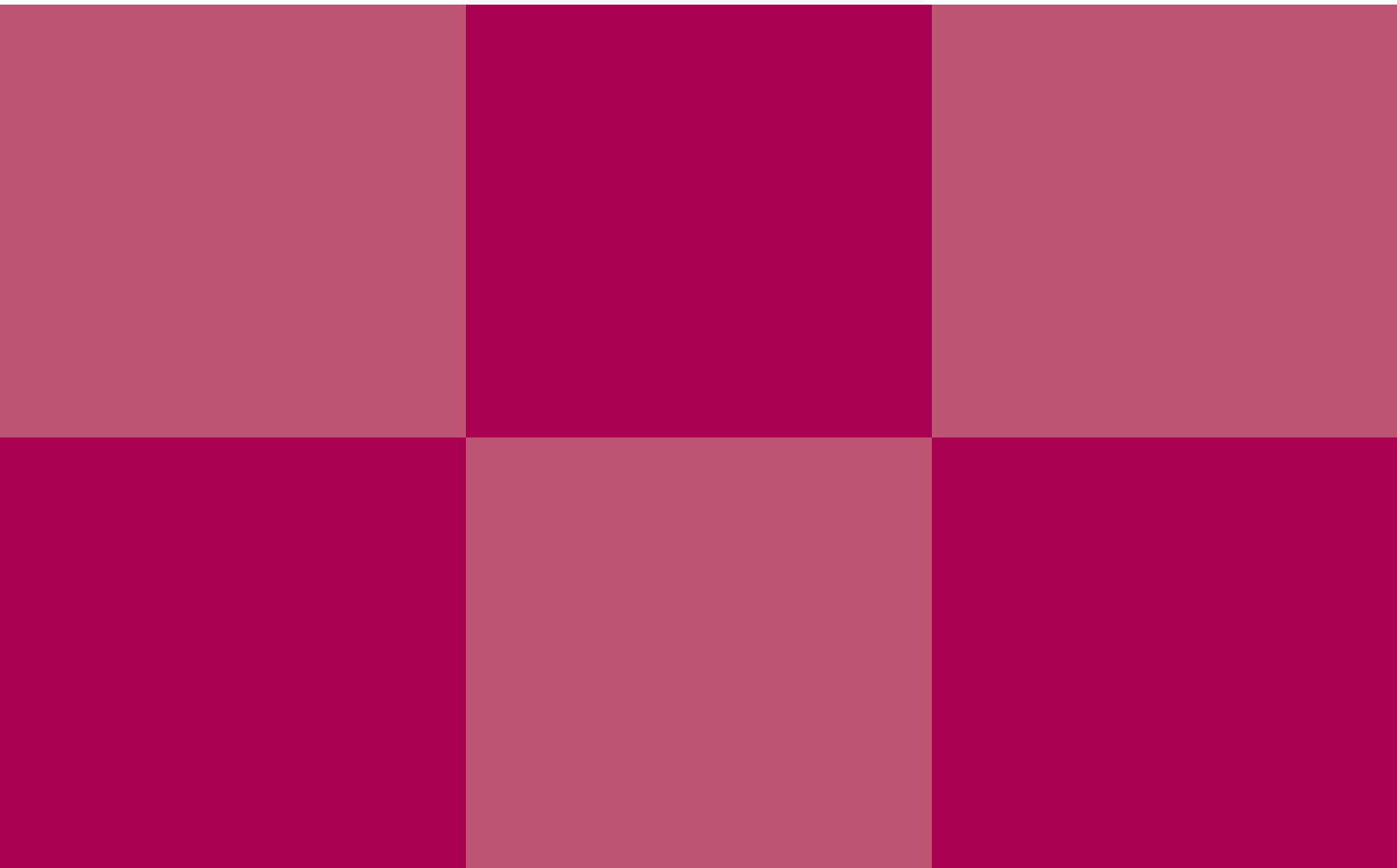




Primary School  
Curriculum

Curaclam na  
Bunscoile

# Physical Education



DUBLIN  
PUBLISHED BY THE STATIONERY OFFICE

To be purchased directly from the  
GOVERNMENT PUBLICATIONS SALE OFFICE  
SUN ALLIANCE HOUSE  
MOLESWORTH STREET  
DUBLIN 2

or by mail order from  
GOVERNMENT PUBLICATIONS  
POSTAL TRADE SECTION  
4-5 HARCOURT ROAD  
DUBLIN 2  
(Tel: 01-6476834-5; Fax: 01-4752760)  
or through any bookseller

Design Consultancy:	Bradley McGurk Partnership
Designed by:	The Identity Business
Typesetting:	Spectrum Print Management
Printed by:	Mozzon Giuntina - Florence and Officine Grafiche De Agostini - Novara



# Physical Education

Curriculum

# Contents



## Introduction

Physical education	2
The physical education curriculum	2
Aims	10
Broad objectives	11
Planning content for physical education	13

## Infant classes

Overview	15
Content	16

## First and second classes

Overview	25
Content	26

## Third and fourth classes

Overview	37
Content	38



## Fifth and sixth classes

Overview	49
Content	50

## Aquatics for infant to sixth classes

Aquatics for infant to sixth classes	62
--------------------------------------	----

## Assessment

Assessment	68
------------	----

## Appendix

Glossary	78
Membership of the Curriculum Committee for Physical Education	82
Membership of the Primary Co-ordinating Committee	83

# Introduction



# Physical education

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

## The physical education curriculum

Physical education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

Physical education meets the physical needs of the child and the need for movement experiences, challenges and play. It develops a desire for daily physical activity and encourages constructive use of free time and participation in physical activities in adult life. To fulfil these needs, physical education is built on the principles of variety and diversity, not of specialisation. It provides a wide variety of movement activities appropriate to the level of development of the child.

Through physical education the child can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child.

## The content of the physical education curriculum

The curriculum is divided into six strands:

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



### *Athletics*

The athletics strand provides a variety of opportunities to engage in the natural activities of running, jumping and throwing. The child needs to learn to associate joyfulness with these experiences. The emphasis should be on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. Building on these early experiences, children then develop the techniques of running, jumping and throwing as they progress through the primary school.

Running activities can be devised to encourage children to run and to accept challenges to their personal performances by running faster or by running over a longer distance. Jumping activities will give the child an opportunity to explore various jumps and to develop technique for height and distance. The child participates in throwing activities using objects of different shapes and weights and develops a variety of throwing techniques, improving accuracy and distance.

### *Dance*

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement.

The dance programme involves the child in a range of creative and folk dance. When creating dance, the child explores a range of body parts, body actions and body shapes. Concepts relating to the body in space, the changing dynamics of movement and the implications of moving in relation to another person and his/her environment are explored. The child is encouraged to dance in response to different stimuli and accompaniment and to view dance performance. The child's concept of what a dance is can be enriched by opportunities to see and appraise the more accomplished work of others.

Folk dancing is presented with an emphasis on being fully involved and enjoying the dance rather than on the movements involved in the dance. It provides the child with a knowledge and experience of dance of Irish and other cultures.

### *Gymnastics*

Gymnastics in education is concerned with the use of movement in a creative way in response to set tasks, both individually and with others. Children explore movement on the floor and when negotiating a variety of equipment. The gymnastics curriculum encourages children to participate in movement experiences that are open to personal interpretation, providing every child with the opportunity to experience success at a personal level, by engaging in challenging but realistically achievable tasks.

As the children progress through a sequential programme they are encouraged to strive for more control over their movements and to respond to more complex tasks. They can be helped to enjoy and develop an appreciation of gymnastics while realising individual potential and limitations, thus enhancing overall development.

### *Games*

The games strand fosters the child's natural tendency to play through informal play activities. It enhances the development of basic skills, and many opportunities are provided for social interaction. As skills develop in accordance with the stage of development of the child, the desire to apply them in informal activities in competition with others increases. Initially this may occur with a partner and then lead into 'small-sided' or mini-games. As the child progresses to these more formalised games, a variety of games should be provided that develop not only skills but also understanding of such concepts as possession, teamwork, attack, defence and use of space. If allowed to experiment, the child will invent many games in which to apply developing skills and understanding.

Playground games, co-operative games and games traditional to the school or locality should be considered when planning a programme for the school. Gaelic games should be given particular consideration as part of the games programme. Invasion games, net games, striking and fielding games, target games and shared court games provide a range of opportunities for the development of skills and understanding. 'Small-sided' or mini versions of these games encourage maximum participation. A balanced programme of such games ensures that the child experiences a wide variety of activities that provide enjoyment and challenge and that foster a lifelong interest.

### *Outdoor and adventure activities*

Outdoor and adventure activities are facets of the physical education curriculum concerned with walking, cycling, camping and water-based activities, orienteering, and outdoor challenge activities.

Walking, cycling and camping are valuable activities that some schools may organise. Orienteering is an exciting activity that combines the geographical skills of map work, the physical activity of walking or running and the adventure of exploring unfamiliar locations. It can be introduced through preliminary exercises on the school site. Outdoor challenge activities include trust or co-operative activities, group problem-solving exercises, and physical challenges such as those presented by rope courses and adventure play apparatus. Water-based activities may be included in the programme, providing opportunities for canoeing or sailing. These activities, which are mainly non-competitive, offer alternative avenues for pupil achievement and encouragement to adopt a healthy life-style based on an enjoyment and appreciation of the outdoors.

### *Aquatics*

The aquatics programme is concerned with gaining competence and confidence near, in, under and on water. It provides unique opportunities for enjoyment, allowing the child the sensation of buoyancy. The term 'aquatics' is used to include not only the teaching of swimming strokes but the provision of opportunities for enjoyment of water play and other aspects of aquatics. The emphasis on enjoyment should be maintained as proficiency is acquired in specific techniques, including learning to swim a stroke or a variety of strokes. The concern for water safety permeates all aquatic activities and needs to be stressed throughout the programme.

The aquatics programme is presented as one complete unit, without division into class levels. This allows for adaptation by schools related to their access to a local facility. The programme can be implemented progressively at whatever stage the child has an opportunity to begin water-based activities.

## Developing the child's understanding and appreciation of physical activities

This curriculum places an emphasis on the development of the child's understanding and appreciation of physical activities through the strand units 'Understanding and appreciation'. This is an important aspect of the child's development as a participant in physical activities and as a spectator or member of an audience. In a games situation, for instance, it may involve the development of the child's ability to identify or apply appropriate tactics. During an outdoor activities lesson it may involve the discussion of options available when undertaking an orienteering task. The unit also contains suggestions on extending the child's knowledge of the rules of games or of opportunities for involvement in physical activities locally. The content of the strand unit is designed to be developed as the strands are explored rather than forming lessons in itself.

## Physical education and sport

Physical education and sport, although closely linked, are not synonymous. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. The focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development. Goal-setting, within the curriculum, focuses on individual improvement and not on winning or being the best.

### *The place of competition in the physical education programme*

Since children mature at different rates, programmes should reflect the great differences often evident within a single age group. Where the children can adapt and find their own level of activity in spontaneous and co-operative play, the different levels of maturity may have no serious consequences. In the competitive situation, however, children are sometimes grouped with little regard for discrepancies of size and strength, the size of the playing area, the length of the game or the equipment used. Unless competition is de-emphasised, those who compare less favourably will always be at risk of withdrawal and are likely to become inactive adults.

Also, gifted or physically stronger children who survive on a menu of competitive sports may have no substitute when, in later years, success in sports is harder to achieve and therefore the desire to participate may diminish.

However, competition is not incompatible with the holistic development of the child if the opportunities presented are such that the child is progressing towards the achievement of his/her potential. It is in the primary school years that the movements and skills necessary for progressing to formalised sport are acquired. During this time also the child learns to officiate at games and to develop respect for opponents, officials, rules and spectators. A balanced approach to competition can make a significant contribution to the child's development while at the same time providing fun, enjoyment and satisfaction.

### *Extracurricular activity*

Schools provide opportunities within the physical education programme for children to participate in sport. In addition, many schools provide further opportunities within an extracurricular programme, including preparation for inter-school competitions.

Extracurricular activity, organised and/or implemented by teachers or parents in a voluntary capacity, should be linked where possible to the physical education programme. Such time, effort and expertise is an extremely valuable contribution to the social and physical development of children. It can provide children with fun and enjoyment as well as opportunities to strengthen the relationship with teachers, parents and other children. The extracurricular programme, therefore, that involves the implementation of competitive activities, should always reflect the aims and objectives of the physical education curriculum.

### **Promoting gender equity through physical education**

In the planning of the physical education curriculum consideration should be given, on an equitable basis, to the needs and interests of both girls and boys, helping to build positive attitudes towards all activities.

## The child with special needs

The child with special needs should experience the enjoyment of participation and progression through the various stages of the physical education programme according to his/her ability. It is important that the class teacher encourages maximum participation in the physical education lesson by the child and provides the opportunity to benefit from a balanced physical education programme.

## The school physical education programme

The school plan will cover the nature and scope of physical education, recognising the developmental and varying needs of the children and the availability of resources. When the physical education plan is being devised, all aspects of the curriculum and the extent to which it can be implemented need to be considered. It is only when such an approach is adopted that a broad and balanced programme can be offered within the school. Given that the programme is to be integrated with the other curricular areas, a class teacher is the most appropriate teacher to teach the physical education programme.

## Assessment

Assessment is an integral part of teaching and learning in physical education, as in other areas of the curriculum. The section on assessment outlines how a range of assessment techniques can assist in enriching the learning experience of the child and provide useful information for pupils, teachers, parents and others.

## Physical education and other areas of the curriculum

Physical education has many objectives that are developed as the children engage in other subjects, such as Irish, English, geography, art, music, mathematics, and, especially social, personal and health education. Children's learning in these subjects can also be enriched through a programme of physical education that is broad and balanced. For instance, a child who learns to read a plan or a map in the geography lesson can use this skill when undertaking an orienteering activity. Thus, the outdoor and adventure activities lesson can provide an opportunity for the child to develop this skill in a practical way. The child who engages in a discussion about the rules of games or the development of a gymnastic sequence is presented with many opportunities for language

development. It is important that schools consider the links that exist between physical education and other subjects. Careful planning will ensure that physical education objectives are clearly defined within integrated activities.

### Information and communication technologies

While the emphasis in the physical education curriculum is on active participation in physical activities, information and communication technologies can provide an interesting and exciting medium through which the interest of children in activities related to physical education can be stimulated.

### Language and physical education

Language is such a pervasive influence in the teaching and learning process that particular examples of the integration of various subjects with language are not given in the curriculum. It is in talking about experience in physical education, whether through Irish or English, that the child clarifies ideas. The teacher uses language in the physical education lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the child to think. In turn, the child is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. Language is important too in helping children to gain access to and retrieve information about physical activities. The extent, therefore, to which language is an integral part of the teaching and learning process should be a consistent concern in the planning and implementation of the physical education programme.

## Aims

The aims of the physical education curriculum are

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



## Broad objectives

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

### *Social and personal development*

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

### *Physical and motor development*

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

### *Knowledge and understanding*

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus
- experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- observe, discuss, analyse, interpret and enjoy the performance of movement
- gather, record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems and develop autonomy through movement activities
- participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors

### *Creative and aesthetic development*

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform simple dances
- create and play simple games
- develop artistic and aesthetic understanding within and through movement

### *Development of health-related fitness*

- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

### *Development of safety*

- adopt safe practices in all physical activities.

# Planning content for physical education

## Structure and presentation

The content of the physical education curriculum is presented in a number of **strands** and **strand units** to assist teachers in the planning of their work. Examples are shown in italic type throughout each strand unit, but these should be considered merely as suggestions.

## A broad and balanced programme

An important aim of the physical education programme is to provide a wide variety of activities. Efficient planning will ensure that undue repetition and significant gaps in the programme are avoided.

Five of the strands should be included each year where possible; all options should be explored to overcome limitations where facilities or resources are restricted. The aquatics strand is outlined for implementation at any of the levels or over a number of levels, depending on the availability of a facility for aquatics. Where aquatics is provided for infant classes, the programme should be modified to suit the needs of this age group.

It is recommended that each strand unit should be covered to ensure variety, balance and continuity. However, taking the time available into consideration, the depth of treatment of each strand unit may be adjusted.

## Developing the child's understanding and appreciation of physical activities

Each strand contains a strand unit 'Understanding and appreciation'. The content of the strand unit in itself is not intended to form lessons but should be developed as the other units of the strand are explored.

## Linkage and integration

Opportunities for *linkage* (i.e. integration within the physical education curriculum) and *integration* (i.e. cross-curricular connections) exist throughout all levels. Teachers can identify these opportunities when planning the programme. Within the content sections, notes below strand units suggest some of the instances where linkage and integration might be established.

# Infant classes

# Overview

infant classes

## *Strands*

## *Strand units*

---

### Athletics

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

---

### Dance

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

---

### Gymnastics

- Movement
- Understanding and appreciation of gymnastics

---

### Games

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

---

### Outdoor and adventure activities

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

---

### Aquatics

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

# 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 90 seconds

*running with a partner, moving into space following a leader*

Sprinting

- sprint distances of 10 to 20 m
- practise reaction sprints
- 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
- run over low hurdles, i.e. less than 20 cm high
- run over low hurdles, evenly spaced.

## 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.*

*Linkage*

Athletics incorporates activities that are also appropriate for development in gymnastics and games.

## Strand unit Understanding and appreciation of athletics

---

*The child should be enabled to*

- talk about movement and ask and answer questions about it

*discussing how a beanbag can be thrown to achieve greater height*

- 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.*

*Integration*

Music: skipping songs may be linked with performing song singing.

## 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*
- 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*
- perform simple singing games and folk dances
  - Skip to My Lou, Looby Lou*
- develop poise, balance and co-ordination while moving and stopping
- begin to show sensitivity in movement to music
  - pausing at obvious changes*
  - knowing when to begin a folk dance.*



## 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.*

### *Integration*

Mathematics: Shape and space—Spatial awareness

Music: Listening and responding—Exploring sounds; Performing—Song singing

SPHE: Myself—Feelings and emotions

Visual arts: art work may be used as a stimulus for dance or themes may be interpreted in a variety of visual arts media.

# 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
  - 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*
- develop the ability to lift, carry and place apparatus safely
- develop awareness of others when using apparatus.

### *Integration*

Mathematics: Shape and space—Spatial awareness

SPHE:Myself—Safety and protection

## 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*
  - alternating tossing and carrying a beanbag on a small bat or the hand*
  - bouncing a ball on a racquet while stationary*
  - striking a softball along the ground with a bat and retrieving it*
  - striking a softball against a wall using the hand or bat.*

### 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*
- 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.*

#### *Integration*

Geography: A sense of place and space; Maps, globes and graphical skills; Environmental awareness and care

Science: Environmental awareness and care

SPHE: Myself and the wider world—Developing citizenship

First  
and second  
classes

# Overview

first and second classes

## *Strands*

## *Strand units*

---

### Athletics

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

---

### Dance

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

---

### Gymnastics

- Movement
- Understanding and appreciation of gymnastics

---

### Games

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

---

### Outdoor and adventure activities

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

---

### Aquatics

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

# 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*

### Hurdling

- run over evenly spaced low hurdles (30 cm high approximately)
- practise the technique of hurdling  
*identifying the lead leg.*

## 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.*

### Linkage

Athletics incorporates activities that are also appropriate for development in gymnastics and games.



## 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.*

*Integration*

Mathematics: Measures

## 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 snowman*
- explore and communicate through simple body movement a range of moods or feelings
  - expressing confusion, joy, anger*
- create, practise and perform dances showing a clear beginning, middle and end
  - Alice in Wonderland dance: beginning: falling down the tunnel; middle: meeting the characters; end: falling and waking up*
- 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 co-ordination 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*

- observe, describe and discuss simple dances

*describing the body parts used and comparing and contrasting the body shape and actions in the growing and shrinking phrase of the Alice in Wonderland dance*

*discussing the pathways taken by partners as they meet and part*

- identify the sections of a dance as beginning, middle and end

*the toy story dance:*

*beginning: toys wake up*

*middle: toys greet each other and dance*

*end: toy maker returns and toys freeze*

- interpret a mood or emotion observed in movement

*identifying how the feeling of fear is communicated through analysing facial expression, gestures and body actions.*

### *Integration*

Mathematics: Shape and space—Spatial awareness

Music: Listening and responding

Visual arts: art work may be used as a stimulus for dance or dance themes may be interpreted in a variety of visual arts media.

SPHE:Myself—Feelings and emotions

History: Myself and my family—Feasts and festivals in the past

## 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 floorwork 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.

#### *Integration*

Mathematics: Shape and space

SPHE:Myself—Safety and protection

## 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.

*Integration*

History: Myself and my family—Games in the past, Feasts and festivals in the past

## 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 Outdoor challenges

---

*The child should be enabled to*

- undertake adventure trails  
*safely completing an obstacle course (constructed indoors or outdoors using large and small apparatus or natural features) by stepping, crawling, hanging, pulling, sliding crawling through and under mazes or tunnels constructed with benches, mats, tyres etc. to find a specific object at the end*
- undertake simple co-operative (trust) activities  
*following a blind trail: the child, blindfolded, follows a short trail made with cord, with one hand on the cord, passing over, under and through or around obstacles.*

## 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.*

### *Integration*

Geography: A sense of place and space; Maps, globes and graphical skills; Environmental awareness and care

Science: Environmental awareness and care

SPHE: Myself and the wider world—Developing citizenship; Myself and others—Relating to others





Third  
and fourth  
classes

# Overview

third and fourth classes

## *Strands*

## *Strand units*

---

### Athletics

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

---

### Dance

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

---

### Gymnastics

- Movement
- Understanding and appreciation of gymnastics

---

### Games

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

---

### Outdoor and adventure activities

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

---

### Aquatics

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

# 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*

### 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
- 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
- practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run

*taking three or five strides and jumping for distance*  
*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
- begin to throw a quoit or primary discus, practising the grip, swing and release techniques.

*Linkage*

Athletics incorporates activities that are also appropriate for development in gymnastics and games.

## 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*
- develop an understanding of the rules of athletics
  - implementing a modified change-over zone to introduce the rule of baton change-over*
- measure an achievement
  - comparing the length of a standing long jump to a jump with an approach run*
- analyse personal performance and performance of a partner in athletic activities
  - observing good technique when hurdling.*

*Integration*

Mathematics: Measures

# 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*
- explore further different levels, pathways, shapes and directions in space
  - travelling through the space in curved and straight pathways, explore the changing shapes of the body and the use of different levels and directions possible in each pathway*
- 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*
- respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music
  - exploring the theme of outer space, using stimuli of pictures of spaceships; creating in a small group a phrase of movement showing assembly of a rocket, take-off, flight pattern through space*
- 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 co-ordinated 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
  - Harvest Time Jig, Ionsa 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.*

### *Integration*

Music: Listening and responding

Visual arts: art work may be used as a stimulus for dance or dance themes may be interpreted in a variety of visual arts media.

History: Local studies—Feasts and festivals in the past

SPHE: Myself—Feelings and emotions

# 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
- 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.

### *Integration*

SPHE: Myself—Safety and protection

Music: Listening—Listening and responding to music



## 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 ball-handling 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.*

### 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.

*Integration*

History: Local studies—Games and pastimes in the past

## Strand: Outdoor and adventure activities

### Strand unit Walking

---

*The child should be enabled to*

- undertake forest 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 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.*

### *Integration*

Geography: A sense of place and space; Maps, globes and graphical skills; Environmental awareness and care

Science: Environmental awareness and care

SPHE: Myself and the wider world—Developing citizenship (Environmental awareness and care)



Fifth  
and sixth  
classes

# Overview

fifth and sixth classes

## *Strands*

## *Strand units*

---

### Athletics

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

---

### Dance

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

---

### Gymnastics

- Movement
- Understanding and appreciation of gymnastics

---

### Games

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

---

### Outdoor and adventure activities

- Walking, cycling and camping activities
- Orienteering
- Outdoor challenges
- Water-based activities
- Understanding and appreciation of outdoor and adventure activities

---

### Aquatics

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

## 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, 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.

### Linkage

Athletics incorporates activities that are also appropriate for development in gymnastics and games.

## 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.

### Integration

Mathematics: Measures

## 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, Staic n 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.

## 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.

### *Integration*

Music: Listening and responding

Visual arts: art work may be used as a stimulus for dance or as a prop in the dance lesson or dance themes may be interpreted in a variety of visual arts media.

History:Local studies—Feasts and festivals in the past

SPHE:Myself—Feelings and emotions

## 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*

- 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.

#### *Integration*

Mathematics: Exploring symmetry in gymnastics builds on the previous work done on symmetry.

SPHE: Myself—Safety and protection

Music: Listening and responding

## 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, bounce pass, 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 kick*

*drop-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)*

*practising the dig technique (volleyball)*

*serving under-arm with a ball or shuttlecock*

*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.*

## 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.

### *Integration*

History: Local studies—Games and pastimes in the past

## 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 or bivouacking  
*examining the design and construction of shelters from natural or improvised materials  
using camping stoves  
pitching a tent  
undertaking a camping trip to a suitable location.*

### 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.*

## 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)*
- undertake physical challenges
  - climbing wall bars, using three points of contact\**
  - crossing appropriate ropes using hands and feet\**
  - \*activities usually available at outdoor centres or specially equipped gymnasiums.*

## 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.*



## 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.*

### *Integration*

Geography: A sense of place and space; Maps, globes and graphical skills; Environmental awareness and care

Science: Environmental awareness and care

SPHE: Myself and the wider world—Developing citizenship (Environmental awareness and care)

Aquatics  
for infant to  
sixth classes



## Strand: Aquatics

### Strand unit Hygiene

---

*The child should be enabled to*

- appreciate the importance of hygiene when using the pool

*using the footbath, shower, toilet*

*keeping the pool area clean.*

### Strand unit Water safety

---

*The child should be enabled to*

- observe the rules of the local pool
- recognise hazards of water
- identify correct procedure for dealing with hazards

*depth, currents, tides, weather conditions, pollution, hypothermia*

*practising personal survival skills (e.g. safe entries, HELP, huddle, treading water)*

*summoning assistance in an emergency while maintaining own safety*

*demonstrating on land or in the pool environment a reaching and throwing rescue.*

### Strand unit Entry to and exit from the water

---

*The child should be enabled to*

- enter the water
- climb out of the water

*using the steps or ladder*

*by sitting, turning and slipping into the water*

*by stepping in from the poolside*

*by stepping in and placing the face in the water with comfort:*

*blowing bubbles while the mouth is in the water*

*picking up lightweight objects from the bottom of the pool with the eyes open*

*looking at a partner under water*

*by jumping into the water*

*by diving in: surface or plunge dive (sitting, crouching, standing)*

*using steps*

*getting out with support*

*going directly onto the side.*

## Strand unit Buoyancy and propulsion

---

*The child should be enabled to*

- walk in shallow water
  - walking making patterns*
  - walking to a rhythm, changing direction on a heavy beat*
  - negotiating a person or obstacle*
- jump, side-step or run across the pool
  - relay races: children jump or side-step or run across the pool*
- observe that some objects float and others sink
  - blowing, nosing or heading objects (ball, toy, ducks) around floating objects*
- practise balance, rotation and recovery exercises with and without float
  - regaining standing position from the prone or supine position*
  - rolling over from the prone or supine position*
  - floating forming wide and narrow shapes in prone or supine position*
  - linking shapes to form sequences*
  - floating in mushroom shape*
  - turning through 360 degrees horizontally or vertically*
- explore use of arms and legs to travel in water
  - kicking like a frog*
  - playing Simon Says game, where activities are matched to abilities*
  - practising sculling in prone or supine position, head first, feet first*
  - chasing games (e.g. What Time Is It, Mr Shark? Crows and Cranes)*
- glide forward or backwards along the surface in a stretched position
- glide to the bottom of the pool.

## Strand unit Stroke development

---

*The child should be enabled to*

- develop a selection of swimming strokes
  - front crawl, backstroke, breast stroke, butterfly.*

## Strand unit Water-based ball games

---

*The child should be enabled to*

- participate in pair and group play
  - throwing and catching a ball, including using a one-arm throw*
  - over and under game, where a ball is passed along a line over heads and under legs*
  - water push-ball.*

## Strand unit Understanding and appreciation of aquatics

---

*The child should be enabled to*

- understand basic hygiene procedures
- appreciate the dangers of water
- understand how to stay safe in water
- develop an increased understanding of flotation
- develop an appreciation of the freedom of movement in water
- extend knowledge of swimming strokes
- discuss a wide range of aquatic activities
  - water polo, synchronised swimming, lifesaving*
- become aware of local organisations and clubs that promote aquatics.

*Integration*

SPHE:Myself—Safety and protection



# Assessment





# Assessment

## Assessment: an integral part of teaching and learning

Assessment in physical education informs teaching and learning by providing information on what children have learned and how they learn. The information is collected as a continuing part of the teaching process in physical education and is useful for children, teachers and parents. When planning new activities or planning lessons to consolidate previous work, teachers are invariably making professional judgements about children. Teachers are constantly assessing children in the physical education lesson as they identify progress and difficulties.

Assessment provides information on individual children, assists the teacher in planning an appropriate programme for the child, and facilitates communication with other teachers, with parents and with other professionals. The systematic recording and reporting of assessment will help to ensure continuity and progression in physical education, as in other areas of the curriculum.

## Roles of assessment: why assess?

Assessment informs teaching and learning in physical education in a number of ways. It provides a comprehensive picture of the holistic development of the child and so contributes to informed decisions about his/her future learning.

Assessment indicates the achievements of each pupil as he/she acquires skills or develops understanding and indicates further learning activities for the child to explore. It can be used to assess the child's readiness to progress to a new activity in physical education. In addition, it can show the various rates of progress that a child is making in the different strands of physical education and provides a basis for grouping.

Assessment provides feedback to the child on his/her achievements and also involves the child in reflecting critically on his/her learning. Used like this, assessment has a formative role to play in the planning and support of further learning.

Assessment indicates areas of learning difficulty for the child. These difficulties may be related to the acquisition of skills, weaknesses in the child's understanding of activities in which he/she is engaged or gaps in knowledge of particular activities. Early diagnosis and remediation of difficulties experienced by the child as he/she practises movement skills,

for example, can enhance the child's confidence in approaching new skills. In identifying children with difficulties, assessment has a diagnostic role to play. Diagnostic assessment is particularly useful in physical education for the child with special needs. It can also help to group children so that maximum activity for each child is encouraged. This form of assessment in the physical education lesson may also identify learning difficulties related to other areas of the curriculum. Where a child is unable to measure the length of a jump in the athletics lesson, for example, further work linked with the mathematics programme could be planned. Diagnostic assessment therefore should help the teacher to identify approaches or activities which would help improve the child's learning.

A cumulative picture of the child's overall achievement in physical education can be formed as further learning occurs, and so the summative dimension of a child's assessment in physical education should be considered. This type of assessment may be used as units of work are completed or to facilitate communication between teachers about a child's progress and to report to parents or to others within the educational community.

Assessment helps the teacher to evaluate the physical education programme and its suitability for a particular class and to monitor the effectiveness of the teaching methodologies, approaches, facilities and resources. In this way evaluative assessment can provide the school with a means for appropriate decision-making regarding the planning of its physical education programme.

### Assessment in physical education: what should be assessed?

It is important that the school identifies what should be assessed in physical education. As the curriculum encourages the selection of a broad and balanced programme of physical education, assessment should reflect this approach. Assessment techniques used should assess progress in all aspects of the programme covered in order to ensure validity of assessment. The strands and strand units of the curriculum outline the objectives for physical education. The italicised exemplars indicate a possible range of activities that may be expected at each level.

It is essential that assessment be related to the objectives outlined for physical education and focus on

- the social and personal qualities of the child. A number of the objectives of physical education are concerned with the social and personal development of the child, and many opportunities to assess such development are provided in the physical education lesson. The child's attitude to physical education, sense of fair play, acceptance of winning or losing and respect for a referee, for example, could be indicators of the child's development in this area. A positive attitude is central to his/her progress, but it should be remembered that different attitudes can be displayed to different strands, a factor that should be recognised when assessment is recorded and reported.
- physical skills and competence. The assessment of physical skills provides a profile of the child's competence in the different strands of the physical education curriculum. It is recommended that assessment of a number of different skills in each strand be undertaken to provide a valid assessment of the child's competence. However, the assessment of skills by whatever means never entails overextending the child in relation to his/her physical development. The examples below outline one aspect or indicator of competence in each strand:
  - throw or strike a ball at a target
  - create a sequence of movements in gymnastics
  - run quickly and fluently over a row of hurdles
  - read a simple map and find a number of features
  - glide in water
  - help create and perform a dance as part of a group.
- knowledge and understanding related to physical education. As the child engages in the physical education lesson, he/she has many opportunities to develop knowledge and understanding of different activities. The objectives and italicised exemplars indicate the range of knowledge that may be expected at each level, especially in the strand unit titled 'Understanding and appreciation'. For assessment purposes, the child's use of space in a games situation could represent one

aspect of an understanding of how games are played, while the child's knowledge of opportunities to engage in sport or dance at local level could indicate that he/she is acquiring a broad knowledge related to physical education.

- creative and aesthetic development. The child's creative and aesthetic development would largely, but not exclusively, be assessed while engaging in dance and gymnastics. By engaging in these activities, the child's ability to represent the mood of a piece of music through movement could be observed and would be an appropriate indicator of his/her creative and aesthetic development. However, further opportunities arise to assess a child's creative development within the games strand, for example when a child is challenged to create games.
- development of health-related fitness. The physical education curriculum recommends an approach that emphasises maximum participation in each physical education lesson. Lessons will therefore provide opportunities for assessment of a child's fitness. The child's ability to sustain effort throughout a physical education lesson or the ability to perform a more complex sequence in gymnastics while maintaining poise, balance and control would indicate his/her level of fitness.
- development of safe practices. The assessment of safe practices during a physical education lesson promotes a continuing awareness of safety. Observing how the child lifts and carries a piece of equipment, for instance, would provide information on the safety practices adopted. The child's understanding and application of rules that enhance safety in a games situation or his/her adherence to water safety rules aid the assessment of the safety practices of the child. However, any assessment of the child's practice of safety should not hinder his/her willingness to undertake activities that involve an appropriate element of risk as part of the natural challenge of physical activity.

### Assessment tools: how to assess

The assessment of physical education will require a range of assessment tools and approaches to fulfil the roles outlined, especially as the need exists to assess a wide range of activities. It is not expected that evidence will be gathered on each pupil in each lesson but that it will accumulate over a specific period. The following techniques of assessment should be considered.

### *Teacher observation*

This is a most useful and most consistently used form of assessment in physical education. It involves the informal monitoring of children's progress as the actual learning takes place, and some of the most accurate information is gathered in this way.

Teacher observation might focus on

- the responses the child makes when set a task
- the responses the child makes to the teacher's questions and suggestions
- the participation of the child individually, in a group or as part of the class
- the interaction of the child with others when involved in group work
- the understanding displayed by the child when engaged in an activity.

Teacher observation as a form of assessment is particularly appropriate for physical education, as assessment is best undertaken as the children are engaged in activities. Some of the learning behaviour of the child can be observed to help plan follow-up activities: for example, how the child uses a piece of apparatus may guide the teacher on helping the child use it or other apparatus more effectively in subsequent lessons. It is useful to record these observations. A simple written note on the completion of the lesson may be sufficient to enable teachers to plan further work in a more systematic way. Information recorded in this way can complement other forms of assessment in compiling a pupil's profile in physical education or when summative assessment is being recorded and reported. This form of assessment takes account of the progress of the class, a group or an individual related to the content of the programme.

### *Teacher-designed tasks*

Throughout the physical education programme teachers continuously design a variety of tasks for the pupils to engage in. Some tasks will be designed to provide opportunities to practise skills, some will be designed to encourage creativity, some to gather knowledge of activities, and other tasks will be designed to promote questioning and group discussion before carrying out the task and as the task is completed. While engaged in the tasks, the children are learning, and simultaneously their responses indicate their progress in physical education.

Tasks set in a learning context can be designed to allow for the assessment of process (how the stick or bat is held and swung) and product (whether the target is reached) or the process and product combined. Another example of such a task is where a child is asked to undertake an adventure trail: the teacher assesses the approach the child adopts (the process) and whether the target is reached (the product).

A wide variety of tasks related to individual strands should be used, for instance practising the standing long jump for distance, creating and performing a sequence that shows controlled take-off, flight and landing or jumping into water and finding an object at the bottom of the pool.

Although time-consuming, they nevertheless can be used effectively as part of a learning context because they are linked to the content of the programme. The use of a range of tasks encourages all children to demonstrate their skills and understanding as well as factors such as their ability to cope with success and failure. Some tasks may be completed in a short time, perhaps as a small part of a single lesson. Other tasks may require a number of lessons to complete, for example creating and performing a short dance.

### *Curriculum profiles*

Teachers' continuing informal observation of children's progress can be structured more formally through the use of curriculum profiles. These entail short descriptive statements of pupil achievement in relation to physical education that might be expected of the child at different stages in his/her development. These descriptions are sometimes written in the form of short paragraphs that are formed using a number of indicators, i.e. behaviours or abilities that the child may demonstrate. Teachers endeavour to match their observations of pupils to the indicators in the profiles as work is undertaken or completed on a unit. By marking or highlighting aspects of the paragraphs as they are achieved by the child, the teacher can also use the profile to record progress in written form or use it as the basis for reporting. They will highlight children's needs and take into account the spread of abilities in all primary classes.

## A balanced approach to assessment

As the aim of assessment is to improve the learning experience of the child in physical education, it is essential that any form of recording of assessment should not detract from teaching time or hinder the learning experience of the child. The school policy should outline ways in which assessment can be undertaken in a manageable way. As teachers within a school discuss the progress and achievements of different classes, this shared teaching experience leads to a common understanding of assessment, helps to achieve reliability in the use of assessment and facilitates a balanced approach to assessment.

## Recording and communicating

The assessment undertaken by the teacher, as part of the school policy, provides information on the child's progress and achievements in physical education and needs to be recorded and communicated to other teachers, to parents and to other professionals. The process of communication should provide opportunities for obtaining feedback from parents. This process of recording and communicating will help the planning of the child's future learning.

### *Pupil profile card*

The pupil profile card will contain a profile of the child's progress in all curricular areas and of other aspects of his/her development. The assessment of the child's development in physical education will be one aspect of the profile card.

The teacher's continuing observation of the child throughout physical education lessons, his/her observations of the child completing teacher-designed tasks and/or the curriculum profiles built by the teacher will form the basis for the information recorded on the pupil profile card. The possibilities and advantages offered by information technology in the recording, storage and transfer of pupil profile cards should be explored and if possible used in the compilation of any profiling system.





# Appendix



# Glossary

The definitions below are commonly understood working definitions for use with the primary curriculum and teacher guidelines.

aesthetic	concerned with appreciation through using the senses with imaginative attention
approach run	the running action before a long jump is attempted, to ensure a good take-off when jumping
bivouacking	making a makeshift camp or tent
bounce pass	X passes the ball to Y, allowing it to bounce once on its way
bound	a movement that can be stopped or held without difficulty at any stage
buoyancy	capacity for floating lightly on water
canon	where dancers perform movements one after the other: A followed by B followed by C
chest pass	X holds the ball at chest level and passes the ball through the air to Y
chipping	the skill of passing the ball by kicking it from the ground and forcing it to rise into the air to travel
dig technique	a technique used in volleyball for striking a ball that is close to the ground
dynamics	the energy of movement
flow	the flow of a movement can be 'bound' or 'free'
foam javelin	lightweight javelin with dependable flight pattern, safe for class use
folk dance	the dance associated with a particular country, often part of a traditional celebration

form	the overall design for patterning the dance, its shape and structure
HELP	heat-escape-lessening posture: a lifesaving technique in which the individual uses a floating aid and adopts a floating position that reduces heat loss
huddle	used in an emergency in water: participants huddle together around flotation aids to conserve heat
invasion games	games such as hockey, basketball, hurling and football that involve players contesting a shared space while defending an area and attacking another area
lead leg	the leg that leads when clearing a hurdle
orienteering	making one's way quickly across terrain with the help of a map and compass
overhead pass	X holds the ball above the head and passes it to arrive at chest height of Y
Parlauf relay	a circle relay, which involves six to eight children spread around the perimeter of a track or pitch. They run in relay formation for a given time and record how many laps they complete
pathways	the pattern made by movements in the air or on the floor
pop pass	popping a rugby ball in the air to the target (one metre approximately) with hands held underneath the ball
primary shot/discus	soft, light shot and lightweight foam discus, both safe for class use
propulsion	swimming actions that drive the body forward

reaction sprints	sprinting from various starting positions, e.g. a sitting position, lying on face or back, standing with back to starting line, etc. The emphasis is on reacting quickly to the command 'go'
scissors technique	a basic jumping technique where the child approaches the jump from the side and kicks the near leg vigorously up and over the centre of the bar (opens the scissors). This is followed by bringing the far foot up and over (close the scissors), with the near foot brought down into the landing area
sculling	a swimming skill by which the body can be propelled, balanced and controlled in the water
sequence	one movement followed by another creates a sequence
shuttle relay	a relay where the chosen distance is completed two or three times without pause before the next child starts
sling	the 'swing and throw' action of the discus
space	personal space is the area around the body when from a stationary base it can be extended in all directions and at all levels
spin pass	one hand underneath to spin the rugby ball, an upward movement with this hand when passing
sweep pass	passing the rugby ball sideways to the target
tension	stretching without straining the body

theme	a movement idea that is studied and developed throughout a lesson or series of lessons
time	any movement uses a quantity of time, and variations of time may be developed into rhythmic patterns. The quality of time is shown by the suddenness of movement or how movement can be sustained
toe tapping (soloing)	a skill of Gaelic football that involves running while kicking a ball from foot to hand; the ball may be bounced off the ground once between each toe tap
trail leg	the leg that trails over the hurdle, i.e. the back leg
travel	move from A to B
treading water	a skill that allows a swimmer to remain afloat in one place, in an upright position, with the least expenditure of energy
unison	all dancers move at the same time
weight	the use made of the weight of the body and the muscular action that together enable the child to move with varying degrees of strength or lightness
weight-bearing	taking or balancing the weight of one's body on one part or parts of the body

# Membership of the Curriculum Committee for Physical Education

This curriculum has been prepared by the Curriculum Committee for Physical Education established by the National Council for Curriculum and Assessment.

<b>Chairpersons</b>	Des Broderick	Irish Federation of University Teachers
	Denis Coleman	Irish National Teachers' Organisation
<b>Committee members</b>	Nioclás Breatnach	Department of Education and Science
	Valerie Burke ( <i>from 1995</i> )	National Parents Council—Primary
	Emma Dineen ( <i>from 1995</i> )	Irish National Teachers' Organisation
	Tríona Fitzgerald ( <i>to 1994</i> )	Irish National Teachers' Organisation
	Sally Fossitt	Church of Ireland General Synod Board of Education
	P. J. Geraghty ( <i>from 1994</i> )	Irish National Teachers' Organisation
	Yvonne Keaney	Catholic Primary School Managers' Association
	Fionnuala Kilfeather ( <i>to 1995</i> )	National Parents Council—Primary
	Sr Regina Lydon	Association of Primary Teaching Sisters/Teaching Brothers' Association
	Marian Lyon	National Parents Council—Primary
	Seán Mac Conmara	Department of Education and Science
	Seán MacManamon	Catholic Primary School Managers' Association
	Charlotte Maye	Irish National Teachers' Organisation
	Joanne Moles	Church of Ireland General Synod Board of Education
	Joe Moore	Irish National Teachers' Organisation
	Breandán Ó Bric	Department of Education and Science
	Jennifer O'Connell	Irish National Teachers' Organisation
	Proinsias Ó Dughail	Department of Education and Science
	Chris O'Grady	Irish National Teachers' Organisation
	Sylvia O'Sullivan	Management of Colleges of Education
Síle Uí Ící	Department of Education and Science	
Br Joseph Vaughan	Teaching Brothers' Association/Association of Primary Teaching Sisters	
Kathleen Wall	Irish National Teachers' Organisation	
<b>Education officers</b>	Michael McGannon ( <i>to 1995</i> )	
	Frances Murphy	
	Eileen O'Sullivan ( <i>to 1995</i> )	



# Membership of the Primary Co-ordinating Committee

To co-ordinate the work of the Curriculum Committees, the Primary Co-ordinating Committee was established by the National Council for Curriculum and Assessment.

<b>Chairperson</b>	Tom Gilmore	
<b>Committee members</b>	Sydney Blain <i>(from 1995)</i>	Church of Ireland General Synod Board of Education
	Liam Ó hÉigear ta <i>(from 1996)</i>	Department of Education and Science
	Dympna Glendenning <i>(to 1995)</i>	Irish National Teachers' Organisation
	Fionnuala Kilfeather <i>(from 1995)</i>	National Parents Council—Primary
	Éamonn MacAonghusa <i>(to 1996)</i>	Department of Education and Science
	Fr Gerard McNamara <i>(from 1995)</i>	Catholic Primary School Managers' Association
	Peter Mullan	Irish National Teachers' Organisation
	Sheila Nunan <i>(from 1995)</i>	Irish National Teachers' Organisation
	Eugene Wall	Irish Federation of University Teachers
<b>Co-ordinator</b>	Caoimhe Máirtín <i>(to 1995)</i>	
<b>Assistant Chief Executive Primary</b>	Lucy Fallon-Byrne <i>(from 1995)</i>	
<b>Chief Executive</b>	Albert Ó Ceallaigh	

NCCA Chairpersons: Dr Tom Murphy *(to 1996)*, Dr Caroline Hussey *(from 1996)*

ISBN 0-7076-6331-8



9 780707 663319



AN ROINN OIDEACHAIS  
AGUS EOLAÍOCHTA | DEPARTMENT OF  
EDUCATION AND SCIENCE

National Council for Curriculum and Assessment | An Chomhairle Náisiúnta Curaclaim agus Measúnachta

**NCCA**