand unit: Jumping

The child should be enabled to

- explore skipping activities individually and as part of a group, with or without a rope
- practise the standing jump for distance
- develop a short approach run when taking off from one foot *taking three or five strides and jumping for distance*
- practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run
experimenting with alternate legs for take-off and using basic technique (scissors technique).

Strand unit: Throwing

The child should be enabled to

- develop the over-arm (javelin) throw from a standing position, using a bean-bag, ball or foam javelin
- develop a short approach run (e.g. three strides) before releasing the throwing implement
- begin to throw (put) a medium-sized ball or primary shot from a standing position

Strand unit: Understanding and appreciation of athletics

The child should be enabled to

- develop an understanding of pace
setting personal challenges when running over distance by measuring and recording the distance run at intervals of 30 seconds to establish an even pace
- describe and discuss movement and ask and answer questions about it *discussing the effect of running three strides between each hurdle*
- analyse personal performance and performance of a partner in athletic activities *observing good technique when hurdling.*

Strand: Dance

Strand unit: Exploration, creation and performance of dance

The child should be enabled to

- explore and communicate through body movements a range of moods and feelings
expressing joy, anger, sorrow
- develop work with a partner and begin to work in small groups
*following and imitating a partner
meeting and parting
copying and contrasting*
- perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement
walking, running and jumping sequences coordinated with a range of arm, head and upper body movement
- perform a variety of selected Irish dances

Strand unit: Understanding and appreciation of dance

The child should be enabled to

- observe, describe and discuss own dance and dance of others
*viewing professional dancers live or through video recordings where possible
discussing the shape and action of a body travelling in a linear pathway to communicate aggression; discussing the shape and action of a body travel-*

*ling in a curved pathway to communicate light-heartedness
commenting on body control and facial expression of a dancer
comparing and contrasting the movements of folk dances from two different countries*

Strand: Gymnastics

Strand unit: Movement

The child should be enabled to

- select and link a range of movement actions to travel on the floor and on apparatus
rolling across a mat, moving onto a piece of apparatus (bench or pole of climbing frame), travelling across it (hopping or sliding) and landing to finish in a stretched shape
- practise and perform forward and backward rolls with control
- begin to practise headstand and/or handstand
- show increased control in take-off, flight and landing
- produce and perform sequences with a partner on the floor and using apparatus
*producing a sequence using a springing movement and a rolling movement leading and following movements, moving from the floor to apparatus
mirroring movements: where a child mirrors the actions of a partner*
- develop good body tension and posture through gymnastic positions and movements.

Strand unit: Understanding and appreciation of gymnastics

The child should be enabled to

- observe and describe movement and ask and answer questions about it
*evaluating and providing feedback on a partner's individual sequence
evaluating a sequence performed by other children*
- develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely
- develop awareness of others when using apparatus.